



**THTR 101, Introduction to Theatre
2022-2023**

Credits: 3

Course Start 09/01/2022/End Date 06/06/2022.

Course Location/Days/Times: Monday through Friday HHS either 2nd or 3rd period

Required Textbook(s): The Stage and the school, **The Stage & the School** by Harry H. Schanker; Katharine Anne Ommanney: ISBN-13: 978-0078616273

Required Materials and Aids: 2" Three ring binder with dividers for at least four sections: 1. Class notes. 2. Handouts. 3. Scripts and performance items. 4. All returned work. Something to write with every day of class. Access to internet for Teams and Moodle assignments.

Instructor: Robert Holter

Phone Number: 406324-2274

E-mail Address: rholtter@helenaschools.org

Official Course-related Website: <https://hhs.helenaschools.org/teachers/rholtter/>

Office Hours/Availability to Students: M- Friday 2:33 – 3:25 Daily or by appointment – In the little theater. For an appointment – email rholtter@helenaschools.org

Helena College contact: Lewis Jackson, Dual Enrollment Coordinator,
lewis.jackson@helenacollege.edu

Course Description: Theater 101 offers a student an introduction to all areas found in the legitimate theater. Students will study theatrical basics, mime, acting, make up, theater history, and technical theater. The emphasis is on hands-on learning, with an emphasis on performance and real-world theater production. Theater 1 students will be required to see Helena High Theater Productions throughout the year as they are available. The class has no prerequisite. Students are evaluated on class work, tests, scene work, and participation.

Course Learning Outcomes:

- Learn the basic nature, materials, elements, and means of communicating in theater.
- Recognize the integration of art forms in theater.
- Analyze, critique, and construct meanings from dramatic works.
- Understand context by analyzing the interplay of dramatic works and the cultures they describe and reflect.

- Use the language of theater to discuss dramatic works.
- Compare the basic nature, materials, elements, and means of communicating in several dramatic works.
- Identify the visual and aural components of live theater and explains how they support the text.
- Explain how scientific and technological advances have influenced set, light, sound, and costume design in the theater.
- Identify cultural, historical, and symbolic clues in dramatic texts and uses them to construct meaning.
- Construct social meanings of dramatic works from a variety of cultures and historical periods and relates them to current personal, national, or international issues.
- Articulating and justifying aesthetic criteria, the student analyzes and critiques the whole and the parts of dramatic performances.

Program/Gen Ed Core Outcomes addressed by this course:

Humanités & Fine Arts

- Identify a variety of artistic styles, movements, schools of thought/expression, and cultures.
- Analyze, interpret, and evaluate a range of human expressions and values using critical strategies.
- Engage in imaginative expression.
- Appreciate a diversity of world-views or perspective.

Institutional Competencies addressed by this course

☒ **Diversity:** The student will learn to recognize and value individual, group and cultural differences from and within local, national and global perspectives and contexts.

☒ Critically examine the cultural, historical, social, economic, and/or political circumstances that produce and shape different social/cultural systems and communities either nationally and/or globally.

☒ Identify processes by which identities and notions of difference are constructed, reinforced, change over time.

☒ **Information Literacy:** The student will learn to locate needed information, managing and evaluating the extracted information and using it critically and ethically.

☒ Pursue critical inquiry by using authentic questions, curiosity, and a willingness to challenge previously held beliefs in order to make new discoveries.

☒ Demonstrate persistence, flexibility, and patience in a strategic search for information, while recognizing that it may vary greatly in format, perspective, and value.

☒ **Technology Literacy:** The student will use appropriate technology to access, manage, integrate, or create information, and/or use technology to effectively accomplish a given task.

- ☒ Internet and email: web search, web navigation, send and receive email, email attachments, security, messaging
- ☒ Word processing software basics

Course Schedule/Topical Outline:

Course schedule is subject to change based on the needs of the course and students.

Week One – Introduction to Class expectations, class requirements, the theater, and each other

Stage and the school chapter 1 – intro to the space and theater and culture

Week Two – Intro to Improvisation discuss chapter 1 questions and terms.

Week Three – Experiencing Theater (5) Theater Sports Introduction

Stage and the school chapter 2 Chapter review and, Key terms and concepts.

Week Four– Introduction to Movement - Mime and Pantomime Introduction (2) review chapter questions and key terms and concepts due end of the week.

