Date: 09/18/2017

ROSE STATE COLLEGE

Division Course Syllabus

Division: Humanities
Course Prefix and Number: TH 2902
Course Title: Theatre Capstone Project
Semester and Year Submitted: Fall 2017
Credit Hours: 2
Prepared by: Rick Nelson

Hours Per Week:
Class: 0
Lab: 3

Course Description (as it appears in Catalog)

An exit/assessment project required for all students completing a Liberal Studies degree with the Theatre emphasis. Enrollment in and completion of this course should be done during the semester the student plans to graduate or the semester before. The course consists of five components which are intended to apply the theatrical principles learned from the program requirements in one final professional project. Prerequisites: A minimum of 16 of the 19 hours of program requirements and permission of professor.

Prerequisites:

Text(s):
Title
Author
Publisher
Copyright Date
ISBN #
Reading Level

Supplemental Materials: (Other books, audio visual aids, etc.)
Outline for Remainder of Syllabus:

Rationale: This course is designed to give instruction and supervised practical experience to students culminating in a large scale final project. The student should gain a greater appreciation for and understanding of every element that goes into the production of a play. Capstone is a 2 credit-hour class required of all theatre majors designed to connect experiences and information gained over the past 2 years. Each student will write a paper reflecting on his/her theatre knowledge, create professional paperwork and presentation, and meet with faculty to discuss and critique his/her body of theatrical work.

Expected Outcomes:

1. The student should demonstrate a grasp of the knowledge and steps necessary to accomplish the particular tasks in the theatre area or areas in which he has been working.

2. The student should be able to demonstrate an ability to work with individuals in other areas of theatre production in a cooperative manner in order to produce a successful theatre production.

3. Demonstrate a knowledge and understanding of the complexity of theatre production.

4. Identify and evaluate their skills within the field of theatre.

5. Explain a projected course of action for employment acquisition or advanced baccalaureate education.

6. Demonstrate competency in preparing a professional resume, cover letter, and portfolio.

7. Articulate their skills and interests in preparation for a job interview.

Methods of Instruction:

1. Lecture and demonstration of basic materials and concepts
2. Discussion of script readings
3. Laboratory Workshop
4. Individual Projects

Assessment (Including Critical Thinking measurements):

1. The students course evaluation will be determined by in-class and out of class assignments, to include: reading, discussion, resume and portfolio preparation, research assignment, writing, and portfolio presentation.

Learning Goals:

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Unit One: E-Portfolio
Create an electronic portfolio which includes headshot, resume, CV, writing samples, production photos, production videos.

Unit Two: Proposal Contract
Submit a signed contract with an outline of their final project, calendar of deadlines, along with the written consent of professor.

Unit Three: University Transfer/Job Search Assignment and Cover Letter
Create a cover letter and resume tailored for transfer to universities of interest or for a career related job in the area of the Performing Arts.

Unit Four: Create final project and present.

I. ACTING
Perform a major or supporting role in a major production at Rose State College. In addition to the performance, the student will write a paper that details character research, the development process and a written self-evaluation. The faculty will critique the performance and paper. See writing details below.

II. DESIGN/TECHNICAL DIRECTION
Prepare a set/light/costume design with all accompanying sketches, renderings, plans, elevations, plots and so forth. All designers will be required to follow the same guidelines below in terms of the written assessment portion of this project. Serve as TD for an RSC theatre production. Under the supervision of faculty and resident technical director, the student TD will supervise the set/light/prop/sound aspects of a production.

III. OTHER OPTIONS
   A. Students may direct a play as a final project and submit a prompt book that includes a rehearsal journal, research, analysis, blocking and technical elements.

   B. Students may serve as a stage manager for a mainstage production. A promptbook including blocking, cues, rehearsal notes must be included.

   C. Students may choose to write a one-act or full length play. A staged reading or production of the work is required as well as adherence to the written guidelines below.

   D. Students may choose to write a 20-25 page research paper on a topic approved by the faculty advisor. Students will be required to do an oral presentation of their paper.

Unit Four: Five Stage Paper

Stage 1
“Pre-flection” consisting of the expected goals and outcomes of the project and initial expectations concerning the project. Areas to consider include: questions and reactions to the
script/production upon first encounter; selection of source material or inspiration for devised project;

Stage 2
Rehearsal/process summary including elements of research and investigation. Areas to consider include: historical, political and social situating of the performance text and discussion of challenges, style peculiarities and show-specific areas of concentration as a performer; reflection on the process of formulating the text, concept or performance blueprint and a consideration of the needs and opportunities of production; overview of contributory movements and disciplines and their appropriateness to the project at hand.

Stage 3
Process reflection outlining the stages of rehearsal and development. Areas to consider include: approaches and methods utilized or attempted during the rehearsal process to enrich and create the performance event, including an assessment of personal challenges and successes. Students will keep a rehearsal journal to trace their process.

Stage 4
Production feedback including any formal (reviews, critiques, institutional evaluations, directorial feedback…) or informal (talk-backs, peer review, audience acknowledgments, faculty debriefs…) assessments of the students final project. Students briefly summarize the reception of the project by its target audience.

Stage 5
Post-production reflection assessing the overall journey of discovery and performance, including lessons learned, challenges overcome, issues of concern and an earnest contemplation of the students work as an artist.