

Capstone I AY16 Program Review: Program Outcomes and Capstone Assignment Alignment

THEATRE

Program Learning Outcomes (PLOs)

- **Content Knowledge:** Demonstrate comprehensive knowledge of theatre literature and history.
- **Critical Thinking:** Use critical thinking to demonstrate understanding/appreciation of all aspects of theatre production including performance and design.
- **Integrated and Applied Learning:** Use integrated and applied learning to demonstrate hands-on experience in a variety of theatre disciplines to bring a production from conceptualization to opening night.
- **Teamwork:** Employ teamwork to gain an understanding/ appreciation of the collaborative process that makes theatre possible.
- **Civic Engagement:** Dedication to civic engagement and service to society through a season of plays covering a diverse range of topics and content.

Capstone Assignment

Eastern Oregon University
College of Art and Sciences

THEA406

Senior Project

Course Description: The design, research and implementing of a project that reflects the student's expertise in an area of theatre scholarship or production. Prerequisite: Consent of instructor.

Credit Hours: 3

Instructor: Staff

Class Time: NA

Location: NA

Prerequisite: Senior Standing and See Below

Overview of THEA406:

In the Theatre program each student may focus and propose their own Senior Capstone Project. The Senior Capstone is usually done in the students' senior year in the form of a "Final Exit Project". This project reflects the student's theatrical intent or expectation for a career path. The Senior Capstone is intended to be a culmination of all of the learning, experience and expertise the student has gained over four years in the Theatre program.

The spring term prior to the Senior Capstone school year the student must submit in writing a document articulating their desired Senior Capstone Project. The student then meets with the Theatre faculty to initiate the Capstone and choose an Advisor who will track the project through the life of the project. Following the completion of the project the student then meets again with the faculty for an Exit Evaluation and grade earned.

A Senior Project Capstone project may be one of the following type of projects:

Acting, Choreography, Design (Scenic, Costume, Lighting, Properties, Sound), Directing, Dramaturgy, Musical Direction, Research Paper, Stage Management or Technical Direction. Also a student could propose a combination of any of the above as their project; for example as a culmination of their Theatre experience they might state they wish to use a supporting role in one production, as props master for another and write a paper

THEA406 Senior Project is offered and in the schedule each Spring term. A student may complete their Capstone during any term of the school year but must remember to register for the course in the spring. No matter when they complete their project they will be advised of their grade after completion in their Exit Evaluation.

Senior Capstone Projects normally are produced in the Schwarz Theater unless a proposal requests otherwise and is approved.

The following outlines reflect the assessment tools that are required in the completion of the Project so that faculty can evaluate the Senior Capstone Projects.

Course Requirements, Assignments and Tests/Exams:

Directing

A. Director's Concept

1. Thoughtful, well-written statement that reflects strong analysis and personal response to the play.
2. Theme, metaphor and image.
3. Provocative descriptions.
4. Considerations of the audience

B. Director's Notebook

1. Begun two weeks from start of rehearsal.
2. Impressions, thoughts as you read the play.
3. Staging ideas, character observations, sketches.
4. Play's action, time of year, time change.
5. History of the play's production.
6. French Scene breakdown.
7. Rehearsal schedule for the entire production.
8. Character analysis.
9. Actions.

C. Criteria

1. Concept delineation.
2. Casting.
3. Rehearsals.
4. Actor relationships.
5. Blocking.
6. Groundplan.
7. Design elements.

8. Audience reactions.

Acting

A. Actor's Notebook

1. Statement of project intention.
2. Research for the role including past productions and social, political and economic history.
3. Rehearsal schedules.
4. Actor's Incidents and past history.
5. Character's major actions in the play.
6. Primary relationships.
7. Blocking and objectives.
8. Immediate circumstances.
9. Entrances.
10. Hand props.
11. Costume schedule.

B. Casting

C. Rehearsal

D. Criteria

1. Acting choices.
2. Effective approach.
3. Cohesive character.
4. Clear and specific relationships.
5. Integration of character's actions.
6. Director notes.

Design

A. Design Research Book

1. Primary research materials including photographs, paintings, magazine photos and advertising.
2. Samples of period detail, ornament or technology.
3. Secondary research materials including design books.
4. Rough sketches.