Week Five - Voice and Diction (3) introduction, plot structure. Stage and the school Chapter 2 Chapter review and, Key terms and concepts. Read Oedipus.

Week Six - Acting (4) – assignment to group projects and script. Review chapter questions and key terms and concepts due end of week. No contact Stage Combat. Stage and the school Chapter 4 Chapter review and, Key terms and concepts.

Week Seven – Blocking and stage movement / Theater Etiquette (end of 4) discuss rubrics for audience / performer expectations and grades. Blocking and rehearsal of scripts. Review for midterm exam!

Week Eight – Mid Term on Friday. We will also do blocking and rehearsal of group projects!

Week Nine – Stage and the school Chapter 3 Voice and diction, Chapter review and, Key terms and concepts. / rehearsal - Lines due for Scripts - First view of group scene.

Week Ten - Check blocking – memorization with movement and pull props. Do character sketch questions. Check questions / key concepts due end of the week.

Week Eleven – Final View Group Scenes – Monologue Assignment! Scene review with teacher – set goals for final view rehearsal. / set rubrics for monologue grade. Stage and the school Chapter 5 Structure of Drama Do chapter review questions, define key terms and Concepts.

Week Twelve Monologue review with teacher – memorization time for monologue. Review questions define key terms and concepts quiz at end of the week. Read “Everyman.”\

Week Thirteen Stage and the School Chapter 6 Do chapter review questions, define key terms and Concepts. Rehearse Monologue.

Week Fourteen – Review questions and concepts quiz at end of the week. Final view of monologues.

Week Fifteen – Read through play be completed in 2nd semester. Review for semester exams.

Week Sixteen - Review for semester test - all chapters read to this point as well as stage directions and theater etiquette are fair game for the Semester Exam- Semester exam is given according to the schedule – no absences unless prior approval is made with the administration! Unexcused absence = 0 for a grade!

New Semester

Week Seventeen – – Stage and the School Chapter 7 Do chapter review questions, define key terms and Concepts Divide out class play responsibilities for cast and crew.

Week eighteen – read through and start blocking play. Review questions and terms and concepts, due at the end of the week.

Week nineteen – Stage and the School Chapter 8 Do chapter review questions, define key terms and Concepts. Block play / learn music.

Week twenty – review questions and concepts, due at the end of the week. Block play – start run troughs / polishing rehearsals.

Week twenty-one – Stage and the School Chapter 9 Do chapter review questions, define key terms and Concepts Run play through / run music.

Week twenty-two – review chapter 9 questions and terms, due at the end of the week. Polishing rehearsals – run music and all elements.

Week twenty-three - Stage and the School Chapter 10 Do chapter review questions, define key terms and Concepts. Review for midterm.

Week twenty-four - review chapter 10 questions and terms, due at the end of the week. Rehearse play – polishing / dress. Mid Term on Friday.

Week twenty- five – Stage and the School Chapter 11 Do chapter review questions, define key terms and Concepts

Week Twenty-six – review questions and terms/concepts due at the end of the week. Rehearse show. Read The Miser.

Week Twenty-seven – Stage and the School Chapter 12 Do chapter review questions, define key terms and Concepts. Rehearse play – final polishing and set dress rehearsal procedures.

Week twenty – eight - review questions and concepts due on Friday.

Week twenty-nine – Stage and the School Chapter 13 Do chapter review questions, define key terms and Concepts.

Week thirty – review questions and concepts due on Friday. Rehearse for final performance next week!

Week Thirty-one – Final performance (May 27th during class).

Week Thirty-two - critique of final performance – final review for semester exam – turn in all books.

Critical Dates:

Mid-year Semester Exam Typically 2-3rd week of January
End of Year Exam.

Course schedule and critical dates are subject to change based on the needs of the course.

Grade Calculation Procedure:

All assignments and projects are assigned a point value. I use a total point system so the average of the points vs. total determines the grade.

Grading Scale:

Letter grades for the course will be assigned based on the following percentages:

	A (94-100%)	A- (90-93.9%)
B+ (87-89.9%)	B (83-86.9%)	B- (80-82.9%)
C+ (77-79.9%)	C (73-76.9%)	C- (70-72.9%)
D+ (67-69.9%)	D (63-66.9%)	D- (60-62.9%)
	F (0-59.9%)	

I will round-up to whole number, so an 89.45 will round up to an 89.5, which rounds up to a 90 A-.

