

TH 166.002 - Theories of Play Production

Fall 2006 T, W, TH 10:00 - 11:00 AM

Instructor: **Jerry Dougherty**

Office Hours: 10:00-11:00 M, 11:00-12:00 T,W,& TH and by appointment

Office **MC 107C** Phone **963-1339** Email:dougherj@cwu.edu

Catalog/Course Description: TH 166 Theories of Play Production

Theories of production are explored through basic script analysis and the examination of protocol and procedures in the resident production company and a variety of world models.

Required Texts:

- *Script Analysis for Actors, Directors, and Designers*, James Thomas
- *Policies, Procedures, and Protocol in the Theatre*, Central Theatre Ensemble
- *Plays for Intro to Theatre*, Central Washington University (TH107 Course Pack)

Course Objectives:

Assessments:

Demonstrate an understanding of common practices, techniques and procedures used by theatre organizations to produce plays.	Written papers, classroom activity and oral discussion with peer critique.
Demonstrate an understanding of the personnel and the personnel structure in a variety of theatre organizations	Written papers, classroom activity and oral discussion with peer critique.
Demonstrate an understanding of the concepts and tools of critical thinking.	Written papers, classroom activity and oral discussion with peer critique.
Develop skill required to analyze a script and apply analysis to a variety of roles within the theatre.	Written papers, classroom activity and oral discussion with peer critique.

Attendance Policy:

You must participate in all class meetings. To participate, you must be present. You are allowed four (3) unexcused absences in this class. Four (4) absences will drop your grade one (1) whole letter grade. Consequent absences will drop your grade another one-half grade. If you are late, you will be counted absent. If you have class immediately before Intro on the other side of campus, you must inform me now. If you are absent, it is your responsibility to get the information covered during your absence from another student.

Course Requirements

- 1) **Late assignments** will be accepted and/or tests made up ONLY in a case of an emergency and if you have made previous arrangements with me.
- 2) You must come to class prepared. This means ready to listen and participate having read the assigned material **before** class. Come with questions to explore. Prepared is defined as: being ready to fully participate in the activities of the day's class. **Make sure you have something to write with and something to write on!**
- 3) **Required Department Production:** You will be required to attend the assigned theatre production: *Hard Times* (Tickets \$7) You may sign up in advance to usher or work in the concession area in order to see the production at no cost to you. **YOU ARE REQUIRED TO SEE THIS SHOW; MAKE PLANS NOW TO ATTEND.**
- 4) You must create and submit YOUR OWN WORK for all assignments. Failure to do your own work by either engaging in academic dishonesty (cheating) or plagiarism will result in a failing grade and potential expulsion from the University. The only exception is for group projects. The group projects will be clearly identified.

Hard Times

November 9, 10, 11, 16, 17, and 18 at 7:00 PM

November 19 at 2:00 PM

Teacher Certification Standards met in this course can be found at

http://www.cwu.edu/~theatre/program/undergrad/ed_standards.html

WA-COMP.DR.S1.6 >Identifies factors for selecting plays for performance.

WA-COMP.DR.K2.1 >Understands the principles of design and technical production.

WA-COMP.DR.S2.1 >Analyzes dramatic material for a theatrical production.

WA-COMP.DR.K6.1 >Understands theatre as a collaborative process.

WA-COMP.DR.K6.4 >Understands the connections of theatre to life and the world of work.

WA-COMP.DR.S6.4 >Integrates theatre into life and work.

Assignments and Percentage Breakdown:

In class	10%
Quizzes	15%
Group presentations	20%
Critiques	10%
Papers	25%
Final	20%

Grading Scale:

90 - 100 = A Superior
80 - 89 = B Above Average
70 - 79 = C Average
60 - 69 = D Below Average
Less than 50 = F Unacceptable

Students With Disabilities

If you have a disability that may prevent you from meeting course requirements, contact the instructor immediately to file a Student Disability Statement and to develop an Accommodation Plan. Course requirements will not be waived but reasonable accommodations will be developed to help you meet the requirements. You are expected to work with the instructor and the CWU Disability Support Specialist to develop and implement a reasonable Accommodation Plan.

Theatre Arts Mission Statements

University Mission

"Docendo Discimus" (By Teaching We Learn)

Department Mission

The Department of Theatre Arts is an ensemble of artists, scholars, educators, and practitioners located in the heart of the Pacific Northwest who:

- prepare students for advanced study and professional careers in theatre;
- promote creativity and excellence in a diverse educational environment;
- cultivate, educate, challenge and enrich audiences; and
- train and prepare students from diverse backgrounds to link art and life through experiential learning;

in order to nurture skilled, thoughtful, and courageous citizens who will promote a peaceful and tolerant global community .

Teaching Philosophy:

The Theatre Arts Department supports and practices constructivism as a teaching philosophy. Indeed, it may be argued that it has used this philosophy in almost all of the diverse areas within the discipline since the art of theatre was created by human beings. Teachers of Theatre Arts practice tenets from the three forms of constructivism exhaustively covered in the Conceptual Framework; Developmental, Social, and Socio-cultural. As a result, we apply the views commonly and generally held by constructivist teachers;

- Learning opportunities are best when accompanied by high levels of active engagement with tasks that characterize them.
- Formal knowledge is valued and made available to the learner, but the learner is encouraged to reflect on it and be skeptical about it, rather than simply accept it.
- Multiple examples and a variety of representations of content enable learners to derive meaning.
- Critical thinking, reflection, and problem solving are prized and encouraged.
- Interaction and conversation with others in the learning environment can improve the learner's ability to state her case, can widen perspective, and can motivate learning.

