

Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.

COURSE SYLLABUS, Fall 2020/Spring 2021

Course: Arts 100 2020 Fall

Instructor Information:

Instructor Name	Elizabeth F Conley
Office Number:	
Phone Number:	
Email:	econley1@ccsj.edu.
Office Hours:	e-mail anytime, school library or black box wed 12-1 blackboard anytime.

Instructor Background: Mrs. Elizabeth Conley has been an Educator for **49** years. Her degrees are a BA in Speech and Theatre from Marycrest University and a MS in EducationLeadership at CCSJ. She specializes in an experiential learning and an inter-active classroom experience. She has taught, directed, and preformed professionally in Chicago, Seattle, Albuquerque, and in Northwest Indiana on-stage and off. She has trained at Second City with Paul Sills, Act One Studios' Meisner classes, and other Meisner workshops both live, in Chicago and on-line with Larry Silverberg, as well as Spolin workshops with Gary Schwartz.

Course Information:

Course Delivery Method:	instruction will be given via computer blackboard program , text readings, Crash Course videos and various other readings and videos as well as video lectures and discussions.
Course Time:	workshop to be set - virtual class one a week
Classroom:	blackbox theater
Prerequisites:	none
Required Books and Materials:	computer, text- "Living Theatre" A history of theatre, seventh edition, norton text.

Learning Outcomes/ Competencies:

Students in this course will:

- Identify major works and major historical periods in the performing arts.
- Demonstrate basic knowledge in the use of the vocabularies, materials, tools, techniques, and intellectual methods of performing arts disciplines.
- Identify the relationship between a society and its theatre.
- Compare and contrast different styles, Genres, and historical influences in plays.
- Discriminate the use of style and analyzing its effect on an audience.
- Experiment with skills of the actor and understand its effect on the script, the audience, and the cast.
- Acquire and apply knowledge of the cultural significance of the relationship between content and form and how these relationships are embodied in 21st century art forms.
- Begin to analyze and examine performing arts in terms of the historical development of the discipline.
- Develop ability to objectively and subjectively evaluate work in an arts discipline.

This course meets the following learning objectives for the Arts 100:

- The importance of theatre in the political, religious, medical, social, scientific, ethical, and philosophical arenas of a society.

The course also meets the following General Education Program objectives:

- Students will be able to orally deliver a presentation with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience.
- Students will appreciate, create, and critique the persuasive power of art and media.
- Students develop ability to objectively and subjectively evaluate work in an art discipline.

· Course Description: This course teaches students how to understand and appreciate the performing arts, including music and theater. Students learn to approach performance art from the perspective of the world in which it was created, and the role performing arts continue to play in our world. Students learn to identify the formal elements of performing arts, to articulate their art experiences, examining both in a social and historical context and drawing connections with other arts. Students study important elements, forms and styles, including some examples from non-Western cultures. (This course is a CCSJ General Education option in Humanities.)

Learning Strategies:

- Reading plays or scenes from historical time periods and discussion of those plays in relationship to that society and today's.
- Creating Videos and essays on theatre topics
- Exercise of Spolin, Meisner, Strasberg, Adler, Lewis, Stanislavski.
- Having on line discussions on Theatre topics.
- Understanding the influences Theatre in its many forms has on their lives.

workshop exercises (application of theories) - performance opportunities- field trip to looking glass theater if possible.

Assessments:		
Major Assignments:	All response essays or videos	
Assessments: <quizzes, tests, and any others>	tests on readings All response essays or videos grading participation in workshop	10% 30% 20%
Class Participation:	doing each exercise responding in evaluation discussion Points for being listed on important information learned	20% 10% 10%
Total		100%

Grading Scale:

100% – 92%: A	91% – 90%: A-	81% – 80%: B-
89% – 88%: B+	87% – 82%: B	71% – 70%: C-
79% – 78%: C+	77% – 72%: C	61% – 60%: D-
69% – 68%: D+	67% – 62%: D	F
59% and below:		

<p>Aug 24 week 1 workshop</p>	<ol style="list-style-type: none"> 1. In groups of 7 seven; send out email. 2. Theater – Discussion 3. Essay Why this class? 4. Schedule, computer work, and paper work or video. 5. Name game 6. Tell a joke. (Augusto Boal) 7. Set up workshops and explanation. Intro to workshop teacher. 8. Purchase text. Read Chapter 1 and be ready to tell a short story.
<p>Virtual Study week 1</p>	<ol style="list-style-type: none"> 1. Storytelling – Video Something just out of sight by the Pig Pen Theatre 1. Video- Ted talk on “The changing power of live theatre”, Andrew Russell. 2. Lecture video- Ritual, storytelling, dance, and Shamanism. 3. Ted talk on Shamanism 4. Discussion of these four elements in Theatre and early man. Essay or video and its possible effects on humans and their development of society 1-3 pages families to tribes to clan to city. 5. Homework read chapter 2
<p>week of Aug 31 week 2 Virtual Study</p>	<ol style="list-style-type: none"> 1. Lecture on Greek Theater. Mirror 2. Video on Greek Society and watch Crash Course Theater (you tube) #3 Aristotle and Tragedy, 4 and 5. 3. Read or Watch Antigone. 4. Listen to 3 rap songs analyze the rhythms 5. Watch “Little Shop of Horrors” or “Hamilton” or “Seussical the Musical”- video or essay response on a chorus 6. Rhyme time. 7. Draw a mask about you and for you - essay -explain your Mask(s).

