



## **THEATRE: ENG163**

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### **Course Description:**

Theatre is designed to introduce students to all aspects of the theatre through the study of acting, improvisation, stage movement, technical theatre, play producing, terminology, and theatre history. Students will be required to read, write and perform in this class. Students read and write about four plays during the semester. Alignment to the National Core Arts Standards: Creating, Performing/Presenting/Producing, Responding, Connecting

### **Standards:**

The National Core Art Standards guides educators in providing a unified quality arts education for students

#### **Creating**

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.

#### **Performing/ Presenting/ Producing**

- Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.

#### **Responding**

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.

#### **Connecting**

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

## **Assessments:**

Formative assessments include observations of student progress, formal and informal conferences/discussions with students, checklists, studies, peer review, and critiques. Summative assessments include performances, projects, quizzes and exams and essays with rubrics that reflect the learning targets of culminating projects.

## **Content:**

Creating: acting rehearsal process, script writing and revision, script analysis, technical theatre projects

Performing/Presenting/Producing: character analysis, monologues, group scenes, script writing

Responding: script analysis, performance evaluation, self/peer/teacher critiques, research projects

Connecting: pair-share, small-group discussion, large-class discussion, presentations

# Course Outline:

## Ongoing Projects:

- Reading Activities
- Technical Studies
- Individual & Group Performance
- Performance reviews

## **Unit: Comfort on the Stage**

Activities: Class Expectations  
Auditioning and Relaxation  
Character Study

Writing: Monologues

## **Unit: Creating a Role**

Activities: Character Development  
Script Analysis  
Stage Movement/Direction

Writing: Character Analysis

## **Unit: Stagecraft and Direction**

Activities: Set Design  
Costume and Make-up  
Technical Theatre

Writing: Play Reflection and Analysis

## **Unit: Theatre Styles and History**

Activities: History and People  
Genres and Style  
Musical Theatre

Writing: Research

**\*\*\*This outline is subject to change at the instructor's discretion**

## Instructional Strategies:

The student will construct knowledge through authentic tasks such as projects, research, and assignments. When introducing new concepts and processes instruction/demonstrations may include modeling a task, guided instruction, large and small group discussions, constructive criticism through informal and formal critique, and reflection.

## Resources:

**Core Texts:** Stage and School Textbook  
Individual reading assignments  
*Lost in Yonkers/ Brighton Beach Memoirs/Steel Magnolias/ Almost, Maine/The Foreigner/Rumors*  
Ancient Greek and Shakespearean monologues/scenes

**Films:** *Dr. Horrible's Singalong Blog/ Waiting for Guffman (R)/ Wit/ Billy Elliot (R)/ Billy Elliot the Musical / Newsies*

## Academic/Behavioral Expectations:

Theatre is essentially an acting course; but it is important to remember that acting and script analysis go hand in hand. We will have reading and writing assignments in addition to in-class performances. We will be studying acting theory, musical theatre, playwrights, and improving our abilities to communicate effectively with our audience. There will be a course final.

**Creating:** students will be responsible for studying scripts for a variety of purposes both in and out of class time.

**Performing/Presenting/Producing:** students will create prepared and improvisational acting performances

**Responding:** students will workshop their skills in a positive manner through oral and written critiques

**Connecting:** student will consider personal and outside influences on text and response to drama in class, stay focused on Theatre while in Theatre (not other homework, text messaging, giving/receiving phone calls or sharing random anecdotes), and thoughtfully responding to class discussions. Participation has a large impact on the theatre final grade.

**Classroom Conduct:** Our classroom will be a positive working environment. This course will adhere to policies in your school planner. All students will behave in a courteous and positive manner. Participation is part of your evaluation and any misconduct will affect your participation points. \* In any case that I deem appropriate the student may proceed directly to the AP office.

1<sup>st</sup> incident: Student/Teacher communication

2<sup>nd</sup> incident: Teacher/Parent communication

3<sup>rd</sup> incident: AP office/ Behavior Plan

**Electronics:** Unless specifically requested for class purposes, electronics should be off and stored off of the desk when class begins.

