

**SPRINGFIELD COLLEGE IN ILLINOIS – ADULT ACCELERATED  
in Partnership with Benedictine University**

Semester: Summer 2006-D  
Location: Becker Library, L-15 (President's Room)  
Meeting Time: M  
6:00 pm – 10:00 pm

Instructor: Kerry Hahn  
Office hours by appointment  
Phone: 546-6779  
Email: khahn@sci.edu

**FUNDAMENTALS OF THEATRE ARTS (THR 121-70) 3 Credit Hours**

**I. Course Description**

An introduction to theatre arts providing basic knowledge and experience of drama realized as theatre. Acting, directing, playwriting, designing scenery, costumes, and lighting are studied. Also included are stage and house management and scene production. Three hours credit. Special fee required F1 907.

**PLEASE NOTE:**

- **This is a 6- week session – not the usual 8 weeks!**
- **You will begin this course of study with an “A” grade. It is YOUR CHOICE to keep it.**
- **Clear your calendar for the evening of Saturday, August 5, 2006.**  
*(We will be seeing a live musical production of “West Side Story” on that date – if you are not available that evening, please do not take this course.)*
- **PRE-ASSIGNMENTS FOR 1<sup>st</sup> NIGHT OF CLASS:**
  1. **Purchase Textbook and read the Textbook Introduction and Chapters 1, 2, and 11.**
  2. **Purchase SPARKNOTES NO FEAR SHAKESPEARE™ Romeo and Juliet and read the Characters section, the Act I Prologue, (pp 2 & 3), and the Act II Prologue, (pp 72 & 73).**
  3. **Write down a total of seven sets of questions and answers, (one for each reading assignment), that you think might be good to put on a test. Include your name and the date on the page and bring it with you to class the first night.**

**II. Textbook and Materials**

*Theatre: Brief Version*, Robert Cohen, Seventh Edition, 2005. (Available at the SCI Bookstore.)

SPARKNOTES NO FEAR SHAKESPEARE™ *Romeo and Juliet*, (Available at Barnes and Noble for \$5.95 + tax, cash and carry. This agreement for direct purchase has been approved by the SCI Bookstore.)

Instructor will provide selected video/dvd/cd, web links, and printed materials for inclusion in research, in-class, and homework studies.

Student should provide pen and/or pencil(s), paper, and a 3-ring binder or folder.

Comfortable clothing should either be worn or brought to class each evening.

### **III. Mission Statement**

The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership, and service in a diverse world.

“Student assignments and learning activities have been found to be most beneficial when the students feel their contribution to the educational process is vital to the success of his or her own individual education.”

-- Anonymous

### **IV. Goals, Objectives, and Student Learning Outcomes**

#### **A. Goals**

Students will achieve an appreciation for theatre as a collaborative art form.

Students will explore the literary aspects of theatre by learning two (2) different aspects of art and living.

#### **B. Common Student Learning Objectives**

- Content Knowledge (CK-1). Know and apply the central concepts of the subject matter.
- Communication Skills (CS-1). Communicate effectively in oral and written forms.
- Global Perspectives (GP-1). Recognize the importance of diversity of opinion, abilities, and cultures.

#### **C. Course-Based Student Learning Outcomes**

- CBSLO-1. To recognize and define components of theatre such as play structure, conflicts, designers, and actors. (CK-1, CS-1)
- CBSLO-2. To define genres of plays such as realism, melodramas, and farces. (CK-1, CS-1, GP-1)
- CBSLO-3. To understand a brief overview of theatre history. (CK-1, CS-1, GP-1)
- CBSLO-4. To attend and critique a community theatre production. (CK-1, CS-1, GP-1)
- CBSLO-5. To begin to understand the process of creating a live theatre production through awareness of acting techniques, directing, props, lighting, costumes, scenery, and theatre management skills. (CK-1, CS-1, GP-1)

## V. Teaching Methods/Delivery System

Audio-Visual

Lecture/Discussion

Physical demonstration with student participation

Group and/or individual presentation

Textbook, play, and supplemental reading with subsequent review

Guest Speaker/Presenter

Site Visit and Facility Tour

## VI. Course Requirements

### *Attendance Policy:*

Attendance to class is **MANDATORY**. This is a six-week session, therefore if you miss just one evening it is equivalent to missing approximately two and a half weeks of a traditional term.

If an emergency situation arises, contact both the school and the instructor. If you do not speak with anyone directly, *leave a message*.

*If, for any reason, this instructor does not personally hear from you within 24 hours of missing a class, you will not be allowed to continue this course without a verifiable written submission of excuse.*

The individual student will be responsible for any missed classwork.

