

First Year Seminar: Theatre

THR 2011-601 Fall 2007

T/TH 3:30- 4:45, VG 203

(Syllabus is subject to change at instructor's discretion)

INSTRUCTOR: Anna Ward

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PEER LEADER: Julia Fondren

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TEXTS: Brantz, Friedman & Marsh, *New Connections* (2007)
Cuadros, P., *A Home on the Field*
Kaufman, M., *The Laramie Project*
Smith, A.D., *Twilight: Los Angeles*
Other readings: on reserve

OFFICE HOURS: **Monday, 2- 5pm**
Wednesday, 10-12
Friday and T/TH, by appointment

Please feel free to drop in at any time during the office hours. However, when possible, contact me prior to your visit so that we can make the best use of time.

COURSE GUIDELINES:

Studio space: No food, drink, or street shoes are allowed.

Email: I welcome your emails, however, I typically do not check my email account in the evening or consistently on weekends. If your email is not responded to by the following class period, please consider resending the email, calling my office, or address me in person. You may also copy your emails to Julia or email her directly with your concerns. **Your university email address** is the only officially recognized email address within the University. I will only be sending email via your university email address.

Cell phones and other electronic devices (MP3 players, Trios, etc) are not to be used or 'on' during class time or during other events.

The Academic Integrity Code applies in this course. Please review this in the online student handbook and please ask questions if you are unclear about any part of it.

www.csil.appstate.edu/index.php?module=pagemaster&PAGE_user_op=view_page&PAGE_id=91.

COURSE DESCRIPTION:

This course is a first year seminar, service learning course which addresses the concept of self in relationship to local and global community through ongoing self reflection, exploration of narratives and performances addressing social issues (i.e., theatre for social change), and the involvement of the class in an service learning project culminating in a performance with community members. We will seek to create and define community in the classroom and with our community partners.

This course is also a new course being offered as a pilot for the new general education curriculum to be fully implemented in Fall 2009.

COURSE OBJECTIVES:

- To facilitate an atmosphere of collaboration and collegiality within the class
- To help students make a successful transition to college
- To broaden individual horizons
- To engage in effective communication through written, verbal and artistic forms
- To establish effective and positive relationships within the university and community
- To move toward intellectual and individual independence through self-reflection and community engagement.
- To examine and analyze personal and societal perceptions through looking at media and historical representations of various marginalized populations
- To explore the use of the arts (primarily performance) as a means for social change
- To explore the use of community art performance as a means to develop community, solve conflict and promote social change

GENERAL EDUCATION CURRICULUM LEARNING OUTCOMES

Through the above mentioned course objectives, this class will strive to address and assess the following learning outcomes as a part of the new general education goals

- Thinking Critically and Creatively
- Communicating Effectively
- Making Local to Global Connections
- Understanding Responsibilities of Community Membership

COURSE DESIGNATORS: Writing (W), Computing (C), and Cross Disciplinary (CD)

For more explanation on course designators please see the following website:

<http://www.freshmanseminar.appstate.edu/firstconnections.html>

COURSE REQUIREMENTS

ATTENDANCE & PARTICIPATION (150 points): Because this class is highly experiential, your attendance and active participation is imperative to the course success.

Attendance Policy

The attendance policy allows for 2 absences to use at your discretion. After 2 absences, your participation grade will be lowered 30 points.

You are expected to notify either Julia or Anna prior to the class meeting of your absence.

Perfect attendance will be rewarded with 30 additional points

Please note that there will be some required attendance to events and meetings outside of class. Missing these events is considered an absence.

Missed Assignments

Missed individual written assignments will be given a lowered grade of 10 points at 5pm each day beyond the class period that the assignment was due, and starting at the beginning of the class period of the due date. If you turn in a paper after the class period it is automatically down 10 points and then 10 more after 5pm the next day.

Missed group and individual presentations/ performances cannot be made up.

Missed in- class assignments cannot be made up.

ASSIGNMENTS:

The following is a list of assignments with general descriptions for the class. These will be explained in more detail as they are assigned.

CLASS ACTIVITIES (75 points): We will be doing some assignments in-class for which you will be given credit upon completion. These cannot be made up if you miss class. These will vary; simple arts activities, questionnaires and group work assignments.

MINI PERFORMANCES (175 points): You will create two performances,

One (1) individual Personal Narrative Performance (75 points)

One (1) group project (100 points) related to the readings and issues explored in the readings

The goal of these assignments is twofold. They will assist you in developing skills for the larger community arts project, as well as allow you to examine and analyze concepts and issues we cover in class.

READINGS & VIEWINGS (70 points/ 7@10ea.): We will be reading and watching performances (recorded and live) of plays that are related to theatre for social change and other similar genres. Readings will also include criticisms, reviews and essays by theatre and community artists. You are responsible for turning in short responses to all readings and viewings. These may take the form of questions for discussion or notes that you take or both. Responses are due prior to discussion: for readings, due at the beginning of class, for viewings, due after the viewing.

ANNOTATED BIBLIOGRAPHY (100 points): As a part of your small group performance you will complete an annotated bibliography on topics related to the issues you explore in your performance. The information you collect for these bibliographies will be used in your group performance project.

“In depth” REFLECTIONS (100 points, 5 @ 20 ea) Written and Artistic Reflections are in depth responses to experiences in class related to what we are discussing and you are experiencing.

Written reflection format is to be keyboarded, double-spaced and in essay form.

