



SCHOOL OF PERFORMING ARTS

Directing for Theatre I TPP3310C-0001

Class Location: AHA 0101

MF 8:30-10:20AM

Instructor: Cynthia White

CynthiaWhite@ucf.edu

PAC T218PAC T218

CW Office Hours: M&F 11:00AM –
12:00PM or by appointment

TA: Ana Martinez Medina

Anapmartin20@knights.ucf.edu

TA office hours: By Appointment

Course Syllabus

COURSE OVERVIEW

The course is designed to give the student an introduction to the collaborative art form and fundamentals of directing for the theatre. The class will focus on physical and psychological action, analysis of scripts, design, research, rehearsal, staging techniques, directorial vocabulary, and other areas of directing for the stage. Through research and investigative participatory viewing, the course will also introduce the student to contemporary directors and contemporary/classic writers, their techniques and genres in addition to theatrical literature of historical significance.

COURSE OBJECTIVES

General Goals

- A practical and hands-on understanding of the role of director in contemporary theatre
- The vocabulary to communicate with other theatre practitioners such as designers, stage managers, and actors
- An understanding of the collaborative art form of directing

Specific goals:

- Introduce the student to the basic tools needed to analyze a play script.
- Introduce the student to the basic tools needed for directing scenes.
- Give the student required opportunities for the practical application of directing theory and practice.
- Give the student required opportunities to observe and critique professional theatrical productions by writing critical analyses.
- Develop a vocabulary for communication with actors, designers, producers, and facilitate critical analysis.

REQUIREMENTS

Text and Materials

- *A Sense of Direction: Some Observations on the Art of Directing* by William Ball
- Various online theatre reviews and handouts as assigned
- Research on writers and directors as assigned
- Composition Notebook for Dedicated Journal for Directing Class (cannot be electronic)
- Three-ring binder where you can keep scripts and script analysis, written critiques, and notes taken in class (cannot be electronic)

POLICIES

Attendance is mandatory and will be strictly monitored.

- Perfect attendance is assumed.
- A third unexcused absence will result in the dropping of a full letter grade.
- Four unexcused absences will result in your dismissal from the class.
- Lateness is disrespectful. It is not tolerated in the professional world or in this class.
 - 3 lates = 1 absence
- If you are unavoidably detained, enter quietly and offer the class an apology at your first opportunity. **Talk with the instructor at the end of class if you wish to be credited with a tardy rather than an absence.**
- NEVER enter during a presentation; wait until it's completed.
- Guests will not be permitted in class (without prior consent of the instructor and the class.)
- The following will be counted as excused absences with no penalty:
 - Authorized UCF functions, including participation in sporting events, academic functions, scholarly conferences, etc.
 - Illness that is documented by doctor's note or prescription.
 - Death or serious illness in the immediate family.
 - The observance of religious holy days – you must submit in writing the dates and names of any religious holy days you must observe during the course of the semester and hand it into the instructor no later than Wednesday, January 18:
- ... ALL MUST BE DOCUMENTED within one week after returning to class. No late documentation will be accepted.
- All missed class work (excused or otherwise) must be made-up within two weeks of return.

Finding out what is missed is the responsibility of the student NOT THE PROFESSOR.

Technology

The use of phones and other handheld electronic devices in class is forbidden unless requested by the professor.

- Any interruption caused by your cell phone, or other non-approved electronic device, will result in your removal from that day's activities and a forfeiture of all points associated with that day.
- Notes need to be taken on paper *not on your device*. Your journal is a paper composition book *not electronic*.
- If you have questions, please ASK THE PROFESSOR!

Academic Integrity

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow:

- University's Rules of Conduct (<http://www.osc.sdes.ucf.edu/>)
 - The Golden Rule (<http://www.goldenrule.sdes.ucf.edu/>).
- **Cheating of any kind will result in the suggestion of failure for the semester**
 - Make sure you understand your professor's guidelines about working with other students on assignments, receiving assistance from other students on assignments, citing sources, and using notes or exams from previous classes. If in doubt – ASK YOUR PROFESSOR!

University-Wide Academic Participation Verification

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity, Financial Aids Requirement Quiz, by the end of the first week of classes, or as soon as possible after adding the course, **but no later than January 13 at 5PM**. Failure to do so will result in a delay in the disbursement of your financial aid.

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons 185, phone (407) 823- 2371, before requesting accommodations from the professor.