**Grading Plan:** As grades are now available online I will not be handing out grade updates. Grades will be updated periodically. All points are cumulative. I will follow the grading scale set forth in the student planner. There will be a final worth 200 points.

### Communication Plan:

Please feel free to email me and, and include your contact information.

Email: [kriepe@dbqschools.org](mailto:kriepe@dbqschools.org)

School Website: [www.hempstead.dbqschools.org](http://www.hempstead.dbqschools.org)

### Attendance Policy 5107:

I will be following the attendance policy put forth by the State of Iowa and the DCSD; you can find this policy in your student handbook. I expect all students to be in class ON TIME EVERY DAY. If absenteeism (excused or unexcused) leads to a failing grade it is possible that you could be dropped from this course. It is the student's responsibility to talk to me about work/content covered.

### Make-up Work:

Any work missed for any reason MUST be made up, or you will receive a zero. Assignments that are due on the day of your absence will be due the day you return. For example, if it is due Monday- but you are gone that day, then it is due Tuesday when you return. It will be YOUR responsibility to remember to turn in your work. For assignments that are assigned when you are gone it is YOUR responsibility to contact me to discuss missed work. Unless there are extenuating circumstances that we discuss, you will have the same amount of time to complete the work as your peers. For example if they had 24 hours, so will you.

### About Late Work:

Homework will be accepted the day after it is due for partial credit, after the second day it will only receive half credit. Any work missed for any reason MUST be made up, or you will receive a zero. However, I will also post deadlines for late work throughout the semester. To avoid the late penalty all major writing assignments may be emailed to me by 11:59 pm the day they are due for full credit. I am willing to be as flexible as you are diligent in your effort to pass the course. If an extension is necessary, you must make arrangements with me before the day it is due.

### Extra-Credit

Opportunities for extra-credit are limited to enrichment activities given at my discretion. 50 pt cap.

## **PLAGIARISM**

Hempstead students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. With the advent of the Internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding plagiarism, which is a form of cheating.

All Hempstead teachers are committed to educating our students about plagiarism, helping them understand what plagiarism is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words.

Plagiarism is defined by [www.dictionary.com](http://www.dictionary.com) as: "a piece of writing that has been copied from someone else and is presented as being your own work; taking someone's words or ideas as if they were your own." Iowa Core Literacy Anchor Standard #8 for College and Career Readiness states that students will: "Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism."

Cheating, including plagiarism, may result in loss of or reduced credit on an assignment, referral to the Assistant Principal office for documentation on the student's record, and possible loss of class credit and failing grade.

Plagiarism and cheating exist in many forms and to various extents. Some typical examples are noted here:

1. Copying another student's assignment/artwork/project; note: BOTH parties are engaging in cheating
2. Using another person's paper/artwork/project/ in its entirety and calling it your own
3. Copying a paper word-for-word (artwork/project) from an internet document or document
4. Using sentences from another source but replacing a few words
5. Passing off ideas or critiques as your own when they are someone else's
6. Not putting quotation marks around exact words pulled from another resource
7. Not documenting the source at all, or documenting the wrong source
8. Not citing the sources used (even when paraphrasing and summarizing)

Incidental plagiarism will be addressed by the classroom teacher, and may include loss of credit for the assignment and parent contact. Consequences for blatant plagiarism and repeated acts of incidental plagiarism are listed below. Disciplinary action by Hempstead administration **may include loss of class credit and failing grade.**

**\*Freshmen:** 1<sup>st</sup> occurrence: 0% on plagiarized piece, possibility of revision for a better grade, parent contact, referral to Assistant Principal for documentation; repeated plagiarized pieces 0% without revision, parent contact and referral to AP Office for possible disciplinary action

**\*Sophomores:** 1<sup>st</sup> occurrence: 0% on plagiarized piece, possibility of revision but with grade reduction, parent contact, referral to Assistant Principal for documentation; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action

**Juniors & Seniors:** 1<sup>st</sup> occurrence: 0% on piece without revision, parent contact, referral to Assistant Principal for documentation purposes; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action

\*Freshman & Sophomore students enrolled in Junior/Senior level courses will abide by the regulations and consequences set forth for that course.