- Multiple and authentic measures of assessment provide richer insight into the learner's construction of knowledge.
- Verbal explanations can and should be supplemented by experiential learning.

It should be noted that each teacher applies these precepts in diverse ways, according to their particular area within the discipline.

<http://www.virtualsalt.com/crebook1.htm>

Specific Expectations for Group Projects

1. Subject matter was interesting and grasped by the class. Class members learned something new, or understood a subject in greater detail.
2. Activities in the Plan built in difficulty and were varied in structure (individual work, pair work, small group work, aural or visual components).
3. Information was challenging to the class members and was appropriate for the age group.
4. Leaders demonstrated effective use of research materials by using at least three new resources, rather than relying on those already covered in class.
5. Leaders used a control device effectively.
6. Leaders enhanced oral presentation by the use of effective and appropriate pictures, props, costume pieces, music, or other materials.
7. Leaders demonstrated creative thinking skills in their plan.
8. Leaders identified purpose for any activity they demonstrated or lead and made sure all class members knew why they were doing what they were doing.
9. The leaders worked together effectively and gave clear and specific directions. They were well organized and took charge of the class.
10. Leaders introduced the subject matter effectively and took time to discuss the topic with the class. They appeared to know their topic and motivated the class to be interested in the subject matter.
11. Leaders seemed adaptable and flexible, used class time effectively and in the most productive way. They kept track of time.

Tentative Schedule:

September 21	Introduction to course Material: Systems and Structures , and World Theatre Models
September 22	Introduction to Course Material: Syllabus, <i>Chicken House</i> and <i>Protocol</i> book
September 26	Emotional Response Object Due: <i>Chicken House</i> Intro to Script Analysis: <i>How Designers Analyze a Text</i>
September 28	Criticism: Critical Review and " <i>dishin' it out and takin' it</i> "

September 29	Introduction to Script Analysis " <i>Mary had a Little Lamb</i> "
October 3	<i>Mary had a Little Lamb</i> Analysis due Intro to other Models of Analysis: <i>DeBono, Hodge, Stanislavski</i>
October 5	Quiz: <u>Intro to Play Analysis</u> text, Lecture: Script Analysis
October 6	Quiz: <u>Intro to Play Analysis</u> text, Lecture: Script Analysis
October 10	Quiz: <u>Intro to Play Analysis</u> text, Lecture: Script Analysis
October 12	Analysis Project due: <i>Ceremonies in Concrete</i>
October 13 Projects	Group Project work day: <i>Ceremonies in Concrete</i> Design
October 17	Group Presentations: <i>Ceremonies in Concrete</i>
October 19	Group Presentations: <i>Ceremonies in Concrete</i>
October 20	Group Presentations: <i>Ceremonies in Concrete</i>
October 24	Common Theatre Hierarchy
October 26	Central Theatre Ensemble vs. . . .
October 27	Central Washington University Theatre Arts Department
October 31	Work Day: Presentations (No attendance taken)
November 2	Protocol Quiz # 1 and Presentations 1 & 2
November 3	Protocol Quiz # 2 and Presentations 3 & 4
November 7	Protocol Quiz # 3 and Presentations 5 & 6
November 9	Protocol Quiz # 4 and Presentations 7 & 8
November 10	Protocol Quiz # 5 and Presentations 9 & 10
November 14	Protocol Quiz # 6 and Presentations 11 & 12
November 16	Protocol Quiz # 7 and Presentations 13 & 14
November 17	Protocol Quiz # 8 and Presentations 15 & 16 (if needed)
November 21	Protocol Quiz # 9 and Presentations 17 & 18 (if needed)
November 23	No Class - Thanksgiving Break
November 24	No Class - Thanksgiving Day
November 28	Who Moved the Cheese?
November 30	Protocol Quiz #10 and Who Moved the Cheese?
December 1	Final Exam Review

December 6 Final Exam for section #2 (8 am -10 am)

December 7 Final Exam for Section #1 (12 noon -2 pm)

Potential Learning Outcomes:

Upon successful completion of the course, the student should be able to:

1. Find solutions to common problems encountered while working on collaborative projects.
2. Demonstrate an ability to meet deadlines.
3. Demonstrate an understanding of a dramatic text through *basic* script analysis techniques.
4. Perform effective play analysis for thematic content and physical requirements.
5. Demonstrate an ability to articulate effectively in support of his or her choices during the critique process.
6. Share presentations with others for feedback and goal setting.

Furthered Means of Assessment:

1. Group projects are evaluated in writing by the instructor and aurally by the Entire class.
2. Both verbal and written feedback assessments of successful techniques are available to every student.
3. Individual grades will be given on homework, quizzes and in-class individual assignments.

Course Purpose:

The purpose of this course is to provide a lecture series that introduces various global theories of theatrical production to budding theatre practitioners. A secondary purpose is to introduce the basic components of script analysis.

Basic Course Questions:

Among others, the course attempts to answer these two questions: How do theatres around the world produce theatre? How does Central Theatre Ensemble produce theatre?