

Theatrical Heritage

Course # THEA 1105-2; Spring 2014
Tues/ Thurs, 2:00-3:15pm; A&S room 270
~TENTATIVE COURSE SYLLABUS~

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Office Hours: Mon: 12-1:45pm
(or by appointment)

Course Description:

“The study of the theatrical experience, so as to give the student an understanding, awareness and respect of the history, talents, skills and traditions that go into the practice of live theatre.” - undergraduate catalogue
In short, we are discovering what theatre is, why it matters, and how the work of theatre gets done.

Objectives:

Students will be able to describe and explain the basic production process related to theatre performance as well as the fundamental principles of acting, directing, play analysis, design, technical theatre and history of theatre. They will demonstrate their ability to use cultural, international, and historical perspectives in their design and performance work. Students will also be able to discuss logically and creatively about live performances and entertainment using proper terminology in connection to other areas of study.

Textbook/ Course Materials:

Textbook:

The Art of Theatre: Then and Now. William Missouri Downs, Lou Anne Wright, Erik Ramsey. 3rd Ed.

Course Materials:

A way to take notes (notebook/binder or laptop/tablet) and quizzes (pen/pencil) is required everyday

Attendance Policy:

If you are absent for more than 5 classes, you cannot pass this class. Absences include being sick, oversleeping, doctors' appointments and 'I just felt like skipping'. The bulk of the grade for this course will be based on attendance and effort. Please remember to sign in every day! Any/all absences will be taken into account for your final grade.

Attendance/ participation counts for 30% of your grade.

Assignments:

Reading Responses/ Project Responses:

There are 5 reading/project response questions throughout the syllabus that relate to the assigned readings for class. Students are required to write a 1 page response (project responses can be as long as needed to complete assignment) addressing the question asked or project proposed, the related reading, and any other supplemental information the student finds useful for exploring their response. These are informal responses designed to let the student think more personally about the topics addressed in class and in the reading. These responses must be typed and submitted through D2L before the start of class on their due dates. Max font size: 12. Max spacing: double. NO MORE THAN 1 PAGE FOR READING RESPONSES! Late work will be marked down!

Reading/ Project Responses count for 10% of your grade

Performance Responses:

Students are required to attend 2 live performance presented at Georgia College during the term. (*One of these performances must be Roald Dahl's Willy Wonka*). After attending a performance, the student must write a 2-page response paper discussing their reactions, relevant connections to the assigned reading from *The Art of Theatre*, and the general 'take away' from the piece. Discuss your thoughts on the play presented, being sure to take into account all of the elements including acting, direction, costumes, scenery, lighting, music/sound. What aspects did you feel were interesting? Well done? Confusing? Was there anything in particular that stood out to you as good or bad? You must include specifics! And please, do not summarize the plot- Max font size: 12. Max spacing: double. These responses must be typed and submitted through D2L no later than 1 week after the final performance of the show.

Performance Responses counts for 10% of your grade

Quizzes

There will be 10 small pop quizzes during the semester that relate to the assigned reading for that day. They will be 2-5 fill in the blank questions that are created from the readings.

QUIZZES CAN NOT BE MADE UP IF MISSED.

Quizzes count for 5% of your grade.

Exams

There will be two multiple choice exams during the semester. The mid-term exam will cover the material in chapters 1-10. The final exam will cover the material in chapters 11-17. Exams can be made up if the student reschedules their exam within 3 days of their absence (rescheduling via email is acceptable).

Exams count for 20% of your grade

Final Project:

The final project will be something we work on/ work towards all semester. The class will divide themselves into groups of 7 or fewer, and create a piece to perform for the class at the end of the semester. The final project worksheet can be found at the end of this syllabus.