Syllabus

- This syllabus may be modified by the course instructor.
- Notice of such changes will be made by announcement in class or by email notice.

- Any handouts provided to the student with guidelines for written or performance projects are to be considered part of the syllabus. In addition, verbal or written changes to the syllabus as announced during class, a lesson or via electronic means, are the responsibility of the student.

GRADING CRITERIA

Your final grade will be based on the accumulation of points for the following areas:

- Practical Directing Assignments and Director Concept Packets (**60%**)
- 2 Production and Research Papers (**20%**)
- Notebook (Journal) and Final Self Reflection Paper (**10%**)
- In-Class Participation (**10%**)
 - Willingness and consistency when rehearsing with partners outside of class time
 - Professionalism, including attitude in general and toward criticism, and respect for fellow classmates
 - Leadership of class discussion for one segment of assigned reading with outline
- This class will observe the plus and minus grade system. Realize that C is considered to be a failing grade for a BFA student.

A = 100–94.0%

A- = 93.9–90.0%

B+ = 89.9–87.0%

B = 86.9–84.0%

B- = 83.9–80.0%

C+ = 79.9–77.0%

C = 76.9–74.0%

C- = 73.9–70.0%

D+ = 69.9–67.0%

D = 66.9–64.0%

D- = 63.9–60.0%

F = 59.9–0%

ASSIGNMENTS

Practical Directing Assignments (60% OF GRADE)

Each student will be required to direct 2 projects to be presented in class.

1) An 8-10 minute scene from a contemporary or classic American play of your choice

- **Choose a scene**
 - Look for material that excites you.
 - Consider casting: You will need actors with availability when you can rehearse and for an in-class performance, who are appropriate for the roles in your scene. Select a scene with two to four actors,
 - Scenes must be from contemporary or classic American plays for this assignment. Check with instructor if uncertain if your play meets this guideline.
- **Prepare and deliver a 5- to 8-minute oral production overview/proposal.** (See separate guidelines for full description of this assignment.) **Submit a hard copy of your scene to instructor at time of oral production overview/proposal presentation. (This should be a legible-quality photocopy of your scene with beginning and end of scene clearly marked.) Also with title of play and playwright's name and your name (!!)** **Also submit a hard copy outline of your 5- to 8-minute presentation.**
- **Casting** is open to anyone who can participate fully in your timeline.
- **Rehearse** for a **minimum of 5 hours** outside of class time before first presentation/rehearsal of scene. This rehearsal will be documented in your journal entries discussing what you accomplished in these five hours of rehearsal.
- **First presentation of scene:** On your first “rehearsal” day, you will have approximately twenty minutes to present your scene, to receive comments from classmates, and to work your scene with coaching from the instructor. You will be prepared to answer questions about your process and creative choices.
- **Rehearse** your scene for **an additional minimum of 3 more hours outside of class time.** (This will be documented in your journal entries.)

- **Submit a thorough director's concept packet.** (See separate guidelines for fuller description of this assignment.) This packet is due one class period prior to your first rehearsal/presentation of scene.
- **Present your scene a second time.** This time there will be a more limited time for response from classmates.

**** Graded components of your first scene: total equals 30% of your final grade

Oral presentation of Proposal and outline	20 points
First presentation-rehearsal	35 points
Director's concept packet	30 points
Second presentation of scene	<u>35 points</u>

120 points total which equals 30% of your final grade

2) A 10–12 minute scene from a play or musical of your choice.

- **Choose a scene**
 - Look for material that excites you and step outside of your comfort zone!
 - Consider casting: You will need actors with availability when you can rehearse and who are appropriate for the roles in your scene. If you want to cast more than four actors, **you must receive permission from instructor, meeting with her in office hours or by appointment to obtain said permission.**
 - Scenes may be from contemporary or classical plays or musicals for this assignment.
- Prepare and deliver a 5- to 8-minute oral production overview/proposal. (See separate guidelines.) **Submit a hard copy of your scene to instructor at time of oral production overview/proposal presentation. (This should be a legible-quality photocopy of your scene with beginning and end of scene clearly marked.) Also with title of play and playwright's name and your name (!!)** Also submit a hard copy outline of your 5– to 8-minute presentation.
- Casting is open to anyone who can participate fully in your timeline.
- Rehearse for a **minimum of 8 hours** outside of class time prior to the first rehearsal; then rehearse a **minimum of 4 more hours** outside of class time prior to your final presentation of your scene. Document your rehearsal process with journal entries.
- Receive feedback from peers and instructors and be prepared to answer questions about your process and creative choices.
- Submit a thorough director's concept packet. (See separate guidelines.) This packet is due on the class day before your first presentation/rehearsal of scene in class.
- As for the first round of scenes, you will present your scene for the first time and have approximately 20 minutes for the presentation, discussion with classmates and instructor, and rehearsal/coaching time.

