First Year Seminar
Theatre as Manifesto
TH&D 1101
Fall 2014

Instructor: Landee Lockhart  
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Phone: 307.766.6674  
Office hours: Tuesday & Wednesday 2:00-3:00 pm *

Course Information  
Tuesday & Thursday  9:35-10:50 am  
BCPA-Studio Theatre

This course fulfills the First-Year Seminar (FYS) requirement for the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First-Year Seminar curriculum.

Prerequisites: None

Course Description: Students will examine theatrical presentations as a catalyst for social discourse. Each semester will feature a research topic of a relevant contemporary issue. Students will utilize their research findings to create a multi-modal, collaborative, devised theatre piece as the semester’s Significant Project.

Please note that students may not withdraw from a First-Year Seminar Course without instructor and advisor permission.

Student Learning Outcomes:  
1. Access diverse information through focused research, active discussion and collaboration with peers.  
2. Separate facts from inferences and relevant from irrelevant information, and explain the limits of information.  
3. Evaluate the credibility, accuracy and reliability of conclusions drawn from information.  
4. Recognize and synthesize multiple perspectives to develop innovative viewpoints.  
5. Analyze one’s own and other’s assumptions and evaluate the relevance of contexts when presenting a position.  
6. Communicate ideas in writing using appropriate documentation.
Required Text(s) and Readings & Viewings: Course packet including readings on critical thinking and theatre modes: devised, applied, political, guerilla and performance art. Additional digital resources TBD.

Attendance
- Each student will be allowed two unexcused absences without penalty to the overall class grade. (Individual project and missed in-class exercise penalties and still apply).
- The third and each subsequent absence will result in a 3% reduction (per absence) to the final grade.
- An absence is excused only by a University Approved Excuse or a Dean of Student’s Excuse. These should be presented prior to the absence.
- Student health or doctor’s visits do not constitute an excused absence unless the doctor provides written instructions that you remain home.
- Attendance will be taken at the beginning of class each day.
- Three tardies will count as one unexcused absence.

Participation
This seminar class is designed to be experiential and much of the learning will occur through in-class activities and discussions. Students are expected to participate fully in both. Participation in the development, rehearsal and presentation of the Significant Project will also be mandatory. Assigned readings are to be completed before class. Participation will have an impact on your grade in the course.

There will be no way to make up for missed participation in the Significant Project Devised Presentation. Failure to participate will result in a failure of the course.

Disability Statement
If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 330 Knight Hall.

Academic Honesty
[UW regulation 6-802] The University of Wyoming is built upon a strong foundation of integrity, respect, and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated (University Catalog). Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head or dean. Other University regulations can be found at: http://www.uwyo.edu/generalcounsel/new-regulatory-structure/index.html

ASSIGNMENTS
Reading Assignments
Reading assignments can be found in your course packet. The student is expected to read the assignment BEFORE coming to class on date it is assigned.
Quizzes and Exams
There will be quizzes, a Question Bank Exam (students will be provided with a list of possible questions prior to exam) and an oral exam administrated to learning group partners. These will all be based on readings from the course packet.

Research Bank and Oral Presentation
Students will work in groups to create a body of research on the semester topic. This Research Bank will be utilized by the entire class to work on their Devised Theatre Presentation (semester significant project). The learning groups will also present their findings to the class via an Oral Presentation.

Mini-Research Paper
Students will write individual research papers (3-5 pages cited) to summarize one element of the research completed by their learning group.

In-class Exercises
These assignments will be completed primarily during class time and will be collaborative and analytical in nature. They will address critical thinking skills and include assignments such as problem solving through role-playing and “Graffiti” in which critical thinking prompts are placed in stations around the room and students work in groups to brainstorm responses to each prompt. Discussion of prompts will be facilitated by the instructor following the exercise.

Significant Project: Devised Theatre Presentation
The First-year Seminar courses include a significant project. Learning teams will utilize the class research on the semester topic to create performance modules which may include any of the following: live performance which is scripted, improvised, performance art, dance or music. They may also include prepared elements such as: video, film, slide, projection as well as art, artifact, scenic, costume and sound design elements. The students will be expected to provide direct creation/development as well as provide support in some capacity for the performance modules of others. Students will be able to select the duties they wish to perform based on their own skills and interests.

