Health 100 - Online Syllabus

**Student Learning Outcome:** Evaluate and apply strategies for health promotion in the six dimensions of health and wellness: psychological, physical, social, intellectual, environmental and spiritual

#94626 2/10/14 - 4/2/14

Instructor: Robert dos Remedios

Dear Student,

Welcome to HLTHSCI - 100, Health Education! You have registered for 100% online class that will have ZERO in-person meetings during the semester. Be sure to follow the calendar carefully and always check the announcements on the Blackboard site for assignment due dates, changes etc.

You are expected to log onto the Blackboard just about every day as will be posting announcements, assignments, and discussion topics that you will be expected to participate in each week.

PLEASE NOTE THAT THIS IS AN ACCELERATED COURSE THAT COVERS 15 WEEKS OF INFORMATION IN 5 WEEKS. YOU WILL HAVE TO WORK EXTREMELY HARD TO KEEP UP WITH ALL READINGS, DISCUSSIONS AND ASSIGNMENTS, & QUIZZES IN THIS COURSE.

**Course Description:**

This class is designed to provide a critical analysis of factors which affect personal and community health. Primary emphasis is placed upon self-empowerment and disease prevention in a culturally diverse community. General topics include communicable and non-communicable disease; physical fitness, weight management, and nutrition; human reproduction and sexuality; stress management and mental health; drug use and abuse; and environmental health.

**Text:**


Please Note that you may use ANY edition of the Health, The Basics text by Rebecca Donatelle and Benjamin Cummings (publisher) BUT you may have
some old and incorrect information since all test banks etc. use questions from the last edition.

**Publisher Online Resource**  
**Website:** http://wps.aw.com/bc_donatelle_health_8/

**Additional Course Materials:**

None needed.

**Objectives:**

1. Gain knowledge about health related issues and their impact on society as well as the individual.

2. Learn how to select fitness and nutritional activities for enhancement of overall quality of life.

3. Consider how an unhealthy lifestyle affects the student and the people around them.

4. Gain skills to gather reliable information on health related topics through the use of technology.

**Grading Procedures**

While this is a 100% online course, you are expected to “attend” by logging into and participating in discussions, quizzes etc. **almost every day.** When a weekly BLOG or WIKI topic is completed, you will not be able to go back and make comments etc. **All quizzes, BLOGS, and Wikis must be completed by the posted due dates.**

The entire course will be based on a total of **490 points.** Grades will be awarded based on your % of these points you receive (90%-A, 80%-B, 70%-C, 60%-D, 59%-F).

**Breakdown of points:**

Quizzes (17) -340 pts.

Blogs - (5) -50 pts. (5 @ 10 points possible)

Wikis – (5) – 50 pts. 5 @ 10 points each)
Internet Current Events Research Assignment – 50 pts.

Getting Started

The majority of our coursework will be completed online using Blackboard. Be sure to go to the following link and complete the Blackboard orientation if you are not familiar with this online classroom program (it is quite easy once you get started). http://www.canyons.edu/offices/distance_learning/OnlineOrientation/

In addition, you will find additional online resources at the following link as well. http://www.canyons.edu/offices/distance_learning/

PLEASE NOTE! COC has gone to a new Blackboard login process. Beginning Summer 2012 the new login web address is http://bb9.canyons.edu. This is different than any other COC online classes you might have had prior to this summer 2012.

**IMPORTANT!!!**

You MUST input a valid email address into the blackboard site upon logging. Go to your personal settings area a do this IMMEDIATELY. I will be sending emails regarding important dates, assignments, extra credit opportunities etc. If you do not have and email address listed, you will not receive any of these emails.

Success

In order to succeed, you must have regular access to the Internet. You must log on to our class’s site to retrieve and submit assignments and to participate in class discussion at least every other day. If you will not be able to participate in this manner, this is not the course for you. Discussion is our biggest learning tool in a class of this nature. You will be expected to participate and bring your readings into each and every discussion topic. I will also have several live chat opportunities during the semester in which students can ask questions, discuss topics, make comments etc.

