

THEA 1332  
CBM003 ADD/CHANGE FORM

UC 11847 12F

APPROVED DEC 05 2012

Undergraduate Council  
 New Course  Course Change  
Core Category: Creat. Arts Effective Fall 2014

or

Graduate/Professional Studies Council  
 New Course  Course Change  
Effective Fall 2013

1. Department: School of Theatre and Dance College: CLASS  
2. Faculty Contact Person: Rachel Bush Telephone: 32911 Email: rbush3@uh.edu

3. Course Information on New/Revised course:  
• Instructional Area / Course Number / Long Course Title:  
THEA / 1332 / Fundamentals of Theatre  
• Instructional Area / Course Number / Short Course Title (30 characters max.)  
THE / 1332 / FUNDAMENTALS OF THEATRE  
• SCH: 3.00 Level: FR CIP Code: 50.0502.0003 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements  
5. Was the proposed/revised course previously offered as a special topics course?  Yes  No  
If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:  
\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
• Course ID: \_\_\_\_\_ Effective Date (currently active row): \_\_\_\_\_

6. Authorized Degree Program(s): \_\_\_\_\_  
• Does this course affect major/minor requirements in the College/Department?  Yes  No  
• Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No  
• Can the course be repeated for credit?  Yes  No (if yes, include in course description)

7. Grade Option: Letter (A, B, C...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title  
THEA / 1332 / Fundamentals of Theatre  
• Course ID: 43810 Effective Date (currently active row): 01182010

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)  
Cr: 3. (3-0). Prerequisites: acceptance to the major by audition/portfolio review and consent of instructor.  
Description (30 words max.): Critical appreciation and practice of live theatre, emphasizing the synthesis of acting, direction, and design in the context of contemporary theatrical production.

10. Dean's Signature: \_\_\_\_\_ Date: 10/8/12

Print/Type Name: Sarah Fishman

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: School of Theatre and Dance

Person Making Request: Rachel Bush

Telephone: 32911

Email: rbush3@uh.edu

Dean's Signature: \_\_\_

Date: Sept. 10, 2012

Course Number and Title: THEA 1332

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will develop an awareness of the specific production and artistic fields within the theatre profession.

Students, through assigned readings, writing, lecture, and activity will learn to recognize their role in the production and performance process.

Students will develop a commitment and dedication to theatre training through required attendance and participation.

Students will critique two professional theatre performances in writing using an established set of criteria specific to the piece.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

#### Critical Thinking:

Students will attend two professional theatre shows and write 3-4 page written critiques on those performances, based on an established set of criteria.

Students will have weekly assignments that all involve reading, analyzing, and formulating a conclusion and or opinion about dramatic works.

#### Communication Skills:

In the same 3-4 page critique papers, students will demonstrate the the ability to communicate effectively in writing.

Students will be required to engage in class discussions. In smaller groups, they also will develop questions and talking points for specific topics and guest speakers.

#### Empirical & Quantitative Skills:

[Click here to enter text.](#)

#### Teamwork:

Students will work with partners and in groups within the Fundamentals class to research topics, compose questions, and formulate summaries.

Students will create teamwork-based, performative final projects in class.

#### Social Responsibility:

Students will develop an understanding of the role of theatre in society through class discussions and written assignments.

Students, through guest lectures, will be exposed to various professionals from the Houston arts scene. Portions of those discussions focus on community issues, the impact of the arts in Houston, and considering strategies for further developing the local performing arts community.

Students read articles on a weekly basis that focus on national and regional trends in theatre.

Personal Responsibility:

Click here to enter text.

Will the syllabus vary across multiple section of the course?  Yes  No

If yes, list the assignments that will be constant across sections:

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: Fox Mr.

✓ Lee B Fox

THEA 1332 Core Application – Assessment Examples

Exam questions:

**Use the following link for the next few questions:**

<http://www.nytimes.com/2009/10/04/magazine/04smith-t.html?pagewanted=1&r=1&ref=theater>

1. Where did Anna Deavere Smith attend graduate school?
2. In the early 90's, what Fellowship did she earn, that transformed her career? And what is a second name for this fellowship?
3. A theatre critic once wrote that, "Smith does not impersonate characters as much as she does \_\_\_\_\_."
4. & 5. After reading this article and learning about the impressive body of solo pieces Ms. Smith has written and performed, if you had to write a one person show, what would the subject matter be? Briefly explain your choice.

**Use the following link for the next few questions:**

<http://www.nytimes.com/interactive/2009/09/30/theater/20090930-a-steady-rain-keith-huff-multimedia/index.html#>

6. What is the name of the play and playwright featured in this audio slide show?
7. Whom are the two famous actors playing the roles in the current NY production?
8. Describe the financial considerations the playwright discusses in the creation of some of his pieces:
9. What 75-seat theater in Chicago does the playwright mention as the premier location for this script?
10. In the place of big effects and sets, what does the playwright depend upon to tell this story?

**Sample Essay Excerpt:**

In my opinion the director found a perfect match for Horse Head in *Among the Thugs*. Horse Head's mission to provide audiences with an atmosphere they can let loose in was highlighted perfectly in the exciting exploration of group/mob dynamic. In particular, the main character, Bill, is submerging himself into a foreign way of life just as the audience is adjusting to an unusual atmosphere. The

concept of a large group attending an event to enjoy the struggle, to watch the main character of a play, or the leading player of a football team, was matched perfectly, using a sporting event to make theatre have the same atmosphere, was unique.