<p>week 2 Workshop</p>	<ol style="list-style-type: none"> 1. Mirror 2. Pass an impulse. 3. Supermarket A to Z 4. Group Count to 31 5. Who started it? 6. Rhyme time. 7. Rhythm game 8. Storytelling 9. Balloon game 10. Catch an invisible ball 11. Dodge Ball 12. Add on 13. Evaluate and discuss 14. Joke tell and chorus laugh as response
<p>Virtual Study Week 3</p>	<ol style="list-style-type: none"> 1. Read Chapter 3 2. Watch Youtube "Roman Theater in Amman" and crash cause theater 3. 5 and 6 4. Read the Ancient World-Ancient Rome 5. Essay compare and contrast modern American Entertainment and Roman entertainment and Greek Entertainment.
<p>week 3 Workshop</p>	<ol style="list-style-type: none"> 1 Play Ninja 2
<p>Week4 Virtual Study</p>	<ol style="list-style-type: none"> 1. Watch you tube -Crash Course Theater 9, 10, And 11. 2. Watch Lecture on Medieval 3. Watcha Scene from Everyman . Go to amazon listen to Music by Hildegard (meant to be preformed with her plays) 4. Homework: Read chp. 5. 5. Video tape Or essay on performances in Church (Christmas or Easter time esp) and the place of Ritual in Family and Church Services.
<p>week 4 workshop</p>	<ol style="list-style-type: none"> 1. Workshop exercise 2. exercise. 3. workshop 4. exercise

Week 5	<ol style="list-style-type: none"> 1. Video on Renaissance Theatre crash course theater 12 , 19, Videos “The world of Commedia dell Arte” and The Spanish Golden Age” 2. Video : Audiences, Language, and Physicality. 3. Read chapters 6 and 8 4. .Watch Charlie Chaplin filming a Simpson episode. What do these entertainments have to do with these chapters? Short Essay <ol style="list-style-type: none"> 1. Read up on the status of the actress during these times (research) 2. 12 00to the early 1700. essay on this Written or video include sources
week 5 Workshop	<ol style="list-style-type: none"> 1. Exercises : vocals, imagery, rhyme, and rhythm . 2. Exercises :
week 6 virtual study	<ol style="list-style-type: none"> 1. Discuss “Tartuffe” and Moliere about religious and societal morality 2. research about French society and reputation during the renaissance. 3. Watch crash course theater in you tube 20 French Neoclassicism and 21 Moliere. 4. Read chapter 7.
week 6 workshop	<ol style="list-style-type: none"> 1. workshop 2. exercises
Week 7 Virtual study	<ol style="list-style-type: none"> 1. Watch Crash course Theater 13,14,15,16, 17 2. Watch a version of “MidSummer’s Night Dream” or “Romeo and Juliet”. 3. Discuss how both of these stories/plays have continued in movies and plays (modern versions)
week 7 workshop	<ol style="list-style-type: none"> 1. Work monologues or show
Week 8 virtual study	<ol style="list-style-type: none"> 1. Watch Crash Course Theatre 18, 22, 26 , and 28 2. Essay define Sentimental, Realism, Romanticism and Melodrama. 3. Discussion: what difference does a director make? What difference does an actor make? 4. Video watch Elenora Duse and Sara Bernhardt. 5. Read chapter 9 and 10 in text.
week 8 workshop	<ol style="list-style-type: none"> 1. Exercises for taping. 2. workshop

Week 9 virtual	<ol style="list-style-type: none"> 1. Watch Crash Course Theater 29, 30, 31 32, 33 2. Discussion on Naturalism vs Realism 3. Draw or build me a box set. 4. Read scene from "Hedda Gabler". 5. Homework: read ch 12 in text . 6. Read "Woyzeck" by Ludwig Buchner
week 9 workshop	<ol style="list-style-type: none"> 1. Exercises from Stanislavski 2. exercises
Week 10 virtual	<ol style="list-style-type: none"> 1. Watch Crash Course Theater 34,36, and 42. 2. Go over Axioms of acting by Adler.(on Blackboard) 3. Essay what are actors ethics? Are they necessary? Do they do good or bad for the actor? The show? The Director? The business? 4. research Stanislavsky and his acting Methods.. 5. Prepare a "Ghost Story" 6. Read chapter 13 in text
week 10 workshop	<ol style="list-style-type: none"> 1. Tell "Ghost Stories". 2. exercises
Week 11 virtual	<ol style="list-style-type: none"> 1. Watch Crash Course Theater 47,48, and 49, Traditional and experimental theatre. 2. Watch videos "Five truths of acting". 3. Watch Crash Course Theater 38, 43, and 44, Artaurd and Brecht. 4. Read synopsis and scene of "Mother Courage". 5. Read chp 14.
week 11 workshop	<ol style="list-style-type: none"> 1. Exercises of Meyerhold, Vakhtangov, Brecht, Boal, Pinter, Brecht.
Week 12 virtual	<ol style="list-style-type: none"> 1. Watch Crash Course Theater 35, 39, 37, 39, and 40 Antirealism, Symbolism, Theatricalism, Expressionism, and Surrealism.Are there any other "isms"? What are they? 2. Essay or Video- Have you seen films from these genres what were they and what genre are they from? How do you know?
week 12 workshop	<ol style="list-style-type: none"> 1. Discuss multicultural theatre and its effects. 2. Sensitive exercises?

