

OFFICE OF ACADEMIC AFFAIRS
COURSE APPROVAL FORM
NEW COURSE



College: Arts Humanities Social S Prefix/Subject Code: TH Course Number: 390

Banner Title: Teaching Theatre Credit Hours: 3 Offered: Fall Spring Summer
 (32 Characters)

Full Course Name: Teaching Theatre

Instructional Method: Online Hybrid Classroom

Cross-listed: _____

Cross-listed courses must provide both graduate and undergraduate syllabi.

Prerequisites: TH 221

Min. Grade: C

Catalog Description: (300 Characters)

Co-requisites: _____

This course is designed to help students develop the skills required to coach and direct student actors, focusing on best practices in teaching the fundamentals of directing, including various assessment rubrics and adapting activities to different age groups. The course emphasizes learning by doing.

Prerequisites with Concurrency: _____

Restrictions: _____

Class, Level, Department, Program, College, etc.

Grading System: A-F A-NC S-U

Does this course involve multiple academic units in the originating college? Yes No
If so, the chair of each academic unit must sign this form.

Is this course to be added to Charger Foundations? Yes No
If so, the Charger Foundations committee must review this form.

Does this course involve academic units external to the originating college? Yes No
If so, deans of all colleges involved must sign this form.

Is this a Laboratory course (stand alone or combined)? Yes No
If yes, indicate the number of credit hours for the lab and the number of contact hours.

Lab Hours: _____ Contact Hours: _____ Total Credit Hours: _____

Indicate type and hours for studio, clinical, internship, and study abroad courses.

- Studio Course Studio Hours: _____ Contact Hours: _____ Total Credit Hours: _____
- Clinical Course Clinical Hours: _____ Contact Hours: _____ Total Credit Hours: _____
- Internship Internship Hours: _____ Contact Hours: _____ Total Credit Hours: _____
- Study Abroad Abroad Hours: _____ Contact Hours: _____ Total Credit Hours: _____

Compare with existing catalog offerings, with justification if apparent overlap:

None

Discuss demonstrated value of course. Please justify why this new course is needed.

This course is designed for students who plan to teach theatre K-12. It will be offered to Education students who will likely be hired into the school systems as an English teacher who may also teach or produce theatre.

Will this course be required? Explain.

No

Is this course part of a program core? Explain.

No

Is this course part of a new major or minor? Explain.

It will support the new certification in theatre.

Textbooks: Handouts and online materials will be provided.

Intended Instructors: Karen Baker

Implications for faculty workload: Will be taught by a part time instructor

Implications for facilities: Wilson Theatre WH001 will accomodate the class

A detailed syllabus must be attached giving an overview of topics covered, course goals and structure, grading system, and policies.

Department Chair: Cole R

Grad. Council: _____

College Dean: AWR

Graduate Dean: _____

College Curriculum Committee: Joe

Undergrad Curriculum Cmte: _____

Charger Foundations: _____

Provost: _____

Acknowledgements from other units:

Department Chair: _____

College Dean: _____

TH 390, Teaching Theatre

Spring MWF 10-10:50am

Karen Baker, kjb0016@uah.edu, office

Office Hours: Monday and Wednesday 1-2 or by Appt.

Required Text/Articles/On-line resources:

- One full-length play of your choosing for your scene work (between \$5-\$10).
- A working knowledge of the Alabama Standards for Theatre Education K-12. (Handout) Found also on Canvas and <https://www.alsde.edu/sec/sct/COS/2006%20Alabama%20Course%20of%20Study%20Arts%20Education.pdf>
- Building a better theatre curriculum by Shawnda Moss (Handout)
- Educational Theatre Association - www.schooltheatre.org

Course Description: This course is designed to use the Alabama Standards for Theatre Education to develop the skills required to coach and direct student actors. Focus will be on best practices when producing scene work upon which students can draw a basic understanding of the fundamentals of directing, including: casting, staging, character development and finding your point of view as a creative artist. Students will also learn different rubrics to assess young actors as well as adapting activities to different age groups. The course is a combination acting and directing class with supporting paper work and emphasizes learning by doing.