Some specific directorial choices were the transitions from presentational to realistic acting, from characters speaking to one another to speaking directly to the audience. This allowed the audience to be more invested in the performance for it was if they were a part of the experience as well. Also the director chose to take chairs from audience members and use them in the production. I believe this was an effective choice for it rendered a sense of spontaneity and comedy. Horse Head wants their audience members to have a sense of uncertainty, a feeling that anything could happen. The director's choice of location, in a bar with the audience and actors on the same level, required the audience to be interactive. The actors intermingling with the audience built a sense of camaraderie, as opposed to the usual separation.

## THEA 1332 Fundamentals of Theatre

Fall 2012

M & W 2:30pm – 4pm

**Instructor: Rachel R. Bush, Assistant Professor - UH School of Theatre & Dance  
Office Hours by Appointment – (713) 743-2911, rbush3@uh.edu**

### Course Learning Objectives:

1. Students will develop an awareness of the specific production and artistic fields within the theatre profession.
2. Students, through assigned readings, writing, lecture, and activity will learn to recognize their role in the production and performance process.
3. Students will develop a commitment and dedication to theatre training through required attendance and participation.
4. Students will critique two professional theatre performances in writing using an established set of criteria specific to the piece.

### Course Requirements:

1. Student attendance is expected at all classes. Class roll will be taken at the beginning of class. Additionally all students are expected to attend the Friday Morning (9am – 12pm) Presentations
2. All students will stay in the classroom, involved in the exercises and discussions once the class has started.
3. All students will attend all UH Theatre & Dance mainstage and student productions this semester, and two outside professional productions chosen by the instructor.
4. All students are expected to read all assignments that are given during the course of the semester.
5. All students are expected to turn in written assignments and papers by the due date assigned by the instructor. Papers will be on professional productions. Your papers must be double-spaced, Times New Roman or Arial (font size 12), with one-inch margins and MLA formatting and a minimum of 3 pages each. They will be evaluated on grammar, style, and content.
6. All students will usher 4 times for the School of Theatre & Dance shows. A schedule for the semester will be brought to class. Your grade will be effected if you do not usher on your assigned day and time.

### Lecture Requirements:

We will have weekly Guest Speakers lecturing on their particular area of expertise. You are expected to stay engaged in the discussion and ASK questions. A breakdown of these lectures will be distributed. Please do not leave before the class is over. And please refrain from talking, reading materials not related to class, or texting during the lectures or during class in general. Please turn cell phones off and mute your computer's sound functions. Failure to comply with these common courtesy rules of etiquette may result in the lowering of your grade or being dropped from the class.

### Grading:

- 40% -- Weekly/ Biweekly Quiz (11 tests, 10 will be counted – 5% each) (Tests could cover lectures, readings, performances, Friday presentations, and Sunday New York Times Theatre Section)
- 30% -- Written Assignments on Productions
- 20% -- Participation (active participation in class discussions and activities)
- 10% -- Final Exam (Final Exam will be cumulative on any information covered in the semester)

### Grading Scale:

A	95-100	C	74-76
A-	90-94	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	0-59

\*Students are reminded of the School of Theatre & Dance Absence Policy, available on the policies page of the website: [www.uh.edu/theatre](http://www.uh.edu/theatre). In this class, meeting twice a week, you get two absences for free; each additional absence lowers your final grade by ½ a letter; five absences results in a failing grade. Three tardies equals one absence.

I want to remind you about the various workshops, tutoring, counseling resources that are available to you.

**Student Learning Services:**

Any Student needing assistance with reading comprehension, note-taking, writing papers, etc. can contact the UH Learning Support Services at 713-743-5411, Social Work Building Room 321. <http://www.las.uh.edu/LSS/>

Tutoring and academic workshops: <http://www.las.uh.edu/lss/>

Counseling: <http://www.caps.uh.edu/>

Health Center: <http://www.uh.edu/admin/hc/>

Eye Institute: <http://www.opt.uh.edu/uei/> (you would be amazed how many of you find you need glasses when you get into those large lecture halls! :)

Career Services (advice about which major to select!):

<http://www.career.uh.edu/index.cfm>

**Student Government Association: Sga.uh.edu**

I also urge you to get involved on campus. Go to concerts, workshops, and athletic events; join an organization or two. Collect "Cougar Trading Cards" when you can ([www.uh.edu/tradingcards](http://www.uh.edu/tradingcards)). The first home football game is on SATURDAY, SEPTEMBER 1st at 7 pm. These games are great bonding experiences for new students and you should try to go! It is free!

Incidentally, you might want to 'Like' University of Houston ([www.facebook.com/universityofhouston](http://www.facebook.com/universityofhouston)) and your 'UH Class of...' on Facebook. These Facebook communities are a great way to stay in touch with campus events and your classmates, whose questions and answers found there can also be quite helpful. The link for the Class of 2016 is [www.facebook.com/UH2016](http://www.facebook.com/UH2016)