Please note that we will all progress through the course together, at the same pace. This is not a class in which you can complete all the work for the semester in the first week or make it all up in the last week.

Technical requirements
As I noted above, you should have regular access to the Internet. Also, you will need an email account. You are responsible for maintaining an active email account for the whole semester. If you change addresses and do not let me and your classmates know, you will not be able to receive important information.

Your email address will be available to your classmates as well as me. If you are concerned about privacy, then you can establish an email account specifically for this course at one of the many free email service providers (yahoo.com, hotmail.com, etc.).

**Assignments** -

Your internet research assignment must emailed to me at Robert.dosremedios@canyons.edu IN A COPY & PASTE FORM – NO ATTACHMENTS WILL BE OPENED OR GRADED. NO LATE ASSIGNMENTS WILL BE ACCEPTED, no exceptions. No attachments will be opened via email.

**Discussions** -

All of you will be responsible to post at least TWICE in each BLOG discussion to get full credit. Postings should be thoughtful, insightful, or be a question that we can all participate in. Once the due date for the discussion has passed, you can no longer post.

**Quizzes / Tests** -

Are completed online. Once the due date has passed, the quiz will no longer be available for you to work on.

**Extra Credit** -

Keep an eye out for announcements regarding extra credit opportunities. These will occasionally come in the form of live online chats, guest lectures, or extra assignments.

Sincerely,

*Robert dos Remedios, MA, CSCS, SCCC*

Professor – Kinesiology / Physical Education Director of Speed, Strength & Conditioning College of the Canyons 661.362.3527 Office: WPEK -13

Robert.dosremedios@canyons.edu
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<td>Blog, Wiki, Chapter 1-2 Tests</td>
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<td>2</td>
<td>Blog, Wiki, Chapter 3-4 Tests</td>
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<td>Blog, Wiki, Chapter 15-16-17 Tests</td>
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Course Description:
This course is a survey of the physical, emotional and social dimensions of health. Topics of study include physical fitness, nutrition, weight management, substance abuse, tobacco and alcohol use, prevention of diseases, sexuality, mental health and stress management.

Course Instructor: Dr. Rhonda Hyatt Phone 661 362-3120 Email: Rhonda.hyatt@canyons.edu
Seco Hall 212; MW 2-4, TT9-10, T2-5

Text:
Health: The Basics; Rebecca J. Donatelle, 8, 9, or 10th (ISB 978032177434) or custom edition
http://wps.aw.com/bc_donatelle_health_10/

Course Student Learning Outcome: Evaluate and apply strategies for health promotion in the six dimensions of health and wellness.

Course Objectives:
Following the completion of this course, the student will be able to:
1. Identify basic human needs and the multiple components of physical and psychosocial health.
2. Discuss the concepts: holistic health and the mind-body connection.
3. Understand the process of modifying, enhancing and changing behavior to impact health.
5. Describe the basic components of physical fitness and understand the value of a comprehensive fitness regime.
6. Identify the basic nutrients and their value to a balance nutritional program.
7. Understand the characteristics of abuse and misuse of alcohol and other drugs, understand the characteristics of addiction, and identify the various classifications of drugs.
8. Evaluate and explain the role of sexuality in today's society, and evaluate birth control and other choices surrounding reproduction.

Course Assignments and Expectations:
No Late Assignments will be accepted; communicate early and frequently with the instructor if you have a conflict with the deadlines. Throughout the semester there will be in-class activities. Consistent attendance and participation will enhance the learning experience and final grade.

Grades for all work and participation will be recorded on “Blackboard”. Students need their student ID number to log onto Blackboard.

Exams (300 points)
Tests will be multiple-choice, true/false, matching and short answer. No make-up exams will be given. Students will need a Scantron for each exam.

