

The University of Central Florida
Storytelling As Theatre Art
TPP 5248C, Section 0001
Spring 2018

Instructor: Elizabeth Brendel Horn

Office Location: #T221

Location: Orlando Repertory Theatre
and AHA O101 (see schedule)

Hours: M 11am-2:30pm,
W 8:30-11am via Skype

Meeting Times: W 11:30AM-2:20PM

Email: Elizabeth.Horn@ucf.edu

Course Credit Hours: 2

Phone: 407-823-2183

Skype: elizabethbhorn

This syllabus is subject to change at the instructor's discretion. Any changes will be communicated in a timely manner.

Course Description:

This course is intended to align with Orlando Repertory Theatre's Writes of Spring project. Students will meet a minimum of once weekly in accordance with the Writes of Spring project schedule to discuss and reflect on the process of collective storytelling as it relates to the project and the field of theatre as a whole. This course will focus primarily on the spring semester portion of the yearlong project; however, students may be required to reflect on material created during the fall semester.

Course Objectives:

- To provide students with guidance for the complicated collaborations connected to the Writes of Spring process.
- To provide students with a format to reflect, critique, and evaluate the effectiveness of communication within and surrounding the WoS performances.
- To foster an environment conducive to creating theoretical frameworks for collaborative storytelling in theatre.

Required Texts:

- Rising Strong: How the Ability to Reset Transforms the Way we Live, Love, Parent, and Lead* by Brené Brown
 - Creativity, Inc.: Overcoming the Unseen Forces That Stand in the Way of True Inspiration* by Ed Catmull
 - Collective Creation in Contemporary Theatre*, eds. K. Syssoyeva and S. Proudfit
 - The Frantic Assembly Book of Devising Theatre*, 2nd edition, S. Graham and S. Hoggett
- Additional readings may be assigned as needed

Notes on Work Quality:

This class requires high quality written work and professional standards of communication in all areas. All written assignments are to be typed in 12-point font, double-spaced, Times New Roman, and formatted according to the latest addition of the MLA handbook. Assignments should be proofread and professional in appearance. As always, you are required to give credit where credit is due (this includes Internet sources). Substandard work may receive an automatic zero.

Webcourses:

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments. My recommendation is to check Webcourses every 2-3 days for updates from your teammates or myself.

Communication:

You will be expected to have daily access to the Internet and email, since I will be emailing you constantly about assignment updates, additions and changes. 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.

Please use Webcourses to communicate with me about this course. Emails should be professional, courteous, use appropriate grammar and spelling, and refrain from "text speak" and emoticons.

Attendance Policy:

1. Repeated unexcused absences or tardies may result in as much as a 10-point deduction in the student's final grade.
2. Excused absences may include: illness with a doctor's note, a death in the family, a University-sanctioned event, a religious holiday, or at the instructor's discretion. I require written explanations of all excused absences, which will be accepted at my discretion. Please refer to the University handbook regarding timely communication of prearranged absences.
3. Students may only make up in-class assignments if the absence was excused by the instructor. You are responsible for obtaining any missed information from a peer. I will not discuss missed material.

Participation:

1. Class participation is mandatory and anything less than optimal participation may result in as much as a 10-point deduction in the your final grade. Attendance is more than just physically showing up – you must mentally show up as well. Students must be fully prepared: you should have read the homework assignment(s), made notes to ask questions or make comments during class discussions, and should have all necessary supplies. Anything less is unacceptable and may result in you being asked to leave and receiving an unexcused absence. Please see the end of this syllabus for suggestions on preparing discussion notes.

2. The use of cell phones, surfing the web or checking social media, and checking email is not allowed during class time without the instructor's permission.
3. Class work may include physical movement and class presentations. Please see me if this is cause for concern.
4. In order to achieve and maintain a safe space, class discussions must be held in a respectful and professional manner. This means we are accepting of all thoughts and opinions, even if they differ from our own, and refrain from sarcasm, put downs, foul language, discrimination, etc. In this class, we are all coming to the table with multiple voices of equal value, which will lead to a richer discussion.
5. **Full participation in the Writes of Spring component of this course is mandatory.** This will require significant time outside of the designated class hours. Barring the most extreme of circumstances, anything less than 100% completion of all aspects of your Writes of Spring roles will result in the failure of this course.

Active Learning:

Our collective learning experience will be dependent upon critical thinking, collaboration, and student engagement through an instructional strategy known as Active Learning. The UCF Faculty Center for Teaching and Learning defines Active Learning as “a student-centered model that allows students to experiment with ideas, to develop concepts, and to integrate concepts into systems.” Examples of active learning in our class might include engagement in group discussions, small group work, peer review, presentations, student-led facilitation, and experiential sharing. Collectively, we will strive for a collaborative environment that is collegial, where each voice is equally valued and respected; that is student-driven and problem-centered; and one in which we are all actively engaged in the learning process. If anyone believes that the design of this course poses barriers to effectively engaging in active learning, please meet with me to discuss reasonable options and adjustments. You are welcome to talk with me at any point in the semester about your concerns related to active learning. For more information about Active Learning at UCF, please visit:

<http://www.fctl.ucf.edu/TeachingandLearningResources/InstructionalStrategies/content/ActiveLearningGuidelines.pdf>

Late Work and Incompletes:

Late work will only be accepted under the most extreme of emergencies and at the instructor's discretion. Incomplete work will receive an automatic zero. Please see me if you are struggling to keep up.