**** Graded components of your second scene: total equals 30% of your final grade

Oral presentation of Proposal and outline	20 points
First presentation-rehearsal	35 points
Director's concept packet	30 points
Second presentation of scene	<u>35 points</u>

120 points total which equals 30% of your final grade

- You will find that it is nearly impossible to direct a scene well unless your actors memorize their lines. Your actors SHOULD BE OFF BOOK before their first rehearsal-presentation. If actors need to call for lines more than 3 times during the rehearsal of scene, you will be able to earn at most 30 points for your first presentation. If your actors are not off book for the final presentation, you will be able to earn at most 20 points for the second presentation.
- The instructor will approve the text for all scene work based upon your oral production proposal.
- You are encouraged to be creative in your use of space: you are allowed to determine how the audience is situated in the classroom, and you're encouraged to find appropriate nearby environmental settings for your performances if it works with your material.

Analysis of Direction Papers (20% of GRADE)

*** This course is a Gordon Rule Writing Course. ***

Important: You must proofread your papers! Any paper submitted with more than 4 typos will result in a failing grade for the assignment and must be revised no later than one week after it is returned in order to earn a passing grade.

The UCF's definition of "College-Level Writing" is as follows:

- Your paper will have a clearly defined central idea or thesis.
- Your writing will provide adequate support for that idea.
- Your paper will be organized clearly and logically.
- You will demonstrate understanding of the conventions of standard written English.
- The paper will be formatted appropriately. (Double Spaced. 12 point Times New Roman Font.)

Each student will be required to write **2 ADPs (Analysis of Direction Paper)** consisting of 2 to 3 pages of critical analysis.

- One will be based on UCF production of *Romeo and Juliet* (which runs from 2/16 to 2/26). The first draft of the paper will be due Friday, March 3.
- Analysis of a peer's paper will be due, Monday, March 6. On March 10, the two peers will meet with TA or Instructor to discuss both papers.
- Final paper based on direction of *Romeo and Juliet* is due March 20.

- One will be based on UCF production of *Hedda Gabler* (which runs 3/23 to 4/2). The first draft of the paper will be due Friday, April 7. Final paper due 4/17.
- Analysis of a peer's paper will be due, Monday, April 10. On April 14, the two peers will meet with TA or Instructor to discuss both papers.
- Final paper based on direction of *Hedda Gabler* is due April 17.

- For extra credit, you may also submit a written analysis of direction of one of these productions at Orlando Shakespeare Theater:

Blackberry Winter
The Great Gatsby
Love's Labours Lost
Antony and Cleopatra

- More information about the format and structure of the ADP is provided in a separate handout.

Journals and Self-Reflection Paper (10% of GRADE)

Directing is a process that requires you to observe carefully, to analyze, and to coach with sensitivity. In your journal over the course of the semester, you will make journal entries on all of your rehearsals. You will also make online journal entries on the assigned readings from *A Sense of Direction* by William Ball. These journal entries plus your final self-reflection paper about the directing process will comprise 10% of your final grade.

In-Class Participation (10% of GRADE)

- Willingness and consistency when rehearsing with partners outside of class time
- Professionalism, including attitude in general and toward criticism, and respect for fellow classmates

- Leadership of class discussion for one segment of assigned reading with outline (see separate guidelines for explanation of this assignment)
- Participation points for appearing in another director's scene (Keep in mind that you will need to memorize these other director's scenes for this to be positive participation credit for you!)**added 1.8.2017