**Personal Health Promotion:** The assignments are to assist you to evaluate your own health relate behaviors. The criteria for each assignment will be reviewed in class and are posted on Blackboard under the “assignment” link.

**Health Improvement/ Behavior Change Project:** (50 pts)
To assist you to integrate the information and concepts covered in this course; you will assess your general health status and critically evaluate the behaviors that impact your health. http://wps.aw.com/bc_donatelle_health_10/

**Healthy Meal Plan Assignment:** (50 pts)
This exercise will be beneficial in understanding your energy needs, how to plan balanced meals incorporating all of the food groups. www.ChooseMyPlate.gov

**Health Initiative:** (50 points) Students must participate in one health promotion or health prevention activity of their choice. The activity may be on-campus or off campus. The activity can enhance any dimension of health. Examples; attend a stop smoking seminar, volunteer for an environmental clean-up day, get an annual physical exam, volunteer at a soup kitchen. Students must have proof of attendance and must type a one page single spaced summary of the experience and how it benefited their personal health.

**Alcohol Awareness:** (50 pts)
Student will complete an assessment and internet challenge worksheet on college student drinking prevention.

**Participation:** (50 pts)
**In Class Work:**
Students will have the opportunity to participate in classroom activities such as worksheets and group discussions. You must be in attendance and actively engaged to receive the credit for the work. Students are asked to arrive to class on time.

**Grading:**
Exams 300 points
Behavior Change Plan 50 points
Healthy Meal Plan 50 points
Health Initiative 50 points
Participation 50 points
Alcohol Awareness 50 points

550 points total A= 495, B=440, C=385, D=330, F<330
ACADEMIC HONESTY

All members on this class have an obligation to help foster a “culture of academic honesty”. I recommend that you review the “Regulations and Policies” presented in the College Catalog, paying particular attention to pages 261 and 262 “College of the Canyons State on Academic Integrity and Plagiarism”.

http://www.canyons.edu/Offices/AcademicAffairs/Documents/CollegeCatalogs/20132014.pdf

Acts of dishonesty are evaluated and dealt with as outlined in the COC Course Catalog. Below are some examples of acts of academic dishonesty.

ACTS OF DISHONESTY:

1. Plagiarism: From the COC Course Catalog: “At College of the Canyons, we define plagiarism as follows: Plagiarism is the submission of someone else’s work or ideas as one’s own, without adequate attribution. When a student submits work for a class assignment that includes the words, ideas or data of others, without acknowledging the source of the information through complete, accurate, and specific references, plagiarism is involved. “(COC Course Catalog 2013-2014, page 261-262)

2. Independent Work: Unless the assignment is clearly designated as a team or group effort; all course work is independent.
   - Looking at another student’s exam and using their responses as your own is cheating.
   - Submitting another student’s work as your own or allowing another student to submit your work as their own is considered cheating.

3. Exams or quizzes:
   - Taking an exam or quiz for another student or having another person take an exam for you is considered cheating.
   - Taking an exam or quiz in coordination with another student is considered cheating.
   - Attempting to use technology for an exam when it has been disallowed is cheating. Students must have all technology stored away during exams and will not be allowed to leave the classroom once the exam has started.
4. **Blaming Technology:** Technology is a tool used by all college instructors and students. When you enroll in a college course you are *accepting the responsibility* to have routine access to the appropriate technology to be successful in the course; meaning access to a reliable computer and reliable internet.

- Technology failures will not be an acceptable excuse for late, incomplete or incorrectly submitted work. Be sure to have a backup plan; the COC library or computer lab; a public library, or secondary home computer.
- Printer Availability: You will be required to submit typed and printed assignments. You are responsible for finding access to a printer.
- Student ID is required to use paper and printers in the COC computer labs

**ACT WITH INTEGRITY:**

1. **Plan for success:** read the course materials, review the terminology and access support materials on Blackboard.
2. **Come prepared:** be prepared to focus on the class, turn off and store all technology.
3. **Seek out assistance** from peers, the instructor or resources in the Teaching Learning Center.
   
