

**TPP 3310C-0002 – Directing for Theatre – 3 Credit Hours
Spring 2017**

Instructor: Vandy Wood
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MF: 10:30-12:20
PAC AHA O101
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Office Hours: M 1:00-4:00, W 1:00-4:00 by confirmed appointment vandy@ucf.edu

Course Description:

The course is designed as an introduction to the collaborative art form and fundamentals of directing for the theatre. The class will focus on analysis of scripts, design, research, rehearsal, staging techniques, work with actors (physical and psychological actions etc.), directorial vocabulary, and other areas of directing for the stage.

Course Objectives:

- Introduce the student to the basic tools needed to analyze a play script.
- Introduce the student to the basic tools needed for directing scenes.
- Develop an understanding of the collaborative art form of directing.
- 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.

Required Texts:

A Sense Of Direction: Some Observations on The Art of Directing by William Ball
Students will also be assigned additional reading including scripts, online reviews and research materials, and all plays used for assigned scenes.

Expectations:

Since the Fall 2014 semester, UCF is required to comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. Your first assignment uploaded to webcourses will verify your engagement in the course.

Attendance and Participation:

You are expected to attend all scheduled class meetings and to actively contribute to discussions. Attendance will be taken at the beginning of class and lateness is not permitted. After 2 unexcused absences your grade will be reduced.

Assignments: (See full descriptions after Class Schedule below)

1. Reading Summaries: (10 @ 1 point each)	10
2. Assignment 1	5
3. Play Blocking and Script Analysis:	5
4. Production Response Paper:	10
5. Directing Journal:	10
6. Practical Directing Assignment:	40
7. Participation:	10
8. Reflection Paper:	<u>10</u>
Total:	100

Grading:

I will use a traditional 100 point grading scale with plus/minus rankings:

100%-93% = A; 92%-90% = A-; 89%-87% B+; 86%-83% = B;
82%-80% = B; 79%-77% = C+; 76%-73% = C, 72%-70%= C-; etc.

Procedures:

- When sending me an email, please use your knights email if you want a reply.
- Do not be late. Frequent tardiness will count against your participation grade and will impact your attendance record.
- Assignments are due when it says they are due on the syllabus.

Class Schedule (Subject to Change):

Week 1

M 1-9 - Introduction, review syllabus. For Friday: read chapter 1, 2 SoD, write a brief summary of each chapter and upload to WC by 11:59am on Friday 1-13.

F 1-13 - Discuss Ch. 1, 2 SoD. Assignment 1 intro. Post your choice of shows for your response paper in WC by Friday 1-20 at 11:59pm.

Week 2

M 1-16 - MLK Day – No Class

F 1-20 - No Class – Work on Assignment 1. For Monday: Read Ch. 3, 4 SoD, write a brief summary of each chapter and upload to WC by 11:59am on Monday 1-23.

Week 3

M 1-23 - Discuss Ch. 3, 4. For Friday: Read Ch. 5, 6 SoD, write a brief summary of each chapter and upload to WC by 11:59am on Friday 1-27.

F 1-27 - Discuss Ch. 5, 6. For Monday: Read Ch. 7, 8 SoD, write a brief summary of each chapter and upload to WC by 11:59am on Monday 1-30.

Week 4

M 1-30 - Discuss Ch. 7, 8.

F 2-3 – Work on Play blocking and script analysis project. For Monday: Upload to WC by 11:59am on Monday 2-6.

Week 5

M 2-6 – Guest presentation

F 2-10 – For Monday: Select your scene and post your choice in WC by 11:59am on Monday 2-13.

Week 6

M 2-13 – Blackberry Winter Response Papers Due in WC Today. For Friday: Post cast list and rehearsal schedule by 11:59am on Friday 2-17.

F 2-17 – For Monday: Post vision statement and images to WC by 11:59am on Monday 2-20.

Week 7

M 2-20 – For Friday: Post Script Analysis in WC by 11:59am on Friday 2-24.

F 2-24 – For Monday: Post blocking and ground plan in WC by 11:59am on Monday 2-27.

Week 8

M 2-27 – Rehearse Scenes.

F 3-3 – Rehearse Scenes. R&J Response Papers Due in WC today.

Week 9

M 3-6 – Rehearse scenes.

F 3-10 – Rehearse scenes - Geronimo Stilton Response Papers Due in WC today.

Week 10

M 3-13 – Spring Break

F 3-17 – Spring Break

Week 11

M 3-20 – Rehearse Scenes.

F 3-24 – Rehearse Scenes.

Week 12

M 3-27 – Scene check-in.

F 3-31 – Rehearse Scenes.

Week 13

M 4-3 DPAC – Rehearse Scenes.

F 4-7 DPAC – Rehearse Scenes.

Week 14

M 4-10 DPAC – Rehearse Scenes.

F 4-14 DPAC – Rehearse Scenes.

