I. Locator Information:
Instructor: Professor Jeremy Fiebig
Course # and Name: THEA 349
Semester Credit Hours: 3
Day and Time Class Meets: MWF 10-10:50pm
Total Contact Hours for Class: 45
Email address: jfiebig@uncfsu.edu

THE CLASS
This class examines, in a practical, studio-based way, devised theatre - a kind of theatre that emerges from experimentation, play, and dramaturgy rather than a predetermined script. As part of the class students will work individually and collectively to create a fully-realized, ensemble-based, theatrical performance.

HOW YOU SHOULD THINK ABOUT APPROACHING THE CLASS

“Effort does not equal excellence.”

This statement means that, while hard work, determination, and completion of tasks are each necessary for success, they do not guarantee success. Success - academic, professional, economic, or otherwise - is not guaranteed, and the work you put in, while necessary, does not mean you will receive an “A,” or that the audience will applaud, that people will like you, or that they will buy the thing you’re selling, or make you any money. The statement also means that excellence - the “A,” the applause, or whatever your terms - is defined by conditions that have nothing to do with the amount of work you put in, because it is assumed you put in the level of work necessary. Rather, your achievement is based, simply, on whether your work meets the standards that lead to success, quite apart from the amount of work you put in.

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description: This course is an applied exploration in devised theatre for the stage, culminating in public individual and/or performances. Emphasis on ensemble work.
Prerequisite: Instructor approval.
III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbooks:

V. Student Learning Outcomes

1. Students will be able to construct a clear sense of how devised theatre is thought about and made, using key terms and applying key concepts to discussions about devised theatre.
2a. Students will be able to analyze how devised theatre is made.
2b. Students will be able to construct and evaluate texts, images, experimental exercises, and other resources for use in devised theatre.
3. Students will be able to integrate texts, resources, and ways of thinking from other disciplines, including visual arts, music, dance, history, and anthropology.
4. Students will come to see themselves as active, engaged, members of a theatre ensemble.
5. Students will value the devised theatre and the opportunity it provides for a reflection of themselves, their communities, and the experiences of each.
6. Students will value the need to use the skills and lessons learned in this course as part of an approach to lifelong learning.

Learning activities necessary for these outcomes are include lectures and learning quizzes, reading and independent work, and studio work in class; these outcomes are assessed by the professor’s evaluation of participation in the class, by evaluation of work in the production process, by evaluation of the major project of the course, and by evaluation of and reflection on work in the course.

VI. Course Requirements and Evaluation Criteria

Policy on Syllabus: This syllabus serves as a contract between the professor and students. Students should adhere to this syllabus closely. Please be advised that the professor may not provide daily, weekly, or, in fact, any notice of a project due. It is the student’s sole responsibility to turn in work on time.

This syllabus serves as a contract between the professor and students. Students should adhere to this syllabus closely. Please be advised that the professor may not provide notice of a project due after a listing in the syllabus or on Blackboard. It is the student’s sole responsibility to turn in work on time.

The professor reserves the right to alter the syllabus at any time to benefit student learning or to account for necessary adjustments in how the course is administered. Notice of a change to the syllabus will generally be given in class, on the course website and/or via email. In all cases, the student is responsible for all revised or added due dates for each assignment as well as any adjustments in the course schedule.

COURSE WEBSITE & EMAIL CHECKING
A course website is maintained on the FSU Blackboard server. Students are required to check email and the course site **daily** and will be held responsible for changes made to the course, assignments, etc. via either of these methods.

Because FSU has open-access computer labs and almost universal wireless or wired access to the internet, and because it provides you with a free, secure, email address, it is understood that you will be able to access a computer, Blackboard, email, and other web-based resources necessary for this course. **Inability to access FSU email or Blackboard is something that is your responsibility and will not serve as an acceptable excuse for missing or late assignments, or for missed communication related to the course.**

Many course assignments and quizzes/discussions must be submitted via Blackboard. **I do not accept emailed or hard copy assignments unless mentioned expressly in class; these will be counted as missing.**

**SPECIAL NOTE ON BLACKBOARD GRADES: Your grades as listed in Blackboard are not guaranteed to be accurate. They may be weighted differently and certain scores for in-class work and other projects may not appear in Blackboard. You may always contact me for your current grade.**

**LATE WORK, QUIZZES, & EXAMS**

There will be no “make-ups” for late or missing assignments, quizzes, or exams, except for University-approved absences, such as athletics, performances and tours, or other sponsored activities.

You will not receive credit for an assignment you turn in if you are not present in class when the assignment is due; this means you cannot skip class but still turn in the assignment electronically or otherwise.

No assignments or assessments submitted via Blackboard will be accepted after the acceptance period closes. Email assignments are not accepted and will be treated as though they were not submitted.