   [http://www.canyons.edu/Offices/TLC/Pages/default.aspx](http://www.canyons.edu/Offices/TLC/Pages/default.aspx)

4. **Use Strategies for Avoiding Plagiarism**
   
   - Use quotations around all content that comes directly from the text or a resource.
   - Cite the page number(s) definitions or terminology you are asked to enumerate or itemize.
   - Use quotations around all content that comes directly from other resources including internet resources and cite the resource.
   - *Paraphrase:* read over the content that you want to address and then write the ideas in your own words. Be sure you are not looking at the resource when you paraphrase the ideas and concepts; otherwise the result may be just rearranging the author’s original work.
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<th>Week 16</th>
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Student Learning Outcome: Effectively demonstrate fitness assessment technique.

Instructor: Robert dos Remedios

Dear Student,

Welcome to KPET 201, Principles of Physical Fitness and Conditioning! You have registered for 100% online class that will have ZERO in-person meetings during the semester. Be sure to follow the calendar carefully and always check the announcements on the Blackboard site for assignment due dates, changes etc.

You are expected to log onto the Blackboard site just about every day as will be posting announcements, assignments, and discussion topics that you will be expected to participate in each week.

Course Overview

This course will introduce the basic concepts of physical fitness, nutrition, health promotion and disease prevention. Introduction to fitness and performance related fitness components along with the formulation of sound health and fitness choices and decisions will be covered and discussed.

Students will be exposed to fitness assessment and evaluation methods in all 11 health and skill-related fitness components. In addition, the science of "sport-specific conditioning" will also be addressed.

Course Objectives

Upon successful completion of this course students will be able to: · Identify and explain how lifestyle plays a role in personal fitness levels · Identify and explain all health-related and fitness-related fitness components · Evaluate and explain the role of nutrition and body composition on exercise and activity · Formulate sound basic exercise programs · Assess the role of the physical activity pyramid · Make intelligent choices that contribute to a healthy lifestyle · Choose appropriate assessment tools for various fitness components
Class points and breakdown:

# 88128  Quizzes (9) -170 pts. · Blog topics (8) -80 pts. Wiki Topics (8)-80pts. · Week long Diet analysis & Write-up - 50 pts. · Internet research/exam assignment -(2) 50 pts. · Internet website assignment 50pts.

Getting Started

The majority of our coursework will be completed online using Blackboard. Be sure to go to the following link and complete the Blackboard orientation if you are not familiar with this online classroom program (it is quite easy once you get started).

In addition, you will find additional online resources at the following link as well.

PLEASE NOTE! COC has gone to a new Blackboard login process. Beginning Summer 2012 the new login web address is http://bb9.canyons.edu.

**IMPORTANT!!!!**

You MUST input a valid email address into the blackboard site upon logging. Go to your personal settings area a do this IMMEDIATELY. I will be sending emails regarding important dates, assignments, extra credit opportunities etc. If you do not have and email address listed, you will not receive any of these emails.

Resources:

http://www.canyons.edu/offices/distance_learning/OnlineOrientation/

SUCCESS

In order to succeed, you must have regular access to the Internet. You must log on to our class’s site to retrieve and submit assignments and to participate in class discussion at least every other day. If you will not be able to participate in this manner, this is not the course for you. Discussion is our biggest learning tool in a class of this nature. You will be expected to participate and bring your readings into each and every discussion topic. I will also have several live chat opportunities during the semester in which students can ask questions, discuss topics, make comments etc.

Please note that we will all progress through the course together, at the same pace. This is not a class in which you can complete all the work for the semester in the first week
or make it all up in the last week.

Technical requirements

As I noted above, you should have regular access to the Internet. Also, you will need an email account. You are responsible for maintaining an active email account for the whole semester. If you change addresses and do not let me and your classmates know, you will not be able to receive important information.

