

Course Description

This First-Year Introduction (FYI 100) course serves as an introduction to college-level liberal arts studies, while examining an interesting and timely topic theatre, performance, and popular culture. This course also aims to create a learning community, which focuses on academic and college survival skills through an on-line “Learning Management System (LMS)” led by the Instructor and facilitated by a Peer Mentor. Major goals are to develop skills in research, critical thinking, creativity, originality, collaboration, and oral presentations. The main content area of this course centers on the many ways in which performance (e.g. theatre and film and other representational media) might reflect, portray, or document “real life”. Our focus for investigation will be on Theatre: The Progression to Realism, The Documentary and Docudrama, Film, Dance, Performance Art, and Social Media.

*This class will engage in the creative process by exploring performance impulses and catalysts

*We will seek to open our awareness of the dynamic exchange between the real and performative worlds.

*We will explore how the theatre/performance/performative art provides a vehicle for personal and social reflection and transformation.

Required text/scripts

*Plays/readings will be provided for you either in the form of hardcopy or via Blackboard/online.

Required Performances/Events: (Course Requirements)

*Two Gentlemen of Verona the musical, directed by David Pelligrini February 23- March 5 FAIC.

*Cantilever, written and directed by JJ Cobb. April 25-30. FAIC

Required Events: (Common of FYI Courses)

*You are required to attend 2 University Hours and submit a one-page response paper to the event

*Three additional events TBA

Course Policies

1. There will be one quiz and four exams. All dates are listed below under “Course Schedule and Assignments”. These are fixed dates; please check the dates and clear them now. No make-up exams will be allowed.
2. Read each play/assigned reading by the beginning of the first class period in which it is scheduled to be discussed, and bring the text to class. You are strongly urged to follow along in the text during discussion of particular text passage, and to mark your text with margin notes. A one-page summary paper will be due on the date listed for each reading.
3. Attendance is mandatory. There will be in-class participation, discussions and collaborative projects that will contribute significantly to your grade.
4. If you need to miss a class, you are responsible for getting that day’s class notes, announcements, and any other information you missed from a classmate. After two unexcused absences, your grade will lower three points with every addition absence.

5. It is a course requirement that you attend performances of *Two Gentlemen of Verona* and *Cantilever*, as well as, two University Hours of your choice. A one page written response will be due no later than one week after each production closes. Exams will include questions on the two required plays
6. It is crucial that you take responsibility for yourself and your work. This includes:
 - a. Coming to class, reading the plays and chapters of *The Theatre Experience* on time, and bringing your text(s) to class
 - b. Taking thorough notes on lecture material and class discussion
 - c. Partaking in class discussions
 - d. Being aware of any announcements made in class
 - e. Preparing for exams
 - f. Being present at every exam, quiz, or in class assignment
 - g. Asking for help if you need it
 - h. Exhibiting respectful and mature behavior in class which in no way inhibits others' ability to learn and participate.

Grades will be determined by the following breakdown:

*Attendance and Participation/Summary Papers...40%

*Quizzes/Exams...10%

*Critical review of live performances...10%

*Assignments/Projects...20%

*Final Project/Exam...20%

Learning Objectives (Content Based)

1. Articulate and reflect on the value and scope of liberal arts studies and interdisciplinary inquiry;
2. Conduct original research by locating and documenting sources in support of position paper
3. Identify major theories, issues, and trends concerning the portrayal of "reality" and "real life" in diverse performance and media forms;
4. Distinguish between "objective" and "subjective" elements in the representation of historical events;
5. Critically "read" non-fiction artistic, literary, performative, and media representations purportedly based on fact;
6. Effectively engage in discussion, debate, and writing in the development and critique of arguments;
7. Recognize the performative dimensions of everyday life and in society.

Learning Objectives (Common Objectives of FYI Courses)

1. **College Survival Skills** – Via Blackboard, students will encounter information about University's resource to succeed in college, and connect with other students
2. **Academic Skills** – Through exercises, assignments, group projects, and class discussions, we will apply intellectual and academic practices necessary to succeed academically. For example, your interpretation of various course material will be elicited for discussion; you will be encouraged to think and write critically about course information and to use the knowledge gained to make connections both in class and beyond. We will learn about credible sources of information and research, how to glean knowledge from them, and how to interpret and share that knowledge with our classmates and community. WE will also explore how to develop and present effective oral presentations, and engage productively in collaborative and creative projects.
3. **Creation of Learning Communities** – The small class will allow us to nurture personal relationships among our peers. WE will build "learning communities" around small group and whole-class work both in and out

of the classroom. Attendance at University events and trips to places outside of campus will provide opportunities to learning in a different way.

Accommodation of Students with Disabilities

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of Accessibility Services at (860) 465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of Accessibility Services as soon as possible. Please note that accommodations are retroactive, and that I cannot provide accommodations based upon your disability until I have received an accommodation letter for the Office of Accessibility Services. Your cooperation is appreciated.