CLASS SCHEDULE

Date	Activities	Quizzes and/or Assignments Due
Mon 1/9	Thorough reading and discussion of Syllabus. Assign search for first scenes. Assign reading and "beating" of <i>Bitter Sauce</i> . Assign reading scene from <i>Dancing Lessons</i> with the beats noted in Track Changes by Instructor.	
Fri 1/13	Table work and beating discussion of <i>Bitter Sauce</i> //Fifteen-minute discussion of play selection and "Oral Proposal of Production"	Do Financial Aid Quiz on Web Courses by Friday 1/13 5 pm.
Mon 1/16	MARTIN LUTHER KING DAY-no school	
Fri 1/20	Table work and beating discussion of <i>Bitter Sauce</i> continued//Discussion of casting and proposal discussion.	Hard copy of scene submitted with additional page listing: your name; name of play and author; number of male and female characters. DUE BY 12 noon, January 20, to CW's office T218.
Mon 1/23	Seven Oral Proposals of Productions	Student's individual copies of Beating of <i>Bitter Sauce</i> due. Outlines due with presentations
Fri 1/27	Seven Oral Proposals of Productions	Outlines due with presentations
Mon 1/30	Six Oral Proposals of Productions	Outlines due with presentations Concept Packets due for those presenting 2/3
Fri 2/3	First day of Scene 1/first showing (four students)//30-minute discussion of <i>A Sense of Direction</i> (1)MOVING book discussion to 2/6	Concept Packets due for those presenting 2/6. Reading of <i>Sense</i> 1 due
Mon 2/6	Second day of Scene 1/first showing (four students)//30-minute discussion of <i>A Sense of Direction</i> (1)	Concept Packets due for those presenting 2/10 Reading of <i>Sense</i> 2 due
Fri 2/10	Third day of Scene 1/first showing (four students)//30-minute discussion of <i>A Sense of Direction</i> (2)	Concept Packets due for those presenting 2/13 Reading of <i>Sense</i> 3 due
Mon 2/13	Fourth day of Scene 1/first showing (four students)//30-minute discussion of <i>A Sense</i>	Concept Packets due for those presenting 2/17

	<i>of Direction</i> (3)	Reading of <i>Sense</i> 4 due
Fri 2/17	Fifth day of Scene 1/first showing (four students)//30-minute discussion of <i>A Sense of Direction</i> (4)—MAYBE #5 as well?	Reading of <i>Sense</i> 5 due
Mon 2/20	First day of Scene 1/second showing (6 students 15 minutes each)	
Fri 2/24	Second day of Scene 1/second showing (7 students 15 minutes each)	
Mon 2/27	Third day of Scene 1/second showing (7 students 15 minutes each)	
Fri 3/3	Ten Oral Proposals of Productions— SCENE 2	Draft of paper on direction of <i>Romeo and Juliet</i> due. Outlines due with presentations.
Mon 3/6	Ten Oral Proposals of Productions— SCENE 2	Analysis of peer's paper due. Outlines due with presentations.
Fri 3/10	Small group meetings about R&J papers with Instructor/TA	
Mon 3/13- 17	SPRING BREAK	
Mon 3/20	Rehearsal and Catch Up Day	Final paper on direction of <i>Romeo and Juliet</i> due. Concept packets due for 3/24.
Fri 3/24	First day of Scene 2/first showing (four students)//30-minute discussion of <i>A Sense of Direction</i> (6)	Concept packets due for 3/27. Reading of <i>Sense</i> (6) due.
Mon 3/27	Second day of Scene 2/first showing (four students)//30-minute discussion of <i>A Sense of Direction</i> (7)	Concept packets due for 3/31. Reading of <i>Sense</i> (7) due.
Fri 3/31	Third day of Scene 2/first showing (four students)//30-minute discussion of <i>A Sense of Direction</i> (8)	Concept packets due for 4/3. Reading of <i>Sense</i> (8) due.
Mon 4/3	Fourth day of Scene 2/first showing (four students)//30-minute discussion of <i>A Sense of Direction</i> (9)	Concept packets due for 4/7. Reading of <i>Sense</i> (9) due.
Fri 4/7	Fifth day of Scene 2/first showing (four students)//30-minute discussion of <i>A Sense of Direction</i> (10)	Draft of paper on direction of <i>Hedda Gabler</i> due. Reading of <i>Sense</i> (10) due.
Mon 4/10	Rehearsal Day	Analysis of peer's paper due
Fri 4/14	Small group meetings about <i>Hedda Gabler</i> papers with Instructor/TA	
Mon 4/17	First day of Scene 2/second showing (6 students 15 minutes each)	Final paper on direction of <i>Hedda Gabler</i> due

Fri 4/21	Second day of Scene 2/second showing (7 students 15 minutes each)	
Mon 4/24	Third day of Scene 2/second showing (7 students 15 minutes each)-LAST DAY OF CLASS	
Final Fri 4/28 7- 9:50 AM	In-class test on <i>A Sense of Direction</i> and directing principles studied this semester.	Self-Reflection Paper Due