Examples of artistic responses might include collage, poetry, performance, etc. and will be discussed in more detail as assigned.

Later in the semester you will be responding to the Service Learning project. They will be included in the entire project grade

COMMUNITY ARTS PERFORMANCE PROJECT (200 points total, made up of several sections): See specifics on assignment sheet. The Big Project of the semester!

ORIENTATION SESSIONS (30 pts total): Both Appalachian and our community partner, Western Youth Network, require orientations in order for you to participate in our service-learning project. **You cannot participate in the final project without attending BOTH sessions!**

For the dates and times for the ASU/ ACT orientations go to www.act.appstate.edu/, click on announcements and scroll down to “ Fall 2007 Schedule of Orientations Sessions”

Orientations at WYN will require you to pay \$5.00 for a criminal background check.

FINAL PORTFOLIO (100 points): A final submission of your semester’s work in original and revised format when applicable.

INTERVIEWS, Midterm and Final: At the midterm, these will be interviews with myself and your peer leader to assess how the course is going as well as allow you to make suggestions. We will also provide you with feedback as to your work in the class.

At the end of the semester we will have an “exit” interview where we would like to hear from you about how the experience was for you in the class. With your permission, we also would like to use your interview and work as part of future planning and research. Non-attendance of either interview will lower your final grade by 50 points.

OUTSIDE EVENTS:

Convocation	September 6, meet outside JET building at 9:45am
Picnic	September 6, time and place TBA
Orientation at WYN	TBA
Orientation at ASU	www.act.appstate.edu/
<i>The Waiting Room</i>	November 13, 7:45pm pm IG Greer Studio

GRADING SCALE

930-1000	A	730-769	C
900-929	A-	700-729	C-
870-899	B+	670-699	D+
830-869	B	630-669	D
800-829	B-	600-629	D-
770-799	C+	0-599	F

SERVICE LEARNING COMMUNITY ARTS PERFORMANCE PROJECT DESCRIPTION

WHAT IS SERVICE LEARNING?

Let's begin with what Service Learning is not:

It is not community service, volunteer work, or charity work.

It is a service experience that is intentionally integrated into the course learning objectives (listed on the first page of your syllabus). This way the service is reciprocal: you are assisting the community with a need or special interest and in turn you are gaining hands-on learning that connects directly to what we are examining in class.

SERVICE LEARNING IN THIS COURSE MEANS...

The service learning component of this course will consist of the creation of a collaborative community art performance co created with a community group from the Boone area. There are several goals we will be working towards:

- To allow student and community members and others involved to collaborate with each other in a way that learning about self and others can occur.
- To provide a positive arts experience to individuals who may not otherwise have the opportunity (this includes YOU)
- To perform for an audience that will hopefully gain something from our performance

WHO ARE OUR COMMUNITY PARTNERS?

The community members we will be working with:

Western Youth Network (WYN) is a non profit organization that serves at risk, and underserved youth in Watauga, Avery and Ashe counties. We will be working with middle school students in their after school program. These children are referred to the program by courts, Department of Social Services, counselors/therapists, schools and parents. You will attend an orientation session with them where you will learn more about their programs. We will also be exploring the demographic of "typical" clientele WYN serves through looking at general research and writings.

HOW WILL IT HAPPEN?

YOUR ROLE AND RESPONSIBILITIES

Over the latter weeks in the semester we will be meeting with our community partner to collaborate on the performance. The class will be divided in half with one group assigned to each of the two sites WYN has for the after school program. Each group will meet at their assigned site one day a week (we'll call it "site day") and in the classroom the other class day (a.k.a., "class day"). While Julia and I are the primary facilitators, you will be asked to take leadership roles alongside the community members in your areas of interest as it contributes to the production. You will be divided into subgroups accordingly and be responsible for completing what is necessary in your area. For example:

A group of students may have particular interest in visual art and design and would be in charge of the costumes or scenery.

Others of you may be interested in publicity,

Some of you may be more interested in performance, etc.

(These groups are suggestive and may not be how things end up being divided.)

However: ultimately, EVERYONE in the class will participate in the performance piece in some way.

Participation in the performance is 100 points of the project grade.

There may be some times at which we will need to have extra meetings outside of class for the project. In addition: **the performance is set for December 4th**. We will meet during our regular class time but you will need to **plan to be available until 6:30 pm that evening**.

WHAT ARE YOU LEARNING AND EXPERIENCING?

REFLECTION & DISCUSSION

Throughout the project you will be reflecting on your experience through written and artistic response , and class discussion via online forum and class meetings.

Written and /or Artistic Reflections (2@20 points ea. see “Assignments” in syllabus). You will be given prompts for these reflections based on where we are in the project at that time. One final reflection (**30 points**) will be turned in with your portfolio

Weekly Postings (30 points, 5@6pts ea) As we begin the Service Learning component of the course you will be doing weekly online reflections in response to the experiences you are having during the project. On occasion you will be given prompts to guide your discussion but you will be able to respond to other aspects of the experience as well. These will be posted on a forum.

All reflections should be saved for your final portfolio.

You will have a closure interview at the end of the semester where we will discuss your experiences over the whole semester. With your permission, your interview and assignments may be used for future course examples, research and assessment purposes.

CLOSURE

For our final exam period we will be celebrating work we have accomplished over the semester! We will take time to assemble a scrapbook to give to WYN and discuss the process as well as share some food and drink!!