B. Emotional Response Materials

1. General objects.
2. Art objects.
3. Pictures.
4. Collage.
5. Drawings.
6. Tangible objects.

C. Scenic, Costume and Lighting books should include those items particular to each emphasis:

1. Rehearsal Schedules.
2. Copies of designs.
3. Shop Schedules.
4. Production meeting notes.
5. Director's notes.
6. Sketches.
7. Buying lists.
8. Suppliers lists.
9. Stage manager lists.
10. Scenic charge lists.
11. Shift lists.
12. Costume or Scenic plots.
13. Shoe and hat sizes.
14. Swatches.

D. Criteria

1. Implementation of design.
2. Design concept approaches.
3. Final renderings, models, plans, schedules, sheets and plots.
4. Work seen from the stage.
5. Integration of director's notes and concept.
6. Collaboration with the other production team members.
7. Organization and scheduling.
8. Building and planning.
9. Character or era appropriate design,
10. How your design told "part of the story".

Stage Management

Stage Manager's Notebook/Promptbook

1. Statement of project intention.
2. Research for the including past productions and social, political and economic history.
3. Rehearsal schedule for the entire production.
4. Director's notes and concept.
5. Light, sound, costume and scenery cues.
6. Shift plot.
7. Blocking.
8. Impressions, thoughts as you read the play.
9. Entrances and exits.
10. Hand props.
11. Costume schedule.

12. All standard stage management forms.
- B. Casting
 - C. Rehearsal
 - C. Criteria
 1. Concept delineation.
 2. Casting.
 3. Rehearsals.
 4. Actor relationships.
 5. Blocking.
 6. Groundplan.
 7. Design elements.
 8. Audience reactions.

All elements/materials will be included in a binder/portfolio for presentation to the Theatre Faculty after completion.

Important Notes:

1.) All written assignments are to be typed or when attached/word processed via email in black ink on white paper. It is important to write the assignments in your own words for no plagiarism will be tolerated. If you do use quoted or other sources make sure they are referenced. Do your own work.

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or being expelled from the University—or a combination of these. Please see Student Handbook at: <http://www.eou.edu/saffairs/handbook/honest.html>

2.) If you have a documented disability or suspect that you have a learning problem and need reasonable accommodations, please contact Disability Services program in Loso Hall. Telephone: 962-3081.

3.) **Late Assignments will not be accepted.**

4.) **Withdrawal Policy (effective Winter, 2010):**

From a course:

A student may withdraw from the 5th week of the term through the 7th week with a grade of "W" indicated on the transcript.

No withdrawals will be issued after the 7th week of the term. Instructors will issue a letter grade (A-F, or I) for all students enrolled after the 7th week. A student making adequate academic progress during the term and needing to withdraw after the 7th week may request an incomplete from the instructor.

Withdrawal forms [for on campus courses] are available in the Registrar's Office.

Fees will be assessed in accordance with the fee policies stated in the Schedule of Classes.

5.) **Note that information on this syllabus is subject to change.**

Syllabus Prepared By: Mike Heather **Date:** 9/2015

Closing the Loop Statement

Theatre's Capstone assignment is well-aligned with the program's outcomes. Those outcomes are the product of thoughtful collaboration among the faculty, informed by decades of experience. They are specific and highlight the knowledge and advanced capabilities of our graduates and they are thoroughly embedded in our curriculum, which requires all students to eventually master each component of a successful production. THEA 406 allows students to choose a focus for their capstone, one of three areas of concentration identified by the program—Directing, Performance (Acting), or Design (Stage Management). In a small program like ours, students get experience in all aspects of the Theatre. They follow, with guidance from their advisors, their interests, while actively supporting their fellow students wherever and whenever needed. Most seniors focus on Directing, where each outcome is required. But all seniors are participating in one another's capstones and on main stage productions, so that while a student might focus on Performance, he or she will be involved in other productions, serving different roles in their final year. The capstone delineates all the knowledge and capabilities graduating seniors have demonstrated, forming a coherent whole, so necessary in high quality productions. Meanwhile, seniors are well-prepared for the world beyond college because they have a lot of experience in all phases of theatre production, from the box office to design to acting and directing. They know what it means to work on large complex productions in a remarkably collaborative way. In doing so, they fully engage the community and are well-prepared for the world beyond college.

Action Plan: N/A