Course Objectives:

- Introduce the basic theatre/stage terminology.
- Provide the tools and methods for Theatre Education including the National Standards for Theatre education K-12.
- Discuss the problematic nature of assessment in Arts Education.
- Understand the importance of body and voice as acting tools.
- Provide a basic understanding of how staging works.
- Clarify the importance/problems of casting.
- Focus awareness of storytelling techniques.
- Focus appreciation of the art of theatre as a collaborative art form.
- Aid in the development of critical thinking.

Course Requirements:

Attendance: Students are responsible for attending class. A total of 3 unexcused absences are allowed. Three tardies = one absence. Each additional absence (above 3) will result in 33 points being deducted from the final point total. If you are going to miss a class that is either a performance or rehearsal day you must let me and your partners know at least 12 hours in advance or receive the grade of zero. Extenuating circumstances will be dealt with on an individual basis. This class is built around discussion, participation, and observation; missing classes will have a negative impact on your grade. *Perfect attendance throughout the semester will result in an addition of 25 points to your overall grade.

Classroom Distractions: All cell phones, and other noise making devices must be turned off for the duration of each class. No food or drink is allowed in class with the exception of water. This is a functioning theatre please treat it with respect.

Assignments: You are responsible for completing all the assignments for class; it is not the instructor's responsibility to remind you. You are expected to come to class prepared. Proper preparation also includes rehearsing the performance assignments both in and outside of class so they are performance ready on the days they are due. All associated paperwork is due with the final performance. If work is late, points will be deducted for each day the assignment is late. Memorization of text is an assignment.

Directing and Acting partners: You will all work as both director and actor; your group of three will work in a rotating structure so that each member of the team has the opportunity to direct a scene. You must treat your partners with the same respect and courtesy you expect from them. Failure to memorize your lines, failure to communicate or failure to show up at agreed rehearsal times will be reflected in your final grade. Respect your partners by taking care of your individual responsibilities. I reserve the right to reassign partners due to excessive absences without your consent. Director/Actor evaluations will be done after scene work and will factor into your grade. Keep in mind that you will receive individual grades for the scene, however not working as a team will reflect in your final performance. Inform me immediately of any issues. Do not wait until the performance day.

• **Group Management:** Individuals without a group, or groups of 2 will be managed on a case-by-case basis. If a group loses a member it may become necessary to rearrange or reassign members of other groups to accommodate the change.

Assignments:

Detailed instructional sheets will be provided for each assignment

Exercise (50) - You will find, develop or steal an acting exercise or game and share it with the class.

Exercise Toolkit (100) – An organized card collection of the exercises/games in class.

Scene Direction (150) - You will select and direct a 5-7 minute scene.

Scene Paperwork (150) - Detailed analysis of the scene and play.

Scene Performance (75 ea = 150 total) - performing under the direction of one of your classmates.

2 Performance responses (100ea=200 total) -You are required to attend each of the 2 department productions and write a 2-3 page response to assigned aspects of the performance. Involvement in the discussion of the show will be considered in grading.

Play Selection (150) - Exploring the process of play selection.

Class Participation (50)

Policies for ALL written assignments:

- Must be typed, double-spaced (unless otherwise noted), 12 pt font (no larger than this!), 1” margins, stapled.
- Play responses are always due the first class period after a show closes! (Always a Monday). Other papers are due on date indicated on the assignment sheet or syllabus. NO LATE PAPERS WILL BE ACCEPTED WITHOUT PRIOR APPROVAL!

- Avoid simple grammatical and spelling errors. The spell check on your computer won't catch things like: your/you're, its/it's or there/their/they're - so it's up to you!