10 POINTS WILL BE DEDUCTED EACH TIME YOU ARE LATE TO CLASS. A sign-in sheet will be available for students. After 6:00 pm a line will be drawn under the last name on the sheet and anyone signing in below that line will be considered late. This sheet will also serve as verification of attendance as required by SCI in compliance with financial aid regulations.

25 EXTRA CREDIT POINTS WILL BE AUTOMATICALLY GRANTED TO STUDENTS WITH A 100% ON-TIME RECORD!

Attendance to one (1) performance of *West Side Story* at Jacksonville Theatre Guild on Saturday, August 5, 2006 is mandatory. The ticket price is included in the activity fee for the class, and round-trip transportation from campus will be arranged. Departure time TBA.

Participation in the final class presentation is mandatory.

Session D Make-up Day is scheduled for Friday, August 18, 2006. Please note: This day will only be used at the discretion of this instructor and does NOT include the scheduled field trip to Jacksonville.

*Reading Assignments:*

See Course Outline

*Written Assignments:* (All assignments except for “Test Questions” must be typed and double-spaced. Proper grammar and spelling will be figured into the evaluation and grading process.)

“Test Questions” created by students re: study materials and practical applications (CBSLO 1, 2, 3, 4, 5)

A synopsis of information provided by Guest Speaker/Presenter (CBSLO 3, 5)

A critique of the production of *West Side Story* to include the facility (CBSLO 1, 2, 3, 4, 5)

An original five-minute scene complete with indications of production elements, (i.e. sets, props, staging, lighting, and costumes), will be worked on during the course and presented by the end of the term (CBSLO 1, 2, 3, 5)

**Plagiarism.** Plagiarism is defined as follows: “The deliberate and knowing presentation of another person’s original ideas or creative expressions as one’s own. Generally, plagiarism is immoral but not illegal. If the expression’s creator gives unrestricted permission for its use and the user claims the expression as original, the user commits plagiarism but does not violate copyright laws. If the original expression is copied without permission, the plagiarist may violate copyright laws, even if credit goes to the creator. And if the plagiarism results in material gain, it may be deemed a passing-off activity that violates the Lanham Act.” Black’s Law Dictionary, 8th ed. (2004), p. 1187. Also useful is Diana Hacker’s definition,

“Plagiarism is literary dishonesty and will not be tolerated. A minor offense will result in a zero on the assignment. A major offense will result in dismissal from or failure in the course.”

*Participation:*

It is expected that each student will have completed all assignments before coming to class, (including reading assignments), and will be ready to participate fully.

*Department:*

This is also referred to as “Common Courtesy” and/or “Professionalism”. Each student is expected to be considerate and respectful to others by demonstrating appropriate age related behavior. This includes being on time and ready each time we meet.

This also includes: no cell phone calls or text messaging during class. If special circumstances prevail, please inform me before the beginning of each classroom session.

NO LATE WORK will be accepted without penalty. 25 points will automatically be deducted before any other factors are evaluated. NOTE: This point deduction will not pertain to “Test Questions”.

Lack of attendance or loss of syllabus cannot be used as excuse for changes in the agenda of this course. This instructor reserves the right to work with the SCI guidelines to provide the best education for our students. From time to time, this may require changes in the current syllabus.

## VII. Means of Evaluation

This grading scale guarantees a particular grade. Students whose point totals are close to a decision number will be considered on an individual basis using criteria including attendance, attitude, improvement, and participation.

Two quizzes over chapters and terms	20%
Written Assignments	30%
Class participation and attendance	30%
Final Presentation and Written Exam	20%

Above work constitutes 1070 accumulated points throughout term.

A = 963 points and above	(90% -100%)
B = 856 points	(80% - 89%)
C = 749 points	(70% - 79%)
D = 642 points	(60% - 69%)
E = 535 points	(Below 60%)

## VIII. Topical Course Outline

### Pre-Assignments – (See Page 1 for more specific details)

- A. Purchase textbook and read textbook Introduction and Chapters 1, 2, and 11.
- B. Purchase SPARKNOTES NO FEAR SHAKESPEARE™ *Romeo and Juliet* and read the Characters section, Act I Prologue, and Act II Prologue.
- C. Write down seven “Test Questions” with the correct answers, (one for each reading assignment). Put your name and the date on the assignment and bring it with you to class.