**ATTENDANCE & TARDY POLICIES**

Attendance is mandatory. Missing assignments due to absence may not be made up.

Multiple absences may be referred to your advisor and to Academic Affairs and may result in negative repercussions for your financial aid, enrollment, or other University concerns. Other action may be taken as allowed by the University catalog and the student handbook.

Tardiness to class is unacceptable. Tardiness that happens prior to the end of the sign-in time will result in a grade reduction for any assignments taken that day. Two tardies shall equal an absence.

The professor reserves the right to issue a failing grade any student with 5 or more absences.

In extreme and documented cases only, such as a medical emergency or death in the family,
the instructor, *at his discretion*, may provide an opportunity for make-up work, or extend a
deadline on an assignment, or may waive an absence penalty.

*To receive this consideration, a student must apply, with the instructor, for such
consideration in an email. At no time should the student assume that an application for
consideration will or should result in the professor granting such consideration.*

**ASSUMPTIONS**

Assume that good will is a currency. If you attend class regularly and are actively and
positively involved in course work and discussion, an absence, computer issue, tardy, etc.
might be more easily overlooked or the professor more amenable to working with you when
life’s complexities arise.

**STUDENT BEHAVIORAL EXPECTATIONS**

Student behavioral expectations are governed by the FSU Policy on Disruptive Behavior (see
the FSU website) and by this syllabus. The following behaviors represent, but in no way limit,
the kinds of behaviors that are unacceptable in this class:

1. Failure to respect the rights of other students to express their viewpoints such as
   repeatedly interrupting others while they speak, using profanity and or disrespectful names or
   labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are
   presenting information or expressing their viewpoints;
3. *Use of cellphones and other electronic devices, including laptop computers, iPads, etc.,
   except with permission of the instructor.*
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on a regular basis
9. Others as specified by the instructor (for this course, these include excessive or lengthy
departures from class to use the restroom, wearing coats, bags, or headphones, engaging in
outside-of-class behaviors such as aggressive or rude emails or personal confrontations related
to the course, recording the professor in or out of class while at the University or engaged in
a University activity, or issues in our productions or scene shop that disrupt the safety,
security, or spirit of the work, and may include others as defined over the course of the
semester)

**Consequences for Failing to Meet Behavioral Expectations:** The first time a student violates
one of these rules, the instructor will warn him or her privately, either after class or before
the next class. (Faculty members reserve the right to warn students publicly if needed.) The
second time a student violates the guidelines, the instructor may deduct as much as a half
letter grade from the final course grade. If a student violates the guidelines three times, the
instructor will report the student to the Dean of Students for disciplinary action according to
the FSU Code of Student Conduct.
In certain egregious, confrontational, or overtly disruptive circumstances, as defined by the professor, the student may be dismissed from the class for the day, or for a term specified by the professor, up to and including the entire course. In these cases, the student will be subject to an absence, tardy, academic, or other policies listed in the syllabus.

PLAGIARISM
Plagiarism is the willful, negligent, or accidental use of another person’s language, ideas, or intellectual property without permission or acknowledgment. It includes lifting or copy-pasting sources from the internet, books, movies, other students, or, for the purposes of this class, even from yourself in work you’ve produced for other classes. This course subscribes to the University policies on plagiarism and academic dishonesty printed in the student handbook. First offense results in an F for the assignment. Second offense results in removal from the class.

GRADING & ASSESSMENT
There is an assignment nearly every day in this class: it is either a project listed below, or it is an in-class activity and/or reflection, or it is an out-of-class reading assignment, journal, or activity. Too many absences will result in you losing points for this kind of work and may do irreparable damage to your final grade.

ASSIGNMENTS - detailed descriptions for assignments will come at the appropriate point in the semester

Process (40%) - this grade covers rehearsal activities in the course, devising projects, and in-class workshops and a weekly blog of activities.

Product (40%) - this grade covers preparation and presentation of the final course performance.

Final Reflection (20%) - this grade covers a final analysis and reflection over the course and final performance.

VII. Academic Support Resources - Use of Smart thinking, Criterion, University College Learning Center, Writing Center is strongly encouraged.

VIII. Course Outline and Assignment Schedule
The most up-to-date course and assignment calendar is available on the course website. Below is a TENTATIVE course outline:

Week One | Course Prep, Defining Devised Theatre
Week Two | Experimentation & Devising
Week Three | Laban Effort Actions
Week Four | Viewpoints I
Week Five | Viewpoints II
Week Six | Active Dramaturgy
Week Seven | Long-form organic work
Week Eight | Viewpoints III
Week Nine | Viewpoints IV
Week Ten | Development of Resources
Week Eleven | Development of Resources
Week Twelve | Rehearsal
IX. Teaching Strategies
Most classes will involve studio work based around assigned readings and concepts.