Final Project counts for 25% of your grade

Grading:

Attendance/ participation: 30%

Final Project: 25%

Exams: 20%

Reading/Project Responses: 10%

Performance response paper: 10%

Quizzes: 5%

Point Break-Down (1000 pt total possible)

-Attendance/ Participation: 300 pts

-Final Project: 250 pts

-Mid Term Exam: 100 pts

-Final Exam: 100 pts

-Performance Responses: 100pts

each response = 50pts

-Reading Responses (5): 100pts

each response = 20pts

-Quizzes (10): 50pts

each quiz = 5pts

Important Dates:

Exams:

MIDTERM EXAM: Thursday March 6th during class
FINAL EXAM: Thursday April 24th during class

Performances:

REQUIRED: *Roald Dal's Willy Wonka* (Feb 26th-Mar 1st @ 8pm, Mar 2nd @ 2pm, Russell Auditorium)

SUGGESTED: *The Sum of Me* (Mar 28th-29th @8pm, Max Noah Recital Hall)
24 Hour Plays (Sat Apr 5th @ 8pm, Max Noah Recital Hall)
[Re]turn (April 22nd @ 8pm, Campus Black Box Theatre)
Dance Minor Concert (May 3rd @8pm, Russell Auditorium)
The Greek Mythology Olympiaganza (Date/Location TBA)

Other:

Wed May 7th: GROUP PROJECT PERFORMANCE DAY #3 IN MAX NOAH RECITAL HALL

NOTES:

Religious Observance Policy

Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one's rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.

Assistance for Student Needs Related to Disability

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

Student Opinion Surveys Statement

Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

Academic Honesty

The integrity of students and their written and oral work is a critical component of the academic process. The submission of another's work as one's own is plagiarism and will be dealt with using the procedures outlined in the GC Catalog. Remember that allowing another student to copy one's own work violates standards of academic integrity.

Fire Drills

Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest exit. Know the 2 exit locations from the classroom. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. Assemble for a head count at the fountain.

Weekly Schedule

Theatrical Heritage

TENTATIVE/ SUBJECT TO CHANGE

Assigned readings and response questions/projects are to be completed for the date listed

Week 1

T, Jan 14th : Introductions/ Review Syllabus

Th, Jan 16th : Chapter 1 – Theatre, Art, and Entertainment (pgs 3-21)

Week 2

T, Jan 21st : Chapter 2- Stage Versus Screen (pgs 25- 42; Spotlight On pg 47)

Response Question 1 Due:

Thirty years ago, there were about fifty different corporations who controlled our screen entertainments, but today, because of deregulation, there are only about ten.

How do you think this affects our screen entertainment?

Or...

Project 1 Due:

Choose your two favorite TV shows- you must investigate who owns that show. For example, saying that it's owned by NBC is not enough! You must find out what company produces the show for which network(s) and then determine who owns the network. Be warned- the answers to this might be shocking!

Th, Jan 23rd : Chapter 3- Theatre and Cultural Diversity (pgs 51-71)

Week 3

T, Jan 28th : Chapter 4- Experiencing Plays (pgs 73- 86)

Response Question 2 Due:

According to the authors of your text, there are specific actions that comprise audience etiquette. Describe some of these actions. Has audience etiquette changed over the years? If so, in what ways and to what do you attribute those changes? Another direction to go may be: In what performance spaces/venues is traditional etiquette not acceptable? Why?

Th, Jan 30th : Chapter 4- Analyzing Plays (pgs 86- 99)

Group Project Introduction

Week 4:

T, Feb 4th : CLASS IN BLACK BOX THEATRE: Group Project Audition Day (no reading due)

Th, Feb 6th : Chapter 5- A Day in the Life of a Theatre (pgs 101-121)

Week 5:

T, Feb 11th : Chapter 8- The Art of Directing (pgs 171-187)

Response Question 3 Due:

Everyone acts at one point or another. We each play our roles. But how does acting affect you in your every day life? Do we act too much or too little

Or...

Project 3 Due:

Research 10 of the characters found in Romeo and Juliet and cast the play as you see fit. Print out images of your cast members with their character's name, and their real name. You must do all 10 characters to complete this project.

Th, Feb 13th : Chapter 6 – The Playwright and the Script (pgs 123-144)

Week 6:

T, Feb 18th : Chapter 9- The Art of Design (pgs 196-218)

Th, Feb 20th : Chapter 7- The Art of Acting (pgs 147-167)
Group Project Discussion

Week 7:

T, Feb 25th : CLASS IN BLACK BOX THEATRE: Group Project Work Day (no reading due)

Th, Feb 27th : Chapter 10- A Creative Life (pgs 221-234)

Week 8:

T, Mar 4th : Mid-Term Exam Review Day

Th, Mar 6th : MID-TERM EXAM

Week 9:

