THEA 4360.001
TR 9:30 – 10:45; ECDE 219B
Fall 2014
Office Hours: MW 1:00 – 3:00 p.m.; TR 1:00 p.m. – 2:00 p.m.
Or by Appointment

Dr. Terry Lewis
Office: Bay Hall 326
E-Mail: terry.lewis@tamucc
Office Phone: 361-825-2425

COURSE DESCRIPTION:
Stage Direction I is the study and practical application of directing principles for the beginning director. The course begins with the development of the **Directorial Concept** continuing with a directing workshop utilizing the following exercises: the function and responsibilities of the director, developing leadership and time management skills, analysis of how a play is constructed, silent tension, given circumstances, dramatic action, idea, rhythms and tempo, justifying movement, developing ground plans, blocking, working with actors, and working in collaboration with the production team when developing the visual aspects of the production. THEA 4360 serves as a foundation course for THEA 4361 Stage Direction II.

The student will direct a 10-MINUTE PLAY for public performance during the “Ten Minute Play Festival” held at the end of the semester.

LEARNING OBJECTIVES:

"Every child is an artist. The problem is to remain an artist after he grows up" -**Picasso**

"When I was a young man I observed that nine out of ten things I did were failures. I didn't want to be a failure so I did ten times more work." -**George Bernard Shaw**

- To lead the student through a personal examination of directing methodologies.
- To empower the student director to discover his/her own methodology.
- To give the student information and practical experience in the following:

1. **TIME MANAGEMENT AND LEADERSHIP SKILLS: YOUR FOUNDATION TO ACHIEVING SUCCESS!**
2. Achieving a sense of collaboration, ensemble, and interactive commitment.
3. Creating the right kind of environment for working.
4. Developing a sense of trust.
5. Respecting the actors, designers, and crew.
6. Mastering organization as a top priority.

The success of this course depends upon creating a workshop atmosphere. It is important that each class member supports constructive interactive dialogue. With each class members combined ideas and energy, the student will experience collaboration. As does theatre itself, this course demands a highly interactive, team playing commitment.

The Director’s Oath: **It is not my show, it is our show!**

**Major Course Requirements:**
1. Class participation, discussion, attendance (see departmental attendance guidelines below)
2. Reading and comprehension of required textbooks and plays.
3. **Assignment #1**: Each student will write a “One Page Play”. The play will focus on “dramatic structure”. The class will read the plays and select 7 for performance. The class will be divided into 7 – 3 member teams, one director and two actors. Director’s 1 – 7 will rehearse the scripts during a class period and present the scene in the following class period. The class will then discuss the process. (20 Points)
4. **Assignment #2**: Each student will write a “One Page Play”. The play will focus on “physical action”. The class will read the plays and select 7 for performance. The class will be divided into 7 – 3 member teams, one director and two actors. Director’s 8 – 14 will rehearse the scripts during a class period and present the scene in the following class period. The class will then discuss the process. (20 Points)
5. **Exam #1**: Part One, “Basics Getting Started, Ahart. (50 Points)
6. **Assignment #3**: Team Conceptual Presentations: *The Sandbox*, by Edward Albee. The class will be divided into 7 teams of 3. Each team will present a Production Concept for *The Sand Box*. (P/F)
7. **Exam #2**: Part Two, “Rehearsal: A Time for Experiencing”, Ahart (50 Points)
8. **Assignment #4**: “Pinter Sketches – Silent Tension”. The class will be divided into 7 – 3 member teams, one director and two actors. Director’s 15 – 21 will rehearse the scripts during a class period and present the scene in the following class period. The class will then discuss the process. (20 Points)
9. **Assignment #5**: Each student will be required to read *Waiting for Godot*, by Samuel Beckett. The student will select a 2-3 minute scene from the play (as outlined in the textbook). The class will be divided into 7 – 3 member teams. Each team member will direct their assigned unit with the two team actors. (20 Points)
10. **Exam #3**: Part Three, “Analyzing the script: Blueprint for Rehearsal, Ahart. (50 Points)
11. **Ten Minute Play Journal** The journal of the 10 Minute Play Process will be handed in with the Director’s Book.
12. **Notes on Directing: 130 Lessons in Leadership from the Director’s Chair**, Hauser, will be used during class as examples and exercises in directing.
13. **Ten Minute Play Director’s Book** (Criteria to be handed out by professor). (50 Points)
14. **Final Project**: Ten Minute Play Performance. (100 Points)

**Grading:**

**Attendance Policy:**

Attendance in this course is critical to your success. For purposes of grading, no distinction will be made between excused and unexcused absences (excluding absences for recognized religious holidays, deaths in the family, doctor’s excuse with documentation, and approved university functions.) Your absence affects the progress of the entire class. Each absence in excess of **TWO** will lower your average a full letter grade. More than six absences will result in a failing grade for the course. Exceptions under extreme circumstances may be made at the discretion of the professor.