You will be graded on:

Participation in activities
Vocabulary worksheets
Chapter questions as assigned
Quizzes
Unit Tests
Bell Ringer entries
Performances of assigned work
Notebook arrangement and upkeep.

Special Instructions:

Instructor's Educational Philosophy:

I believe GK Chesterton hit the nail on the head when he said “Without education, we are in a horrible and deadly danger of taking educated people seriously.” That being said I also believe that in reality one can only choose to educate themselves.

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline in accordance with Helena College's Student Code of Conduct. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences including, but not limited to race, ethnicity, nationality, culture, religion, politics, veterans status, sexual orientation, gender, gender identity/expression, age, or disability. Class rosters include students' legal names, but I will gladly honor your request to address you by an alternate name or preferred gender pronoun.

Classroom Behavior/Expectations:

Please note that we are in a theater and that the space demands several extra notes for safety. The basic rules are as follows:

1. Never touch anything you have not been instructed to work with – you may die from “playing around with the cool gadgets.”
2. No food or drink in the theater except as cleared by Mr. Holter or Mr. Sanford
3. You have two ears and one mouth for a reason – it is twice as important to hear, as it is to speak so listen and do not carry on side conversations!
4. Do not be in any area you have not been cleared to be in.
5. Report any and all mishaps immediately. We have chemicals and equipment that will be unsafe if you have an accident and do not report it. Someone might be killed if you “keep quiet.”

As an online student at Achieve Virtual, communication is a bit different than in a face-to-face setting. We pride ourselves in providing several opportunities for social interactions, but the difference is that most communication is via written text in an online environment. Because this means you are missing body language cues and immediate feedback from your “listener,” it is very important to understand some common rules for good online etiquette. This ensures that the message you intend to convey is received correctly.

1. **Be respectful.** While it is easier to say hurtful or disrespectful things without standing face-to-face with someone, it is important to remember that your classmates and teachers are real people who are affected by the words you say and write. It is essential to keep in mind the feelings and opinions of others, even if they differ from your own. ***If you wouldn't say it to someone's face, don't say it online either.***

2. **Be aware of strong language, all caps, and exclamation points.** It is easy for written text to be misread and misunderstood. Have you ever sent a text message with good intent but your recipient thought you were being rude? If so, then you've experienced this firsthand. By being cognizant of strong language, you can identify potential confusions before sending messages. ***Tip: Read everything out loud before you send it.***

3. Be careful with humor and sarcasm. Certainly, you shouldn't avoid being funny. We love to see your personality shine through in online classes. Many of our teachers are exceptionally funny too. But like mentioned in Rule #2, make sure that it is clear you are being funny and not being rude. Emoticons and smileys can be helpful when conveying humor or sarcasm so that it is read correctly. Just remember to keep the smiley faces away from academic papers. 😊

4. Yes, grammar and spelling matter. While texting, textspeak can be great for your friends. In an educational setting (even online) however, keep it formal. Your written communication should be professional and reflect proper writing style. Save written shortcuts and less than stellar grammar for Snapchat if you must, but follow grammar rules for school.

5. Cite your sources. Whenever you are sharing an idea that originated from someone else (even if it is not word for word), it is good practice to cite that source. This applies to discussion forums too. If you read a great thought in your text, share it, but be sure you let your audience know where you saw it first.

6. Don't post or share (even privately) inappropriate material. Enough said there. Nothing is truly private online.

7. Be forgiving. Remember that not everyone will know these rules before posting. Try to be understanding of others when they struggle with written communication. It is very different than simply talking to a person face-to-face.

Extra Credit/Late Work Policy:

Late work will be accepted as per Helena School District #1 guidelines as found in the student handbook.

Attendance and/or Participation Requirements:

All attendance for this class at Helena High School will be as per the Helena High Student Handbook.

Resources: you will find links to video and other material including the course syllabus at:

<https://hhs.helenaschools.org/teachers/rholter/>

Additional Resources/Information:

As a Helena College student, you have access to the same tools and resources as students attending on-campus classes.