Week 15

M 4-17 - Discuss project journals – Rehearse Scenes
F 4-21 - Discuss project journals – Rehearse Scenes

Monday, May 1st – 10:00am - Final Exam: Present Final Scenes

Assignment Descriptions:

1. Reading Summaries: (10 @ 1 point each)
Via webcourses, submit a 1 page (12 point double spaced) summary of each chapter of *A Sense Of Direction*. There will be 2 additional reading assignments TBD and the same guidelines will apply to those summaries.
2. Play Blocking and Script Analysis: Select a scene from TBD. Create a ground plan for the scene. Put your scene in the notebook. Use margins to annotate blocking (consider emphasis, focus, and composition). Mark the beats throughout the scene. Use the opposite page to note actions, subtext, and analytical observations about the text (observations and questions about the text and/or images).
3. Production Response Paper: Select a play (R&J, Blackberry Winter, or Geronimo Stilton) and post your choice via WC by Friday 1-20. Buy a ticket. Read the script and research production history. Attend the production and write a 4-5 page (12 point, double spaced) formal research paper. This paper should include: brief summary of the play; background about the play or playwright; pertinent information about the time period during which the play was written and/or during which it is set; evidence of directorial choices pertaining to casting, acting style, blocking, and design; your response to the directorial choices. Include 3-4 sources. Use MLA citation and include works cited page (not included in total page count).
4. Directing Journal: Write a minimum of 10 informal journal entries about the directing process. Entries may be hand written but be sure they are legible. Each entry should be at least 3 paragraphs in length.
5. Practical Directing Assignment: Select a 5-8 minute scene to direct. Let me know if you need assistance finding one. This is the major project for the class and must be completed in full in order to pass this course.

Script Analysis (5 points): Create a ground plan for your scene. Put your scene in the notebook. Use margins to annotate blocking (consider emphasis, focus, and composition). Mark the beats throughout the scene. Use the opposite page to note actions, subtext, and analytical observations about the text (observations and questions about the text and/or images).

Rehearsal Check-in (5 points): On the assigned date, present your scene in progress and discuss.

Rehearsal Log (5 points): In your notebook, keep a log of all rehearsals.

Plan to rehearse at least 8 hours for the project. The log should include time, date, and plan for rehearsal (this should be done prior to each rehearsal). Following the rehearsal write a brief summary of the rehearsal and identify needs for the next rehearsal.

Vision Statement/ Images (5 points): Write a brief summary of the play and note major themes. Make notes about important information regarding setting, time period, and style. Find images (and possibly music) that feel like the play (try to avoid being literal).

Blocking/ groundplan (5 points): Draw a groundplan for your scene. Put your scene in the notebook. Use margins to annotate blocking (consider emphasis, focus, and composition).

Final Scene Presentation/ Final Exam (15 points): During the Final Exam period for this course, present the final performance of your scene. Actors should be off book and scene should be refined and demonstrate significant growth since your check-in.

6. Participation: Grade will reflect active participation in discussions and participation in scenes.
7. Reflection Paper: Write a 2-3 page reflection paper (12 point, double spaced) and submit via webcourses. This paper may be written in the first person and should reflect on your experience with the directing process, what discoveries you made in the class or rehearsals, what you feel is of value to you about the course content. Please know that quality of writing, spelling, and grammar will be considered in grading.

Policies:

UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity

I will practice and defend academic and personal honesty.

Scholarship

I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community

I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity

I will use my talents to enrich the human experience.

Excellence

I will strive toward the highest standards of performance in any endeavor I undertake.

Ethics statement

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 the University's Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

Academic Integrity/Plagiarism

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

The following is a second sample Plagiarism Statement:

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: **"whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."**

Similarly, please see an [Ethics statement](#).

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://z.ucf.edu/>.

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

Course Accessibility Statement

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk

about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Student Grades

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grades section of Webcourses@UCF.

Technology/Software Requirements

Students will be expected to have access to a computer frequently, as many assignments will be submitted via webcourses. The SPA computer lab is available when classes are not scheduled in the room.

Internet Usage

All students at UCF are required to obtain a [Knight's Email account](#) and check it regularly for official university communications. If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website:

http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services. For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

Title IX – EO/AA - <http://www.eeo.ucf.edu/> & askanadvocate@ucf.edu

Disability Accommodation – Student Accessibility Services -

<http://sas.sdes.ucf.edu/> & sas@ucf.edu

Diversity and Inclusion Training and Events – www.diversity.ucf.edu

Student Bias Grievances – Just Knights response team -

<http://jkrt.sdes.ucf.edu/>

UCF Compliance and Ethics Office - <http://compliance.ucf.edu/> &
complianceandethics@ucf.edu

Ombuds Office - <http://www.ombuds.ucf.edu>

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Religious Observances

It is my intention to encourage students of all faiths to observe religious holidays. Please contact me at least one week prior to the date in question if you plan to miss class.