Academic Misconduct:

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/>). 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.**”

Students with Disabilities:

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.

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.

Student Activity:

As of Fall 2014, all faculty members at The University of Central Florida are required to document students' academic activity at the beginning of each course. Your attendance will be monitored closely.

Grading:

Journal	___/20 points
Participation in Writes of Spring project	___/20 points
Final reflection of Writes of Spring	___/20 points
Writes of Spring 18-19 Suggestions	___/10 points
Facilitation of <i>Collective Creation</i> discussion	___/10 points
Final Exam	___/20 points
Total:	___/100 points

Grade Breakdown

A 100-94

A- 94-90

B+ 90-87

B 87-84

B- 84-80

C+ 80-77

C 77-74

C- 74-70

D+ 70-67

D 67-64

D- 64-61

F 61-

(Schedule continued on next page)

Schedule (Subject to change to align with existing Writes of Spring schedule):

DATE	LOCATION	IN CLASS	ASSIGNMENTS DUE
Weeks 1-5	N/A	Fall semester WoS meetings, journals, and developing goals	(ongoing) Journal
Week 6 1/10	REP Classroom	Preparation for Writes of Spring	(ongoing) Journal
Week 7 1/17	REP Classroom	Preparation for Writes of Spring	(ongoing) Journal Reading: <i>Rising Strong</i>
Week 8 1/23	REP Classroom	Preparation for Writes of Spring	(ongoing) Journal Reading: <i>Creativity, Inc.</i>
Week 9 1/31	REP Universal	Preparation for Writes of Spring	*Writes of Spring performance: February 2
Week 10 2/7	REP Classroom	Reflections on process	Journal Due
Week 11 2/14	AHA O101	Text exploration: <i>Frantic Assembly</i>	Final Reflection Due Reading: <i>Frantic Assembly</i>
Week 12 2/21	AHA O101	TBD – True Colors?	
Week 13 2/28	AHA O101	Text exploration: <i>Collective Creation</i> Chapter 2 leader: Elizabeth Chapter 3 leader: _____ Chapter 4 leader: _____	Reading: <i>Collective Creation</i> chapters 2,3, and 4
Week 14 3/7	AHA O101	Chapter 10 leader: _____ Chapter 11 leader: _____ Chapter 12 leader: _____	Reading: <i>Collective Creation</i> chapters 10, 11, and 12
3/21	<i>TYA Lunch and Learn 1</i>		
3/28	<i>TYA Lunch and Learn 2</i>		
4/4	<i>TYA Lunch and Learn 3</i>		
4/11	<i>TYA Lunch and Learn 4</i>		
4/18	<i>TYA Lunch and Learn 5</i>		
Final Exam 4/25 10AM-1PM	AHA O101	Final Exam Discuss 18-19 plans	Writes of Spring 18-19 plans due

Descriptions of assignments:

Journal: Please write a minimum of one reflective journal entry per week of Writes of Spring, beginning in the Fall semester for a total of eight entries. Journal entries should be long enough to thoroughly explore both the process and your responses to it, considering the following questions:

- What is the process and how does it align with, challenge, or shape your understanding of creating theatre?
- What role do the K-12 writers play in this process, and what are your responsibilities toward them?
- How are conflict, debate, and compromise a part of the process – how do they shape the group dynamic and how do they create or inhibit process?
- How do you see yourself positioned within the group? In what ways are you motivated by or challenged by such collaborative work? How can your strengths contribute to the process?

Final Reflection: This final reflection, a minimum of four pages, should reflect on the overall process, considering how the process aligned with your expectations, overarching challenges or successes faced by the group or you as an individual, how the process informed the final product, and responsible artistry. As you reflect back, remember to look ahead, considering how these reflections may inform future years of Writes of Spring to strengthen the project in a tangible way.

Writes of Spring Suggestions: As a company, reflect on the Writes of Spring 2017-2018 process and develop a comprehensive proposal of any suggested change for the 2018-2019 year. This may include suggesting writing prompts, further clarifying graduate student responsibilities and roles, and suggestions to the structure of both the competition and event. Include the elements that felt most successful to you, and what made those a success. Prepare this document in consideration of presenting it to the Orlando Repertory Theatre education director, being mindful of professionalism and positive framing.

Facilitation of *Collective Creation* discussion: Prepare to lead your assigned chapter of *Collective Creation* as if you are the course facilitator. This may include providing additional outside research, visuals, guiding questions, and on-your-feet interactive components. Your facilitation should last 45-60 minutes.

Final Exam: Share a personal story in a theatrical way based on the following prompt: *A moment of change*. You may work independently or in a group of up to 5, but each of your stories should be told. How you tell your story is up to you, but employ some element of theatricality inspired from the Writes of Spring process and/or our class readings.

NOTE: You may choose to link this performance with your Theatre for Social Change practical project. In this case, you must consider how the presentation in each class differs; i.e. in this class you may present a live performance or high quality recording, while in Theatre for Social Change you may focus more on process, community impact, and personal growth. Please note that this option is, if anything, the more difficult option, and only provided for the students who want to pursue the most ambitious of projects worthy of this weight in both courses.