**Arriving Late to Class:**

Roll is taken at the beginning of each class. If you arrive late, it is your responsibility after class to inform the professor to make the change in the roll book. **Three late arrivals to class count as one absence. If you arrive more than ten minutes late you will be considered absent**. Time management skills are some of the most significant tools of the profession. The practice and development of these skills is expected.

**GRADING RUBRIC**: (Total Points: 430)

The final course grade will be based on the following grading rubric:

- 430 - 380 A
- 479 - 329 B
- 328 - 278 C
- 277 - 227 D
- 226 – 0 F
REQUIRED TEXTBOOKS:

3. The Sandbox, Albee, Edward (To be handed out by Professor)
4. Waiting for Godot, Beckett, Samuel (To be handed out by Professor)
5. Additional reading materials to be handed out by professor.

IN CLASS DIRECTING SCENEWORK: WORKSHOP FORMAT

The course will be divided into three sections:
- Developing the “Directorial Concept”.
- The Process
- The Performance.

All students must participate as an actor in the class directing scenes.

TEN MINUTE PLAY
Select your Ten Minute Script Now! Rehearsal space is very limited. You must plan ahead.

Casting
For your Ten Minute Play you are required to cast at least one of the ACTING I students in a speaking role. There will be a showcase audition in early October, time and date to be announced. The Acting I students must be cast before you open up your show to other actors. Students are required to attend all performances of the Ten Minute Play Festival. Students are expected to serve as crew members and help each director as needed for the success of the Ten Minute Play Festival.

The Director’s Book
Keep all research, notes, rehearsal schedules, possible photos, etc. for your director’s book. You should be putting together a portfolio of your work for future interviews, and entrance into graduate school.