Your email address will be available to your classmates as well as me. If you are concerned about privacy, then you can establish an email account specifically for this course at one of the many free email service providers (yahoo.com, hotmail.com, etc.).

Required Texts

The following required books are available in the College of the Canyons bookstore:

Principles & Labs for Physical Fitness, Hoeger and Hoeger, Thomson-Wadsworth. (any edition as early as the 4th is fine)

Assignments -

All Assignments must in MS WORD format and must be dropped into the Blackboard Digital Dropbox by the due date in order to receive credit. If you are unable to complete the assignment in MS Word, you can copy and paste into an email and send it to robert.dosremedios@canyons.edu.

Discussions /Blog & Wikis-

All of you will be responsible to post during each Blog and Wiki to get full credit. Postings should be thoughtful, insightful, or be a question that we can all participate in. Once the due date for the discussion has passed, you can no longer post. DO NOT post 2 postings at the last minute on the evening of the due date, you will not receive credit for these postings.
NO LATE ASSIGNMENTS WILL BE ACCEPTED, no exceptions.

Quizzes -

Are completed online. Once the due date has passed, the quiz will no longer be available for you to work on.

Grading Procedures

While this is a 100% online course, you are expected to "attend" by logging into and participating in discussions, quizzes etc. almost every day. When a weekly discussion topic is completed, you will not be able to go back and make comments etc. All quizzes and discussions must be completed by the posted due dates.

The entire course will be based on a total of 530 points. Grades will be awarded based on your % of these points you receive (90%-A, 80%-B, 70%-C. 60%-D, 59%-F).

Extra Credit -

Keep an eye out for announcements regarding extra credit opportunities. These will occasionally come in the form of live online chats, extra questions on exams etc..

Sincerely,

Robert dos Remedios, MA, CSCS, MS CC Director of Speed, Strength & Conditioning Dept. Chairperson - Kinesiology-Physical Education College of the Canyons

Office : WPEK -13 Phone: 661-362-3527 661-362-3527

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<th>due date</th>
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<td>Introduction Blog, Wiki #1, Quiz chapter 1-2</td>
<td>2-15 Saturday before midi</td>
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<td>2</td>
<td>Blog #2, Wiki #2, Quiz chapter 3</td>
<td>2-22 Saturday before midi</td>
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<td>Blog #3, Quiz chapter 4, 5, Nutrition Assignment</td>
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<td>Blog #5, Wiki #5, Quiz Chapter 6,7</td>
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<td>6</td>
<td>Blog #6, Wiki #6, Quiz chapter 8</td>
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<td>7</td>
<td>Blog #7, Wiki #7, Research/exam #2</td>
<td>3-29 Saturday before midi</td>
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COLLEGE OF THE CANYONS
RECREATION MANAGEMENT

REC 101 Recreation and Leisure in Contemporary Society (3 units) OL

Course Description:

Introduces the student to the history, scope, significance and trends of recreation in contemporary society. Students will be introduced to the contributions of play, leisure and recreation to the social, psychological and economical wellbeing of individuals and groups.

Course Instructor:  Dr. Rhonda Hyatt
Phone: 661 362-3120
Email: rhonda.hyatt@canyons.edu

Required Text:


Student Learning Outcome: Upon completion of the course the student will be able to assess the influence of modern history, politics, culture, and contemporary social trends on recreation and leisure activities and services.
Course Outline:

Upon Completion of the course the student will

1. Understand the various views of leisure and recreation; differentiate the basic concepts of recreation, play and leisure.
2. Examine the history of recreation and leisure and the emergence of parks, recreation and leisure services.
3. Understand the various personal and societal factors that influence the development of recreation and leisure programs as well as participation in recreation and leisure activities.
4. Recognize the diversification of recreation and leisure services by for-profit businesses, government/public and non-profit agencies.
5. Develop a personal philosophy of recreation and leisure participation, and act as an advocate for recreational resources and the natural environment.