Academic Misconduct: All acts of dishonesty in any work constitute academic misconduct. This includes but is not limited to: cheating, plagiarism, fabrication of information, misrepresentations and abetting any of the above. The Academic Misconduct Disciplinary Policy will be followed in any case. The policy is outlined in the Student Affairs Handbook, which can be obtained from the Student Life Office in the Ferguson Center.

Grades:

Exercise/game 50 pts	1000-980 A+	779-720 C
Exercise toolkit 100 pts	979-920 A	719-700 C-
2 play responses @ 100 pts each	919-900 A-	699-680 D+
Scene as director 150 pts	899-880 B+	679-620 D
Director's research/analysis 150pts	879-820 B	619-600 D-
2 Performances @ 75 pts each	819-800 B-	599 or less F
Play selection project 150pts	799-780 C+	
<u>Class Participation 50 pts</u>		
1000 pts total		

Schedule (subject to change):

Week/date	Description	Assignment
WK 1 W 1/11 F 1/13	Course descriptions and expectations Theatre Games/assignment discussed	
Wk 2 M 1/16 W 1/18 F 1/20	MLK Acting, Directing & Teaching Research and Analysis	OFF Assign groups
Wk 3 M 1/23 W 1/25 F 1/27	Resources: what to look for and where to look Stage Pictures and blocking Articulation and projection	
Wk 4 M 1/30 W 2/1 F 2/3	Exercises and Games Exercises and Games Exercises and Games	Groups 1&2 Groups 3&4 Groups 5&6
Wk 5 M 2/6 W 2/8 F 2/10	Exercises and Games Exercises and Games The rehearsal Process: From read thru to notes	Groups 7&8 Groups 9&10
Wk 6 M 2/13 W 2/15 F 2/17	Buffer Day/Rehearsal Process In Class Rehearsal In Class Rehearsal	Groups 9-10 Groups 7-8 & Toolboxes due

Wk 7	M 2/20 W 2/22 F 2/24	In Class Rehearsal In Class Rehearsal In Class Rehearsal	Groups 5-6 Groups 3-4 Groups 1-2
Wk 8	M 2/27 W 2/29 F 3/2	Discuss <i>Wonder</i> Perform scenes Perform scenes	<i>Wonder</i> response due Groups 6-10 Groups 1-5
Wk 9	M 3/5 W 3/7 F 3/9	Discuss <i>Straw Hat</i> Buffer Day OFF (SETC)	<i>Straw Hat</i> response due
March 10-18		SPRING BREAK!!!!!!!!!!!!!!!	OFF
Wk 10	M 3/19 W 3/21 F 3/23	In Class Rehearsal In Class Rehearsal In Class Rehearsal	Groups 3-4 Groups 7-8 Groups 9-10
Wk 11	M 3/26 W 3/28 F 3/30	In Class Rehearsal In Class Rehearsal Buffer Day	Groups 1-2 Groups 5-6
Wk 12	M 4/2 W 4/4 F 4/6	Perform scenes Perform scenes Buffer Day	Groups 1-5 Groups 6-10
<i>SEE FEFU AND HER FRIENDS THIS WEEK</i>			
Wk 13	M 4/9 W 4/11 F 4/13	In Class Rehearsal In Class Rehearsal In Class Rehearsal	Groups 7-8 Groups 1-2 Groups 3-4
<i>SEE CHICAGO THIS WEEK</i>			
Wk 14	M 4/16 W 4/18 F 4/20	In Class Rehearsal In Class Rehearsal Buffer Day	Groups 9-10 & <i>Fefu</i> response due Groups 5-6
Wk 15	M 4/23 W 4/25 F 4/27	Perform scenes Perform scenes Play selections discussed	Groups 6-10 & <i>Chicago</i> response due Groups 1-5 Play selection project due
April-30-May 4		EXAM WEEK	

If you have a question, please feel free to approach me after class or during office hours. Always be proactive. It is better to ask before rather than after.