Course Guidelines:
1. Due dates will be strictly observed. Assignments are due even if you are absent. There will be no make-up work unless you have a verified medical emergency. Written work must be submitted before or during the class period due date. Work submitted after the class period will not be accepted.
2. The professor reserves the right to adjust the course syllabus as needed.
3. TURN OFF YOUR CELL PHONES WHEN YOU COME TO CLASS! Be considerate of your fellow classmates.
4. Laptops: You may bring laptops to class in order to take notes. However, if the professor finds you online on a site not immediately and directly related to what we are covering in the classroom, you will not be permitted to bring your laptop back to class.
5. Students must keep duplicate copies of all work submitted.
6. Your individual participation is very important to the group presentation. At the end of the semester, each student will complete an evaluation on the group activities and individual participation.
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Discussion:</th>
<th>Assignment/Reading Due</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 28</td>
<td>T</td>
<td><strong>Discussion:</strong> “Syllabus and Course Requirements”</td>
<td>Students hand in semester schedules (Used to determine team assignments</td>
<td>Begin Reading Part One, Ahart, Notes on Directing, Hauser. Begin writing “One Page Play”</td>
</tr>
<tr>
<td>Sept. 2</td>
<td>T</td>
<td><strong>Discussion:</strong> “Why the Director? What is a play?”</td>
<td><strong>Have Read:</strong> Part One, Ahart; <strong>Hand Out:</strong> Production Concept guidelines: The Sandbox, Assign Directing/Acting Teams</td>
<td>Begin reading: The Sandbox, Albee. Begin writing “One Page Play” (Dramatic Structure)</td>
</tr>
<tr>
<td>Sept. 4</td>
<td>R</td>
<td><strong>Discussion:</strong> “The Nature of the Theatre and the role of the Director”.</td>
<td>Bring 20 copies of your “One Page Play” (Dramatic Structure)</td>
<td>Continue reading: The Sandbox, Albee, Notes on Directing, Hauser.</td>
</tr>
<tr>
<td>Sept. 9</td>
<td>T</td>
<td>Select teams and “One Page Plays” (Dramatic Structure)</td>
<td><strong>Hand Out:</strong> Waiting for Godot</td>
<td>Begin writing “One Page Play” (Physical Actions)</td>
</tr>
<tr>
<td>Sept. 11</td>
<td>R</td>
<td>In Class Rehearsal of directors 1 – 7 “One Page Plays” (Dramatic Structure)</td>
<td><strong>Have Read:</strong> The Sandbox, Albee</td>
<td>Begin team work on production concept: The Sandbox.</td>
</tr>
<tr>
<td>Sept. 16</td>
<td>T</td>
<td><strong>Assignment #1:</strong> Presentations/Evaluations: Directors 1 – 7 “One Page Plays” (Dramatic Structure)</td>
<td>Bring 20 copies of your “One Page Play” (Physical Action)</td>
<td>Continue Reading: Notes on Directing, Hauser</td>
</tr>
<tr>
<td>Sept. 18</td>
<td>R</td>
<td>Select “One Page Plays” and directors 8 – 14 (Physical Action)</td>
<td><strong>Hand Out:</strong> “Pinter Sketches”</td>
<td>Continue reading: Notes on Directing, Hauser</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>T</td>
<td>In Class Rehearsals of directors 8 – 14 “One Page Plays” (Physical Action)</td>
<td></td>
<td>Continue team work on production concept: The Sandbox</td>
</tr>
<tr>
<td>Sept. 25</td>
<td>R</td>
<td><strong>Assignment #2:</strong> Presentations/Evaluations: “One Page Plays” (Physical Action”)</td>
<td><strong>Have Read:</strong> Notes on Directing, Hauser</td>
<td>Continue team work on production concept: The Sandbox</td>
</tr>
<tr>
<td>Sept. 30</td>
<td>T</td>
<td><strong>Exam #1:</strong> Part One, Ahart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 2</td>
<td>R</td>
<td>Team Production Concept Presentations: The Sandbox, Albee</td>
<td></td>
<td>Begin reading: Part Two, Ahart</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Oct. 7</td>
<td>T</td>
<td>Team Production Concept Presentations: <strong>The Sandbox</strong>, Albee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 9</td>
<td>R</td>
<td>Discussion: <strong>Ten Minute Play Festival Day!</strong></td>
<td>TEN MINUTE PLAY PAPERWORK DUE: Production Concept, Script Analysis, Rehearsal Schedule, Ground plan, Technical Cue Sheet (Lights and Sound), # of Characters M/F</td>
<td></td>
</tr>
<tr>
<td>Oct. 14</td>
<td>T</td>
<td>Discussion: <strong>Part Two, Ahart, “Rehearsal – A Time for Experiencing”</strong></td>
<td>Have Read: <strong>Part Two, Ahart</strong></td>
<td></td>
</tr>
<tr>
<td>Oct. 16</td>
<td>R</td>
<td>Discussion: “Pinter Sketches-Silent Tension” Assign Directors 15 – 21 and Scenes</td>
<td>Have Read: “Pinter Sketches” SHOWCASE AUDITION FOR THE ACTING I CLASS TBA</td>
<td></td>
</tr>
<tr>
<td>Oct. 21</td>
<td>T</td>
<td>Directors and acting teams meet over week-end to begin your work on “Pinter Sketches-Silent Tension”</td>
<td>SHOWCASE AUDITION FOR ACTING I CLASS TBA</td>
<td></td>
</tr>
<tr>
<td>Oct. 23</td>
<td>R</td>
<td><strong>CASTING SESSION FOR TEN-MINUTE PLAY FESTIVAL</strong></td>
<td>To be held during both Directing I classes. 9:00 – 11:00. Arrange schedules!</td>
<td>Have Read: Waiting for Godot, Beckett</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>T</td>
<td>In Class Scene Rehearsals: Directors 15 – 21 “Pinter Sketches”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 30</td>
<td>R</td>
<td><strong>Assignment #3:</strong> Presentations/Evaluations: “Pinter Sketches” Directors 15 – 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 4</td>
<td>T</td>
<td><strong>Exam #2: Part Two, Ahart</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 6</td>
<td>R</td>
<td>Discussion: **Part Three, “Analyzing the Script”, Ahart. <strong>Waiting for Godot, Units and Scene Choice</strong></td>
<td>Have Read: <strong>Part Three, Ahart. Bring to class Waiting for Godot, Unit and Scene Choice</strong></td>
<td></td>
</tr>
<tr>
<td>Nov. 11</td>
<td>T</td>
<td>In Class Rehearsals: Directors 1 – 7 Waiting for Godot, Units and Scenes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 13</td>
<td>R</td>
<td><strong>Assignment #4: Directors 1 – 7 Presentations/Evaluations Waiting for Godot, Unit and Scenes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 18</td>
<td>T</td>
<td>In Class Rehearsals: Directors 8 – 14 Waiting for Godot, Units and Scenes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Assignment</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----</td>
<td>-------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Nov. 20</td>
<td>R</td>
<td><strong>Assignment #4: Directors 8 – 14 Presentations/Evaluations Waiting for Godot, Unit and Scenes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 25</td>
<td>T</td>
<td><strong>Exam #3: Part Three</strong>, Ahart Set Technical and Performance Dates Ten Minute Play Festival</td>
<td>Bring all questions and concerns regarding the Ten Minute Play Festival</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Hand Out:</strong> Director’s Book Criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 27</td>
<td>R</td>
<td>In Class Rehearsals: Directors 15 - 21 Waiting for Godot, Units and Scenes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec. 2</td>
<td>T</td>
<td><strong>Assignment #4: Presentations/Evaluations Directors 15 – 21 Waiting for Godot, Unit and Scenes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam Day</td>
<td></td>
<td>DIRECTORS BOOK DUE!!! By 5:00 p.m.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Technical rehearsal and performance dates and times will be scheduled at a later date!**

**Academic Integrity/Plagiarism***
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure of project.

**Dropping a Class***
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 7 is the last day to drop a class with an automatic grade of “W” this term.

**Classroom/professional behavior***
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior)**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You
are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals***
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations***
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity***
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University—Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Recommended by university, language provided that mirrors language used in other publications such as the student handbook or rules/procedures.
**Recommended by university, select one from the two items regarding behavior/civility or insert a similar statement based on your class needs.
**Required by SACS or HB2504—language must be included