Add/Drop Schedules

You must be aware of college add/drop schedules. Failure to secure a valid withdrawal from classes will affect vital grade point averages and therefore pose registration problems in the future

Academic Services Center

Students are encouraged to use the support offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects are available. The ASC also offers assistance in study techniques, time management and understanding learning styles. Spring 2017 hours: (Tutoring) Sun. 2-9; M.-Th. 9-9, Fri. 9-5., Sat. Closed; (Writing Center) Sun 5-9; M & T 9-9; W 9-7 and TH and F 9-4; (Advising) M.-Th. 9-7, Fri. 9-5. Sat.-Sun. Closed. For further information call 465-4310 or check the ASC website at <http://www.easternct.edu/asc/>.

Academic Integrity and Principles of Community

Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the Eastern Student Handbook at <http://ecsuvkb2.easternct.edu/index.php?View=entry&EntryID=307>

Students are expected to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one's own work and giving proper credit to others whose work and thought are drawn upon. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism, and to avoid all forms of cheating and plagiarism. Students may not engage in any form of academic misconduct, and are responsible for learning how to present the ideas of others in their own work, and avoid all other forms of academic misconduct. For current documentation practices, consult the instructor or a style manual (e.g., APA, MLA). All violations will be handled under the procedures established in the Academic Misconduct Policy.

Schedule of Classes and Assignments

W1

1/17...Welcome!

Course Introduction and Overview

Semester Project Outline

What is a Liberal Arts Education?

HW: Read Reflection on a Liberal Arts Education and complete a one-page commitment paper. Due 1/19

1/19...Realism, Naturalism, Mimesis, and Representation Defined

Historical Representation of Reality

View: The History of Theatre

HW: Read Handout and complete a one-page summary paper Due 1/24
LM: Ice Breakers (Peer Mentor Presentation)

W2

1/24... Greek Tragedy and Neoclassicism
Mask Making
HW: Read Handout on Commedia Dell'arte

1/26... Commedia Dell'arte
Creating Characters based on everyday characteristics
LM 1: Accessing Important Information

W3

1/31...Realism in Theatre
Stanislavski's "The Method"
HW: Read "A Doll's House by Ibsen and complete a one-page summary paper. Due 2/3

2/2... Watch "A Doll's House"
LM: Campus and Community Engagement

W4

2/7...Continue watching "A Doll's House"
HW: Response paper to the staged version. Due 2/7

2/9...Information Literacy Workshop. Meet in Library

W5

2/14...EXAM 1

2/16...View: Working in the Theatre: Actor
LM 6: Critical and Creative Thinking

W6

2/21...The Creative Process
Open Scenes

2/23... Perform Open Scenes
HW: Read "A Streetcar Named Desire" by Tennessee Williams
LM 2: Time Management and Study Skills

W7

2/28...Quiz: "A Streetcar Named Desire"

3/2...Watch "A Streetcar Named Desire" Film
LM 3: Note-Taking and Test-Taking Skills

W8

3/7....Continue Watching "A Streetcar Named Desire" Film

3/9...Finish Watching “A Streetcar Named Desire” Film
In class exploration/exercises of the text and film of Streetcar
LM: No LM or presentation

W9 Spring Break No Class March 14 and 16

W10
3/21...Documentary Drama
In Class Exploration

3/23...The Making of A Documentary
Begin Individual Documentary Project
LM 5: Financial Literacy

W11
3/28...Documentary Project Presentation

3/30...Eastern in 4 Workshop

W12
4/4...Documentary Project Presentation
FINAL PROJECT DISCUSSION AND ASSIGNMENT
HW: Reading TBA. Due 4/6

4/6...Modern Drama and Reality Onstage
Theatre, Dance, Performance Art
HW: Reading TBA. Due 4/11
LM 4: Preparing to See Your Advisor

W13
4/11...Realism on Television to Reality TV

4/13...Media and Political Realities
Social Media/News Reporting...
HW: Find an example of a conflicting news report pertaining to the 2016 Presidential Election and bring links to class for viewing. Due 4/18
LM 5: Free Discussion

W14
4/18...Present media findings pertaining to 2016 Presidential Election

4/20...FINAL PROJECT: Group Project Check-in
LM: Health and Wellness

W15

4/25...EXAM 2/Semester-Long Project Completion

4/27...Group Project Preparation
LM: No Peer Mentor Meeting

W16

5/2...Group Project Presentations

5/4...Group Project Presentations
LM: Wrap up as needed

****This syllabus is subject to change******

THE 170 – INTRODUCTION TO THEATRE ARTS – Spring 2017 Syllabus Agreement

I certify that I have ready this entire syllabus and am aware of all the required reading, assignments, due dates, and extra-curricular activities. I understand course objectives, learning outcomes, course policies and requirements, grading, and principles of integrity and community, which are necessary to be successful in this class.

NAME (PRINT): _____

SIGNATURE: _____ DATE: _____