### Monday, July 10, 2006

- A. Welcome  
Attendance  
Introduction - to include my background and students’ (“Ice Breaker”)  
Housekeeping announcements.  
Goals and outcomes

- B. **Pre-test**
  - C. Turn in “Test Questions”.
  - D. Identify individuals’ previous knowledge/experience/expectations.  
Discuss elements of theatre from the observation of a student new to the experience.
  - E. Exercise: “How We Learn”.
  - F. Facilitate comprehension of Chapter 1, “What Is the Theatre?”, to establish understanding of theatre as a physical entity, an occupation, and an artistic venue.
  - G. Facilitate comprehension of Chapter 2, “What Is a Play?” to define literary elements of theatre production.
    1. genre – i.e. comedy/tragedy and sub-categories.
    2. structure – i.e. plot, character, theme, diction, music, spectacle, and convention.
  - H. Introduction of basic physical and emotional elements of acting and character development to include warm-up exercises, concentration, energy placement, relaxation, and sense memory techniques.
  - I. Review Characters, Act I Prologue, and Act II Prologue of *Romeo and Juliet* by William Shakespeare.
  - J. Create three new “Test Questions” relevant to this class session.
  - K. Summarize course objectives.  
Review expectations and goals.  
Give/get feedback.  
Farewells and invitations.
- Assignments:
    1. Continue reading *Romeo and Juliet*, picking out a character you think you might like to play. You may read as far ahead as you like, but read at least through ACT I.
    2. Read Textbook Chapters 3, 4, and 7. **Prepare for Quiz on Chapter 7.**
    3. Write nine “Test Questions”, (three for *Romeo and Juliet* and two for each of the chapters).

**Monday, July 17, 2006**

- A. Welcome  
Attendance  
Housekeeping announcements.  
Brief review.  
Goals and outcomes
- B. Turn in “Test Questions”.
- C. Review Chapter 7.
- D. **Quiz on Chapter 7, “Theatre Traditions: East and West”**
- E. Facilitate comprehension of Chapter 3, “The Actor”, using characters from *Romeo and Juliet*, and from information provided by textbook.

1. External and internal acting methods using motivations will be analyzed. Students will do a variety of basic acting exercises. Acting teachers, such as Stanislavsky and Strasberg, and their approaches to acting, will be examined.
  2. Voice and movement of acting will be explored through various exercises, to include observation of personal vocal and physical traits.
  3. An overview of the actor's professional routine will be discussed, highlighting the audition, the rehearsal, and the performance.
- F. Facilitate comprehension of Chapter 4, "The Playwright".
1. Review literary elements from Chapter 2, "What Is a Play", and identify genre and structure in *Romeo and Juliet*, and apply that knowledge to playwriting.
  2. Modern playwrights will be introduced and examples of their works will be examined for elements of dialogue, conflict, and structure.
- G. **DVD – *West Side Story*** (provided by instructor).
- H.. Playwriting exercise – Introduction to "Five-Minute Scene".
- I. Create three new "Test Questions" relevant to this class session.
- J. Review.  
Give/get feedback.  
Farewells and invitations.
- Assignments:
    1. Work on "Five-Minute Scene", (**two copies of original version and two copies of revised version are to be brought to class July 24, 2006**)
    2. Read Textbook Chapters 5 and 6.
    3. Continue reading *Romeo and Juliet*, at least through ACT II.
    4. Write eight "Test Questions", (two for *Romeo and Juliet* and three for each of the chapters.

### Monday, July 24, 2006

- A. Welcome  
Attendance  
Housekeeping announcements.  
Brief review.  
Goals and outcomes
- B. Turn in "Test Questions".
- C. Observe and discuss theatrical elements identified by reading *Romeo and Juliet* by William Shakespeare and by watching *West Side Story* with Book by Arthur Laurents, Music by Leonard Bernstein, Lyrics by Stephen Sondheim, and Direction and Choreography by Jerome Robbins.
- D. Facilitate comprehension of Chapter 5, "Designers and Technicians".
1. Theatre architecture, scenery, lighting, makeup, costumes, props, sound design, and special effects as they relate to the "spectacle of theatre", (Aristotle), will be introduced and examined.
  2. Elements of technical production personnel and their responsibilities will be introduced and examined.
- E. Facilitate comprehension of Chapter 6, "The Director".

1. Historical, functional, technical, and artistic elements of the directing process will be introduced and examined, to include specific directors recognized for their expertise.
  2. Pre-blocking and blocking, (the design of actors moving on stage), to include both functional and subliminal techniques, will be introduced and explored as an activity.
- F. Playwriting exercise, cont'd. – review and integrate additional elements of theatre as explored in Chapters 5 and 6.
- G. Create three new “Test Questions” relevant to this class session.
- H. Review.  
Give/get feedback.  
Farewells and invitations.
- Assignments:
    1. **Take-home quiz covering Chapters 5 and 6.**
    2. Read Textbook Chapters 9 and 10.
    3. Pre-block “Five-Minute Scene”. **(2 copies of each)**
    4. Begin to develop technical plots for “Five-Minute Scene”. **(2 copies of each)**
    5. Continue reading *Romeo and Juliet*, at least through ACT III.
    6. Write five “Test Questions”, (one for *Romeo and Juliet* and two for each of the chapters).