This course will also incorporate the use of post-reading questions, in-class quizzes and discussions as part of formative assignment, where the instructor can evaluate the learning of students ahead of time and make adjustments to the course accordingly.

The course will require students to record class notes, reflections, etc. into a course journal in order to enhance critical understanding of the content.

An online discussion board for class inquiries will be kept on the course site.

X. Bibliography


STUDENT SURVIVAL GUIDE

SPECIAL NOTE ON CALLING/TEXTING
You may text me at any time and I will respond if I am able. You may call me in an urgent or emergency situation, but I am not guaranteed to respond. Your texts should always include your name and the class you’re in.

SPECIAL NOTE ON WHAT TO CALL YOUR PROFESSOR
FSU has many different kinds of faculty, staff, and administration members. Faculty members are those who teach, or who have some other academic tie-in, staff members provide vital support to the programs and functions of the University, and administrators oversee and support a variety of academic and non-academic programs.

Faculty members are ALL “professors.” A professor is a person who “professes,” which means that they talk about or teach what they practice in a professional field. Some “professors” are also “doctors.” A doctor is a person who holds a specific kind of degree. Not all FSU professors are doctors, and it is a sign of respect to all of them for you to know the difference and to distinguish between them when you address each one.

Though it is acceptable to call a professor “Mister” or “Missus,” it is less specific, and therefore less useful, to use these generic titles. Unless you just can’t remember, try using “Professor” to refer to a faculty member and “Doctor” if you know that faculty member to be a doctor.

I am a professor, not a doctor, and you can call me Professor Fiebig.
SPECIAL NOTE ON HOW TO SEND EMAIL
Email represents who you are. When you send an email (or even a text) to a professor, you are engaging in formal communication with them, which often involves making a request of some sort. When you send any kind of formal email, you should engage the following steps:

1) Make sure your email subject is clear and specific. Don’t use “Absent Tuesday” when you can use “Jane Smith’s Absence from Play Production class on 12/4/11.”
2) Begin your email with “Dear [Person’s Title][Person’s Name],” and be sure to spell the person’s name correctly.
3a) Phrase your email professionally and politely. Sometimes tersely worded questions (i.e., questions that seem very short, too direct, or somewhat rude) can put your reader on the defensive. If you have any sensitive or “critical” words, phrases, or requests, or if you find yourself expressing exasperation, confusion, frustration, or anger, simply request a time to meet or speak over the phone – putting those things in an email is not a good idea.
3b) Never put your recipient on the spot, such as “Professor Thomas, I came by your office earlier, but you weren’t there, so I’m emailing you.” This, again, puts the reader on the defensive and, with professors in particular, makes it seem like they were the ones who failed you (maybe they did, or maybe they don’t have regular office hours when you stopped by, or maybe there was an emergency—in any case, there is no need to issue this sort of criticism in polite company, even if you’re right).
3c) Never send an email and then do an immediate phone follow-up. If the issue is urgent, call the faculty member’s office (or, in my case, text me). If the issue is not urgent, try to respect your professor’s time by letting them respond to an email when it is convenient for them.
3d) Resist the temptation to say, or write, everything that is on your mind. Keep the focus narrow, respectful in tone, and as straightforward as you can.
4) Use correct spelling (particularly of the person’s name and title), complete sentences, and correct grammar and punctuation. Avoid “text” spelling, run-on sentences, or using ALL CAPS or all lower case words in your email. This is especially tricky, but all the more important, to do when you are responding on a mobile device. You will not be taken seriously, you will be seen as not having the time, attention, or respect to treat the email/professor/class well, and you may not get what you want as a result. This is not because the professor is necessarily a terrible person, it just means they’re human and will have a human reaction.
5) Conclude the email in a formal way and sign your name to it (i.e., “Sincerely, Joe Peterson”)
6) Use all of these rules on every single email you send, even replies and even when the person you’re emailing breaks all these rules.

A SPECIAL NOTE ON OFFICE HOURS
Professors usually teach between 4 and 6 classes per semester and serve the University and the community in a number of ways, such as committees, leadership positions, theatrical productions, research, etc. This means professors do not typically keep a traditional 40 hour work week, and so it can be frustrating to try to track them down in their office if it is your expectation that “they should be there.”

I have provided you my personal cell phone number so that you can text me at any time, and I am also pretty diligent about returning email within a day. I also have regularly scheduled office hours you can see posted on my office door.

Almost all of your professors—and I certainly include myself here—are willing, able, and excited to meet with students for advising, help on course work, etc., but aside from regularly scheduled office hours, it is not expected that they will be in their office.
It is also a sign of respect that you (a) schedule a meeting time in advance, and (b) if the professor is in his or her office and seemingly available, to ask whether the present time is convenient for them to meet.

Check their office hours ahead of time and plan ahead.