Week 13 virtual	<ol style="list-style-type: none"> 1. Watching "Fences" on Film. 2. Essay the effect of the film over live stage. 3. Video "What Theatre can do" Ted talk. 4. Read chapter 15 in text. What are the modern theater trends? 5. Which is more effective private or governmental supported Theater? 6. Video "How can Theatre education save the world" 1 and 2.
week 13 workshop	Exercises
Week 14 virtual	<p>World Theater Least you think Europe, the U.S., Australia etc have the only theatre be aware-</p> <ol style="list-style-type: none"> 1. Read chapter 4 in text. 2. Watch Crash Course Theater 8, 23, 24, and 25. 3. Who is Tadashi Suzuki? Look him up. 4. Who is Jersey Grotowski?" " 5. Who is Anne Bogart?" " 6. Who is Augusto Goal?" 7. Who is Viola Spolin?" 8. Who is Lin-Manuel Miranda? 9. What do each of them do?"
week 14 workshop	exercises for nervousness
Week 15 virtual	<p>Musicals-</p> <p>Watch Crash Course Theatre 50</p> <p>Watch Hamilton (if you haven't already). Watch any musical you choose.</p> <p>Essays-Tell me about them? What makes a musical a musical?</p> <p>Why are musicals so popular?</p>
week 15 workshop	Finals
Week 16	Final

Course Schedule:

I reserve the right to change this schedule to meet the needs of the class.

Student Responsibilities	

<p>Safety Measures</p>	<p>The safety of our College Family in this unprecedented time is our primary concern. Following guidelines presented by the Centers of Disease Control (CDC), the Indiana Health Department, and best practices among other institutions of higher education, we are requiring the following:</p> <ul style="list-style-type: none"> ● Face coverings over the mouth and nose in all indoor public spaces, including classrooms, the library, the Tutoring Center, and faculty offices. ● Because face coverings are in use, no eating or drinking in the classroom. Plan to meet your needs between classes using appropriate social distancing. ● Daily self-monitoring. If you have a temperature of 100.4 or higher, or any symptoms of COVID-19 – fever or chills, a cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, or nausea or vomiting – stay home and consult the class policy for staying on track. ● Disinfecting your personal space using the materials provided when you enter the classroom. ● Maintaining physical distancing of at least six feet within classrooms and other common spaces. <p>Please note: To accommodate students who may not be able to attend class in person, this class may be taped and posted to the course Blackboard site. Tapes will not be used for any other purpose outside of class.</p>
<p>What to Do in Case of Illness</p>	<p>If you are exposed to COVID 19, become ill, or are otherwise unable to attend classes as required, notify the College by sending an email to illness@ccsj.edu. The message that you are unable to attend class will be relayed to your faculty. The College will contact you with expectations regarding next steps and follow-up.</p>
<p>Attending Class</p>	<p>Attendance will be taken in person at each workshop. Attendance for the virtual class will be taken by the fulfillment of the assignment.</p>
<p>Turning In Your Work</p>	<p>You cannot succeed in this class if you do not turn in all your work when due. a (5) point deduction will be taken for each late day.</p>
<p>Meeting Standards for Classroom Behavior</p>	<ul style="list-style-type: none"> ● Use all the class time. Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others. ● Come prepared. Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class. ● Respect others. Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately. ● Use electronic devices only for class purposes. Engage with your classmates and the instructor without technological distractions. ● Dress to work for your workshop comfortably, modestly, and ready to be active.

CCSJ Student Honor Code	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> ● Continuously embrace honesty and curiosity in the pursuit of my educational goals; ● Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; ● Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; ● Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Doing Your Own Work	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>You'll also find a comprehensive guide to understanding what constitutes plagiarism, "What Is Plagiarism," on the Specker Library Web page at https://www.ccsj.edu/library/What%20is%20Plagiarism.pdf This guide comes from Plagiarism.com, and covers many ways in which plagiarism can occur. Be sure to review this important source!</p> <p>Please note: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	<p>Your voice matters! At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!</p>
Withdrawing from Class	<p>After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.</p>

Resources

CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
Student Success Center	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library. In addition, you can access online tutoring at Tutor.com. See the link within the Blackboard course.
Disability Services	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Crown Counseling , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
CCSJ Alerts	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html .