**Monday, July 31, 2004**

- A. Welcome  
Attendance  
Housekeeping announcements.  
Brief review.  
Goals and outcomes
- B. **Turn in take-home quiz.**
- C. Turn in “Test Questions”.
- D. Playwriting exercise, cont'd. – integrate best elements of each individual’s contribution; share and create a functional and artistic draft of “2006D Five-Minute Scene”, to include technical plots and pre-blocking.
- E. Facilitate comprehension of Chapter 9, “The Musical Theatre”.  
1. Musical theatre history and progression as a mode of dramatic art, to include Traditional Musicals, Golden Age of Broadway, and the Modern Musical, will be introduced and explored.  
**2. Selections from various styles of musical theatre productions will be presented in audio and/or visual form.**
- F. Facilitate comprehension of Chapter 10, “Theatre Today: What, Who, and Where?”.  
1. General overview of the growth of theatre into the 21<sup>st</sup> century, citing diversity and social themes represented in modern drama.  
**2. DVD selection of some Tony nominated dramas and/or comedies will be presented.**

3. Introduction of some of the most prominent new genres, technical aspects, directors, and locations making theatrical news today.
- G. Create three new “Test Questions” relevant to this class session.
- H. Review.  
Give/get feedback.  
Farewells and invitations.
- Assignments: (see August 5, 2006)
    1. Re-read Textbook Chapter 11, “The Critic”.
    2. Finish reading *Romeo and Juliet*.
    3. Write four “Test Questions”, (three for *Romeo and Juliet* and one for the chapter).
    4. Prepare and **type** three questions for our Guest Speaker/Presenter.
  - Extra Credit Assignment: Read Chapter 8 and complete take-home quiz. Submit via email to instructor before Monday, August 7, 2006.

**Saturday, August 5, 2006**

- **Students see a production of *West Side Story* at Jacksonville Theatre Guild.**
- Assignment: Write a three-page critique of production to be completed and turned in on Monday, August 7, 2006.

**Monday, August 7, 2006**

- A. Welcome  
Attendance  
Housekeeping announcements.  
Brief review.  
Goals and outcomes
- B. Turn in “Test Questions”
- C. Turn in three typed questions for Guest Speaker/Presenter.
- D. **Guest Speaker/Presenter.**
- E. Create three new “Test Questions” relevant to this class session.

~ *The following will be as time permits* ~

- F. Review “Five-Minute Scene” presentations.
- G. Overview discussion and review.
- Assignments:
    1. **Complete “Five-Minute Scene” Presentation.**
    2. **Review and prepare for written Final Exam.**

**Monday, August 14, 2006**

- A. Welcome  
Attendance  
Housekeeping announcements.  
Brief review.

- Goals and outcomes
- D. Present Final Version of “Five-Minute Scene”.
  - E. Muddy Point Review.
  - F. **Final Exam** with Post-test.
  - G. Evaluation sheets distributed, completed, collected, and delivered to Faculty/Staff Mailroom in Dawson Hall.
  - H. THANK YOU!

**VIII. Americans with Disabilities Act (ADA)**

Springfield College in Illinois provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in college-sponsored programs, activities, and services or to meet course requirements should contact the Dean of Student Affairs as early as possible.

**IX. SCI Weather/Emergency Related Closure Policy**

There will be a recorded message on the SCI main phone number, (217) 525-1420, if the college is to be closed due to weather/emergency related conditions.

**X. Assessment**

Goals, objectives, and learning outcomes that will be assessed in the class are stated in this syllabus. Instructor will use pre-tests and post-tests, minute papers, directed paraphrasing, muddiest point or other Classroom Assessment Techniques as deemed necessary in order to provide continuous improvement of instruction. Students are required to take part in all assessment measures.

**XI. IAI Statement**

Fundamentals of Theatre Arts has been approved by the Illinois Articulation Initiative has meeting the criteria stipulated for the course at [www.itransfer.org](http://www.itransfer.org)

**XII. Other**

Students will have paid a \$20.00 activity fee for this class to attend one area theatrical production and associated costs for the purpose of critique assignment and practicum experience. This fee will not be refunded if not utilized by the student.