GRADING STANDARDS
Assignments are due at the BEGINNING OF CLASS ON THE DATE DUE. This includes readings, written, and any work for projects and presentations. Late work will be accepted at the discretion of the instructor and if accepted, will receive a 10% grade reduction. There may be opportunities for extra credit and these will be announced throughout the semester.

Point Allocation
300 Topical Research Package
100 Research Paper
100  Research Bank Contribution
100  Research Presentation

200  In-class Assignments, Activities and Quizzes
     50  Graffiti
     50  Problem Solving Scenario
     100  Exams/Quizzes

300  Significant Project
     100  Presentation Preparation
     150  Presentation Participation
     50   Program Notes

Participation
     100  Participation, Attitude, Effort and Growth
     100  Attendance

1000 Points Total

Grading Criteria
A=90-100%   Excellent: Student shows excellence in mastering the objectives of the assignments. Work is well-prepared, polished and organized with few suggestions for improvement. Work is submitted/performed on time. Effort, cooperation, positive attitude and ability to utilize critiques are noted.
B=80-89%    Good: Competence in fulfilling objectives of the assignments. Critiques focus on stronger areas of the work, with a few suggestions for improvement. Work is submitted/performed on time and cooperation and growth are noted.
C=70-79%    Average: Satisfies basic requirements of the assignments. Critiques focus on weaknesses with many suggestions for improvements. Issues with effort, attitude, cooperation or participation may be noted.
D=60-69%    Poor: Meets only the minimum requirements of the assignments, and shows a lack of effort and or preparation. Work requires more attention and difficulty with cooperation and effort may be noted. Attendance problems and lack of participation may be noted.
F=59-0%     Failure: Work lacks preparation or there is a failure to submit/perform work. Missed rehearsals and/or lack of effort/participation are noted. Attendance and/or attitude problems may also be a factor.
Classroom Policies and Student Responsibilities

Please-

- No gum, candy or food in the classroom.
- Computers, tablets, phones and any other electronic devices are to be turned off and silent for the duration of the class unless we are utilizing them for a course assignment. Students violating this policy will be asked to leave the class and receive a zero for the day.
- Bring a pen/pencil to each class.
- Bring your syllabus to each class as changes will be announced.
- Refrain from talking to classmates during exercises, discussions, presentations and critiques.
- Be respectful of everyone in the class. You are expected to follow the university code of conduct.
- If you arrive to class late, please enter as quietly as possible. It is your responsibility to see me after class to ensure that your arrival is recorded.
- It is your responsibility to reserve the studio space as needed for work outside of class or rehearsal meetings with the instructor. A reservation book is available in the main office, BCPA 205. The rehearsal spaces may be reserved for one-hour blocks.

The instructor may make changes to the syllabus as the course proceeds. If necessary, these changes will be announced in class. Substantive changes made to the syllabus shall be communicated in writing to the students.

Schedule

Week 1
T 9-2  No Class - Labor Day
R 9-4  Discussion: Introduction to FYS course and UW Life

Week 2
T 9-9  Discussion: Research Methods (SLO 1)
Semester research topic introduced
Evaluation Menu introduced
Quiz #1-Syllabus
R 9-11  Library Orientation (SLO 1)
DUE: Reading Assignment #1