T, Mar 11th : Chapter 11- Non-Western Theatre (pgs 237-247)

Th Mar 12th : CLASS IN BLACK BOX THEATRE: Group Project Work Day (no reading due)

Week 10

T Mar 18th : *Spring Break (no class)*

Th Mar 20th : *Spring Break (no class)*

Week 11

T Mar 25th : TBD

Th Mar 27th : TBD

Week 12

T, Apr 1st : Chapter 11 – Non-Western Theatre (pgs 247-263)

Response Question 4 Due:

A play can be a ritual, but not all rituals can be a play. What characteristics need to take place for a play to be considered a part of a ritual? Another direction to go would be: Are there other modern day events that may walk the line between performance and ritual? What are they, and why do you feel they that line?

Th, Apr 3rd : CLASS IN BLACK BOX THEATRE: Group Project Discussion/ Work Day

Week 13

T, Apr 8th : Chapter 12- The Greeks to the Rise of Christianity (pgs 268-294)

Th, Apr 10th : Chapter 13- The Dark Ages to the Dawn of the Renaissance (pgs 297-314)

Week 14

T, Apr 15th : Chapter 14- The Renaissance (pgs 317-338)

Response Question 5 Due:

Why is Shakespeare still so popular?

Or...

Project 5 Due:

Shakespeare is known for writing a huge selection of plays, but there are some historians who believe another man is responsible for this work. Identify the assumed author of Shakespeare's work and include 1 example historians use to support their argument that Shakespeare is NOT responsible for his plays.

Th, Apr 17th : Chapter 14- The Renaissance (pgs 338- 347)

Week 15

T, Apr 22nd : Final Exam Review Day

Th, Apr 24th : FINAL EXAM

Week 16

T, Apr 29th : GROUP PROJECT PERFORMANCE DAY #1 IN BLACK BOX THEATRE

Th, May 1st : GROUP PROJECT PERFORMANCE DAY #2 IN BLACK BOX THEATRE

Week 17

Wed May 7th : GROUP PROJECT PERFORMANCE DAY #3 IN BLACK BOX THEATRE

1:00pm-3:15pm

Theatrical Heritage Final Group Project- 250 points

The point values listed are the highest number of points available to you. Simply completing the assignment will earn you SOME of the points. Completing the assignment at an excellent level will earn you ALL of them.

GROUP GRADE- 100 pts

Presented Scene- Production/ Costumes/ sound/ Props/ Spectacle. 55pts

Presented as a group during last class periods. All members in the group must contribute to the final performance in some way. Presentations must be between **8 and 12 minutes.**

Final Show Binder - Clean/ Neat/ Labeled. 30pts

Includes at minimum: Copy of Script, program, photo of diorama, and all of the group members' individual grade paperwork
Due on final day of group presentations in final show binder.

Completed Diorama- Quality/ Neatness/Appropriateness/ Creativity. 10pts

A box representation of what your set would look like if you had resources to build a fully realized set. **Due on final day of group presentations in final show binder.**

Program- Clarity/ Thoroughness/ Extras. 5pts

The program must list all group members and their positions. You should include extras such as directors notes, dramaturgical notes, and 'sponsors/ads'. No more than 1 page, double sided. **Due on date of performance.**

INDIVIDUAL GRADE- 150 pts

Reflection Paper- Articulation of thought/ Typed/ Detailed/ Value Recognition 60pts

A detailed description of process, and an explanation of what it is that you learned/ gained from this experience (or didn't). It is important that you write this AFTER your groups' performance to be able to reflect upon your feelings and experience once it is complete. 1 page limit. **Due on final day of group presentations in final show binder.**

Individual Contribution- Your contribution and value to group 40 pts

List in bullet or paragraph form what contributions you made to the group, detailing why it was an essential collaboration. **Due on final day of group presentations in final show binder.**

Support of Contribution- recognition of work contributed by others 30pts

List in bullet or paragraph form all the contributions of each member

of your group, and what you feel they contributed. **Due on final day of group presentations in final show binder.**

Assessment of Other Groups- Appropriate and honest comments

20pts

Complete the group assessment sheet provided for you honestly. Your grade will be based on how accurately you assess each group. You will be asked to provide a letter grade for each group.

Due on final day of group presentations in final show binder.

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