

# **Intro to Performing Arts**

## **PAR-205-01-1: Intro to Theater Performance**

Spring Semester 2023  
Chaminade University

### **Contact**

Email: [Claire.paul@chaminade.edu](mailto:Claire.paul@chaminade.edu)

### **Class time:**

T/Th 1:00 PM - 2:20 PM

1/9/2023 - 5/5/2023

**Class location:** Clarence T.C. Ching Hall, Loo Theater



Office Location: Henry Hall

Office hours: upon appointment

### **University Course Catalog Description**

The course aims to develop an appreciation of theater and the acting process.

The student will develop a basic understanding of the acting process through improvisation, exercises, various reading and writing assignments—all given practical exploration when applied to scene and monologue work. Acting skills of relaxation and concentration are combined with script analysis, line interpretation and character development to produce short performances that are worthy of the craft of acting.

### **Overview**

Students will learn a brief history of performing arts while learning the skills and techniques to adequately perform in front of an audience. They will read and discuss a different cultural and genre script to broaden their understanding of performing arts. We will watch and observe several films in class to reflect and discuss the methods used in the performance. Students will perform a monologue and scene using the skills taught in class to further equip them for any future performances they watch or are involved in.

## **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu.

An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Over the course of the term we will explore several plays and manuscripts all of which educate in family spirit, for service, justice and peace as well as provide for formation in faith. More specifically we will explore plays that deal with the disenfranchised with the hope that our students will be inspired those in our community that need it. Collaboration between students through group projects and in depth exercises provide for an integral, quality education.

## **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship

4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

#### Performing Arts Program Learning Outcomes (PLOs)

1. Learning about genres of theater and performance styles
2. Demonstrate the skills used in the performing arts in a hands-on, practical experience within a learning community in theater.
3. Be knowledgeable about major actors, directors, playwrights, composers, musicians and other collaborative artists who have contributed to music and the theater.
4. Be able to critique a performance and apply the rules for criticism in the performing arts.

#### Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

#### Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

#### Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly.

As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Attendance Policy**

The following attendance policy is from the 2019-2020 Academic Catalog:

Students are expected to attend all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Academic Conduct Policy**

From the 2019-2020 Undergraduate Academic Catalog:

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established

student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2019-20-NEW-STUDENT-HANDBOOK.pdf>

## **Academic Honesty**

---

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

## **Attendance**

Your attendance in this class is mandatory. Failing to attend class will result in a lower grade and participation percentage. The biggest advice I can give you is show up to this class.

## **TEXTBOOK:**

There is none, you're welcome. Reading materials will be provided by instructor

## **Grading Breakdown**

Weekly Journal Reflections 50

Google Slides  
Collaborative Journal 50

Script Analysis Paper 100

In class Discussions 100

Monologue 100

Final Performance 200

Total: 600

## **Grading Scale**

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, papers, reports and the final examination.

They are interpreted as follows:

550-600 'A'

500-549 'B'

450-499 'C'

Outstanding scholarship and an unusual degree of intellectual initiative Superior work done in a consistent and intellectual manner

Average grade indicating competent grasp of subject matter

Inferior work of the lowest passing grade, not satisfactory for fulfillment of

0-299 'F' Failed to grasp minimum subject matter, no credit given

## Projects

\*projects and schedule are subject to change per instructor's discretion

### Monologue:

Choose a 3-6 min monologue from choices given in class. Memorize and perform the monologue in a convincing manner based on the learned material in class.

### Weekly Reflections

You will submit on Canvas roughly 2 paragraphs to a page a week on something you learned in class that week. A reflection, or something that sparked your interest.

### Google Slides Collaborative Journal

Add to the class Google Docs weekly.

You will answer the weekly prompt question by adding a slide and providing at least 3 pictures and a small excerpt about your findings.

### SCRIPT ANALYSIS PAPER

We will be reading a few scripts and analyzing them from a literary standpoint and what messages we can pull from it. The paper will be 3-5 pgs. Instructions will be given later.

### Scene with Partner-FINAL

Choose a 10min scene and perform with a partner for the final project. Use the skills and tools learned in class and effectively portray your characters in the scene.

January 10th	<b>Syllabus / Intro</b>  <b>Homework:</b> Email me your name, why you are excited for this course or nervous and your favorite dessert. By Thursday	1/12	What is theater?  <b>Homework</b> Reflections
-----------------	--	------	--

1/17	Reflection discussion History of Theater	1/19	Contin. History of Theatre <b>Homework</b> Reflections
1/24	Reflection Discussion  Different positions in theater lecture  Techniques Monologue	1/26	<u>Techniques cont.</u>  Monologue examples  <u>Assign Monologue Project</u>  <b>Homework</b> Reflections
1/31	Reflection Discussion <b><u>Pick Monologue DUE</u></b> <u>Technique video reflections</u> <u>Monologue practice-4 times then switch</u>	2/2	<u>Monologue Project</u>  <b>Homework work on monologues</b>
2/7	<u>Monologue practice in class</u> <u>Memorized</u>  Reflection Discussion	2/9	Monologue Presentations?
2/14	Script Read Almost, maine	2/16	Script Read Almost, maine
2/21	Watch film	2/23	Watch film
2/28	Script Read In the Heights	3/2	Script Read In the Heights
3/7	Watch film	3/9	Watch Film
3/14	tbd	3/16	<b>Assign Script Analysis PAPER</b>



3/21	Spring	3/23	Break
3/28	Directing Practice-short scene exercise	3/30	Paper Due
4/4	Tbd paper due	4/6	tbd
4/11	Pick Scene for final	4/13	Scene Practices
4/18	Scene Practices	4/20	Scene Practices
4/25	Scene Performances	4/27	Scene Performance
5/2	Finals WEEK	5/5	HAPPY SUMMER BREAK!!!