Week 3
T 9-16  Discussion: Theatrical Presentation
DUE: Reading assignment #2
Research learning partners assigned
R 9-18  Discussion: Political, Guerilla Theatre
Quiz #2 (SLO 1)
Research learning partners meet
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Week 4</td>
<td>T</td>
<td>9-23</td>
<td>Exercise: Fact vs. Inference (SLO 2)</td>
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<td>R</td>
<td>9-25</td>
<td>Quiz #3</td>
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<td>Discussion: Devised Theatre and Performance Art</td>
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<td>Cinquain/Diamante Poetry: Relevancy of information (SLO 2)</td>
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<td>Week 5</td>
<td>T</td>
<td>9-30</td>
<td>Discussion: Film/Video/Digital Modes</td>
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<td>R</td>
<td>10-2</td>
<td>DUE: Reading assignment #3</td>
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<td>Oral Exam: Critical Thinking (SLO 2)</td>
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<td>Week 6</td>
<td>T</td>
<td>10-7</td>
<td>Significant Project Performance Groups created</td>
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<td>R</td>
<td>10-9</td>
<td>Quiz #4</td>
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<td>EXAM: Question Bank (SLO 1)</td>
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<td>Week 7</td>
<td>T</td>
<td>10-14</td>
<td>DUE: Mini-research paper (SLO 6)</td>
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<td>R</td>
<td>10-16</td>
<td>Learning partners presentations of research material (SLO 3)</td>
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<td>Week 8</td>
<td>T</td>
<td>10-21</td>
<td>Creation of Research Bank In class (SLO 1)</td>
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<td>R</td>
<td>10-23</td>
<td>Exercise: &quot;Graffiti&quot; used to evaluate data (SLO 3)</td>
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<td>DUE: Reading Exercise #4</td>
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<td>Midterm</td>
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<td>Week 9</td>
<td>T</td>
<td>10-28</td>
<td>Storyboard Presented/Performance walk-thru (SLO 4)</td>
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<td>R</td>
<td>10-30</td>
<td>Exercise: Problem Solvers Role Playing (SLO 5)</td>
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<td>Week 10</td>
<td>T</td>
<td>11-4</td>
<td>Devised pieces development in class (SLO 4)</td>
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<td></td>
<td>R</td>
<td>11-6</td>
<td>DUE: Reading Exercise #5 due Quiz #5</td>
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<tr>
<td>Week 11</td>
<td>T</td>
<td>11-11</td>
<td>DUE: Preview Devised Pieces-Peer review</td>
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<td>R</td>
<td>11-13</td>
<td>DUE: Preview Devised Pieces-Peer review</td>
</tr>
<tr>
<td>Week 12</td>
<td>T</td>
<td>11-18</td>
<td>Performance groups assessment meeting with Instructor</td>
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<td>R</td>
<td>11-20</td>
<td>Program Notes Due (SLO 6)</td>
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<td>Performance groups assessment meeting with Instructor</td>
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<td>Quiz #6</td>
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<tr>
<td>Week 13</td>
<td>T</td>
<td>11-25</td>
<td>Devised Theatre piece rehearsal</td>
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<td>R</td>
<td>11-27</td>
<td>No Class - Thanksgiving</td>
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<tr>
<td>Week 14</td>
<td>T 12-2</td>
<td>Significant project: Devised Theatre piece: dress rehearsal</td>
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<tr>
<td></td>
<td>R 12-4</td>
<td>Significant project: Devised Theatre piece presented</td>
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<tr>
<td>Week 15</td>
<td>T 12-9</td>
<td>Review Presentation/Additional Strike</td>
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<td>R 12-11</td>
<td>Student Self/Group-evaluations due (SLO 6)</td>
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<td>Week 16</td>
<td>12-15-12-19</td>
<td>Finals week</td>
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<td>There will not be a traditional final examination for this course, rather the final examination period will be utilized to complete a written assessment of the Significant Project/Devised Theatre Presentation. (SLO 6)</td>
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</tbody>
</table>
# Written Communication Rubric  First-Year Seminar  TH&D 1101

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Performance Indicator</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Progressing</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Use an effective range of research material.</td>
<td>Materials come from a wide and strategic set of relevant sources.</td>
<td>Materials come from relevant sources.</td>
<td>Materials come from a limited number of sources and/or irrelevant sources.</td>
<td>Use of relevant and varied sources is insufficient.</td>
</tr>
<tr>
<td>Purpose</td>
<td>Achieve a purpose that is relevant/appropriate to the field.</td>
<td>A well defined purpose/thesis consistently and clearly guides the paper.</td>
<td>The purpose/thesis is consistent with the setting but is not as fully and clearly developed as an advanced effort.</td>
<td>The purpose/thesis is unclear, changes throughout paper or is mismatched to the setting.</td>
<td>The purpose/thesis is difficult to identify, overly broad and/or does not match the setting.</td>
</tr>
<tr>
<td>Conventions and Structure</td>
<td>Use correct syntax, grammar, punctuation and spelling.</td>
<td>Very few errors in syntax, grammar, punctuation and/or spelling.</td>
<td>Some errors in syntax, grammar, punctuation and/or spelling which generally do not impact the overall clarity of the ideas.</td>
<td>There are many errors in syntax, grammar, punctuation and/or spelling which disrupt the flow of the reading.</td>
<td>There are countless errors in syntax, grammar, punctuation and/or spelling which impede communication of ideas.</td>
</tr>
</tbody>
</table>