- Advising
- Bookstore

- IT Services
- Tutoring & Research Assistance
- Library
- Helena College email address

Official (Email) Communication:

The College provides each student with a free email account that is to be used in all communication with college personnel. Official notifications will be sent to students through this account, as well.

Academic Dishonesty Definition/Policy Statement:

Helena College expects its students to adhere to a high standard of academic integrity. It is a violation of academic integrity standards and the student code of conduct to present the ideas, designs, works, or words of another person as one's own efforts, or to permit another person to do so. The following guidelines are intended to clarify these issues for students, faculty, and administration.

The College will regard the following acts as violations of academic integrity constituting academic dishonesty. Although the list and descriptions are not intended to be exhaustive of all types or instances of academic dishonesty, they are presented as examples of behavior to avoid. It is explicitly the student's responsibility to avoid academic dishonesty of all kinds, and each student is required to seek guidance in advance of taking any questionable action, including but not limited to those enumerated, below.

Plagiarism: A student will be considered in violation of standards for academic integrity if they submit an assignment in any form (written, oral, graphic, or computer-generated, etc.) which consists wholly or partially of the words, work, or ideas of another individual without giving the original author proper credit. A similar violation would occur in cases where a student submits a paper or other project/assignment for one course that was originally created for another course even if that student was the originator of the paper/project/assignment in the first instance. Similarly, using facts, figures, graphs, charts or information without acknowledging the source constitutes plagiarism, which may occur verbally, in written form, through computer programs and files, research methods, designs, particular distinctive words or phrases, ideas and images or any other information that was created by another person without acknowledgement of that person's role in its creation. Inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is still considered plagiarism.

Copying/Cheating: A student will be considered in violation of academic integrity standards if they gain, or attempts to gain, credit for work by dishonest or deceptive means. Examples include the use of crib notes, cheat sheets, books, or any other material or electronic device as aids in an examination or any other graded exercise, unless the instructor of the class has given explicit permission to use such materials. Collaboration with another student on an examination or other graded exercise, unless the instructor has given permission, also constitutes copying. It is the policy of the College to prohibit phones, smart watches, and other similar devices during examinations. Prior to

administering an examination, instructors will require all such devices are turned off and stored in an inaccessible place. Failure to comply with this policy will constitute a violation of the academic integrity policy. If a student is found in possession of such a device during an examination, they will be assigned a score of 0 for the examination. Further examples include: copying assignments from another source (classmate, etc.); working with others on exams or homework that is not explicitly permitted by the instructor to be collaborative; looking at another student's paper or screen during an exam or assignment; disclosing exam content to others during an exam, or after completion of an exam, including allowing such information to be disclosed to you; and/or attempting to or allowing another person to complete assignments for another person (such as in an online course). The above examples are meant to illustrate violations of the principle of academic integrity, and are not intended to be all-inclusive. Additional instances of dishonesty that are not explicitly identified in the above list will nevertheless be treated as violations.

Contributing to Academic Dishonesty: A student will be considered in violation of academic integrity standards if they willfully assist another student in an act of academic dishonesty. Academic dishonesty will not be tolerated. Academic sanctions for a first violation are at the discretion of the instructor and range from a failing grade for the particular assignment to a failing grade in the course in which the academic dishonesty occurs. When a faculty member assigns a failing grade on the basis of academic dishonesty, they shall notify the affected student(s), the appropriate unit administrator (Director or Division Chair), as well as the Associate Dean of Academic & Student Affairs of the violation and provide any and all supporting documentation to the Associate Dean of Academic & Student Affairs. Record of the infraction will be kept on file in the office of the Associate Dean of Academic & Student Affairs, although no further official action will be taken unless/until a second infraction is reported. In cases of repeated offenses, the Associate Dean of Academic & Student Affairs will administer a range of disciplinary sanctions up to and including expulsion from the College. Students retain their right to due process and may refer to the Student Handbook or the Associate Dean of Academic & Student Affairs regarding any disciplinary sanctions.

Disclaimer Regarding Changes to Syllabus:

This syllabus is subject to change as deemed necessary by the instructor to fulfill the changing needs of the class. Changes to the syllabus will be posted/located at Mr. Holter's home page <https://hhs.helenaschools.org/teachers/rholter/> , and on line as posted on Microsoft teams, or in our class's Moodle shell, which can be accessed via: <https://moodle.helenaschools.org> .