- **Use** an effective range of research material.  
- **Document** relevant research material.  
- **Purpose** Achieve a purpose that is relevant/appropriate to the field.  
- **Conventions and Structure** Observe the accepted conventions of spelling, grammar, organizational structure, punctuation, delivery and documentation expected for context.
## Oral Presentation Rubric  
**First-Year Seminar**  
**TH&D 1101**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Exceeds expectations 4</th>
<th>Meets expectations 3</th>
<th>Progressing 2</th>
<th>Below expectations 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attire</strong></td>
<td>Business attire, very professional look.</td>
<td>Casual business attire.</td>
<td>Casual business attire, but wore sneakers or clothes wrinkled.</td>
<td>General attire not appropriate for audience (jeans t-shirt, shorts).</td>
</tr>
<tr>
<td>Student is suitably and professionally attired for presentation.</td>
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<tr>
<td><strong>Preparedness</strong></td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student is fairly well prepared but would benefit from additional rehearsal.</td>
<td>Student is somewhat prepared, but it is clear that rehearsal is lacking.</td>
<td>Student does not seem at all prepared to present.</td>
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<tr>
<td>Presentation demonstrates preparation and rehearsal.</td>
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<tr>
<td><strong>Content</strong></td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of portions of the topic but others are less clear.</td>
<td>Does not seem to understand the topic very well.</td>
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<tr>
<td>Student demonstrates understanding of the topic.</td>
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<tr>
<td><strong>Comprehension</strong></td>
<td>Student is able to answer accurately almost all questions posed about the topic.</td>
<td>Student is able to answer accurately most questions posed about the topic.</td>
<td>Student is able to answer accurately a few questions posed about the topic.</td>
<td>Student is unable to accurately answer questions posed about the topic.</td>
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<tr>
<td>Student is able to engage in accurate discourse on topic.</td>
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<tr>
<td><strong>Digital Affordances</strong></td>
<td>Selective and strategic use of digital technologies enhances the communication of the final project.</td>
<td>Digital technologies are used effectively to achieve the final project.</td>
<td>Digital technologies may be inconsistently used or may sometimes work against the communication or purpose.</td>
<td>Use of digital technologies is inadequate or impedes the overall purpose of the communication project.</td>
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<tr>
<td>Technology utilized to convey information/learning.</td>
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</tbody>
</table>
In the following table, please provide a brief description (50 words or less) and attach appropriate documents (if necessary) that demonstrate how each Student Learning Outcome will be achieved in this course and how each outcome will be assessed in this course.

<table>
<thead>
<tr>
<th>FYS Student Learning Outcomes</th>
<th>How will this outcome be achieved¹ in this course?</th>
<th>How will this outcome be assessed² in this course?</th>
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<tbody>
<tr>
<td>Access diverse information through focused research, active discussion, and collaboration with peers.</td>
<td>1. Intro to Library/Information Literacy with Librarians&lt;br&gt;2. Students collaborate in learning partner groups to create a Research Bank for the semester topic. Resources include but are not limited to print, video, interview, art, artifact..&lt;br&gt;3. Review of reading assignments from Course Reading Packet.</td>
<td>1. TIPS test&lt;br&gt;2. Individual and group feedback sessions with Instructor.&lt;br&gt;3. Question Bank exam and no-fault quizzes.</td>
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<tr>
<td>Separate facts from inferences and relevant from irrelevant information, and explain the limitations of information.</td>
<td>1. In-class exercise: Fact vs. Inference reading prompt activity.&lt;br&gt;2. Student review of the Research Bank materials created by all of the groups to identify Relevant and Irrelevant data.&lt;br&gt;3. Reading assignment: Critical Thinking and Evaluating Information.</td>
<td>1. In-class quizzes based on reading prompt in which students identify facts and inferences. Quizzes repeated through semester.&lt;br&gt;2. Students write Cinquain/Diamante poems to distill the most relevant details/facts from the body of research.&lt;br&gt;3. Oral exam administered to small learning partner groups.</td>
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<tr>
<td>Evaluate the credibility, accuracy, and reliability of conclusions drawn from information.</td>
<td>1. In-class group activity- &quot;Graffiti&quot;. Students work in small groups to create writing logs to evaluate the conclusions of the topical research of other groups.&lt;br&gt;2. Wiki-board discussions re: accuracy/credibility of research conclusions.&lt;br&gt;3. Students present research findings in an oral presentation using digital affordances i.e. Ignite slide show to demonstrate understanding of research data.</td>
<td>1. Students reconvene to assess written evaluation logs through Instructor-facilitated discussion and adjust conclusions as needed.&lt;br&gt;2. Peer review evaluations.&lt;br&gt;3. Students will provide written peer review utilizing the Oral Presentation Rubric (attachment) followed by group discussion.</td>
</tr>
<tr>
<td>FYS Student Learning Outcomes</td>
<td>How will this outcome <strong>be achieved</strong>(^1) in this course? Provide specific examples of assignments and activities</td>
<td>How will this outcome <strong>be assessed</strong>(^2) in this course?</td>
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| Recognize and synthesize multiple perspectives to develop innovative viewpoints.               | 1. Students work in learning groups to identify necessary research data and presentation modalities for the significant project: Devised Theatre Presentation.  
2. Significant Project: Devised Theatre Presentation. Students collaborate to define perspectives on the research topic and synthesize them to create a presentation that explores viewpoints and/or offers solutions or opportunities for further discussion on the topic. | 1. Students collaborate to create a Portfolio/Storyboard planner for the significant project: Devised Theatre Presentation.  
2. Students will collaborate with the instructor to co-create an evaluation rubric for the significant project. They will determine the characteristics of good quality work through class consensus. |
| Analyze one's own and others' assumptions and evaluate the relevance of contexts when presenting a position. | 1. In-class activity-Problem solvers role-playing. Students work in small learning groups to address topical problem-based scenarios and present their proposed solutions to the class.  
2. Significant Project: Devised Theatre Presentation-Students will be required to contextualize viewpoints of their research to determine how the performance modules can be structured to present their position. | 1. In-class critiques will be facilitated by the Instructor to promote peer review of the proposals. Post-critique, students will be given the opportunity to re-assess and present a modified proposal.  
2. Efficacy of analysis evaluated as part of the student/instructor co-created rubric (see above). |
| Communicate ideas in writing using appropriate documentation.                                    | 1. A written assessment of topical research will be submitted as a cited research document of 3-5 pages.  
2. Program Notes for the Devised Theatre Presentation will be drafted based on data in the Research Bank.  
3. Students will complete a written assessment of the research process as well as the collaborative devising process. | 1. Written Communication Rubric (attached).  
2. Evaluated via post-presentation, facilitated feedback session with audience (written audience survey may also be incorporated).  
3. Exit Interview with Instructor. |
Achievement of a Student Learning Outcome will involve various educational strategies that may vary by both course and outcome. Some of these strategies will be employed 'in class' (e.g. lectures, student presentations, discussions, laboratory exercises, writing assignments, sample problems, pair-shares), while others will be realized out-of-class (e.g. readings, homework problems, literature searches, writing assignments). In other words, educational strategies include any and all activities employed in a course that help students to achieve the outcome.

Assessment is one or more processes that identify, collect, and prepare data to evaluate the attainment of student learning outcomes. Effective assessment uses relevant direct, indirect, quantitative, and qualitative measures as appropriate to the outcome being measured. Different assessment methods may be used for different outcomes: appropriate sample methods may also be used. Assessment methods that might be employed include direct assessment of student work, standardized examinations/exam questions, locally developed examinations/exam questions, simulations, exit interviews, written surveys or questionnaires, focus groups, performance appraisals, external examiners, oral exams, behavioral observations, and portfolios.