Course Assignments Overview:

The assignments will assist you to integrate the information presented in the course materials. Carefully read the description, instructions and deadline for each assignment. Contact me in a timely manner for clarification of assignments. I cannot accept assignment beyond the posted deadlines. The discussion board posts, assignments and quizzes are due on Sunday nights.

Quizzes:

There are quizzes or worksheets during the semester. The quizzes or worksheets are a useful tool to assist you to stay on task with the reading assignments and to evaluate your comprehension of the information. Although the quizzes are “open book”, it is important that you stay abreast of the reading assignments to successfully complete the quizzes by the deadlines. The quizzes are all multiple choice, listing and short answer.

Discussion Board and Blogs:

The use of the Discussion Board and Blogs are integral to the success of the course. Read the materials the week before the discussion item opens. Create your post prior to reading your classmates posts. The posts to the discussion board must be relevant; you must demonstrate you are familiar with the reading assignments as well as your classmates’ posts. You do not have to participate in every discussion board but you cannot successfully pass the course without participation in the discussion board or blogs.
Assignments – Criteria for the assignments are explained in detail under the “Assignments” link on Blackboard.

Assignment #1 (50 Points): Time Line

Students will develop a timeline representation of the Public Recreation Movement. You will use the information provided in the text, “external links” on the main course menu or conduct your own web search to create a timeline.

Assignment #2 (50 points):

Leisure Motivation Questionnaire (LMQ) Assignment. Students will use a questionnaire to assist them to begin to evaluate their own motivations towards leisure experiences. After completing the LMQ students will write a short reflective paper.

Assignment #3 Social Functions of Community Recreation (50 pts)

This assignment provides the student with the opportunity to evaluate the social functions of community recreation and understand how the recreation needs of a community are assessed.

Assignment #5 Specialized Leisure Service Areas (25 points)

Students will search the Internet for a local organization/body or business, profit or non-profit which focuses on specialized leisure services. Identify the Philosophy/Mission and Goals of the organization.

Assignment #6 Dream Job (25 points)

Search the Internet for an actual currently advertised professional job that resembles your dream job in the recreation and leisure field. Discuss why this is your dream job and how it relates to your philosophy of recreation.

ACADEMIC HONESTY

Online formats can present challenges to both the instructor and the students to maintain academic integrity. Ethics and principles of academic honesty apply in online courses the same as traditional on-ground courses. All members on this online classroom have an obligation to help foster a “culture of academic honesty”. I recommend that you review the “Regulations and Policies” presented in the College Catalog, paying particular attention to pages 261 and 262 “College of the Canyons State on Academic Integrity and Plagiarism”.

http://www.canyons.edu/Offices/AcademicAffairs/Documents/CollegeCatalogs/20132014.pdf
Acts of dishonesty are evaluated and dealt with as outlined in the COC Course Catalog. Below are some examples of acts of academic dishonesty including examples specific to the online format.

**ACTS OF DISHONESTY:**

1. **Plagiarism:** From the COC Course Catalog: “At College of the Canyons, we define plagiarism as follows: Plagiarism is the submission of someone else’s work or ideas as one’s own, without adequate attribution. When a student submits work for a class assignment that includes the words, ideas or data of others, without acknowledging the source of the information through complete, accurate, and specific references, plagiarism is involved.” (COC Course Catalog 2013-2014, page 261-262)

2. **Independent Work:** Unless the assignment is clearly designated as a team or group effort; all course work is *independent*.
   - Submitting work through another person’s password/login is considered dishonest behavior.
   - Submitting another student’s work as your own or allowing another student to submit your work as their own is considered *cheating*.
   - Providing a copy of your original work or posting your original work to a bulletin board for others to copy or use in part, is considering *cheating*.

3. **Exams or quizzes:** Taking an exam or quiz for another student or having another person take an exam for you is considered *cheating*. Taking an exam or quiz in coordination with another student is considered *cheating*.

4. **Blaming Technology:** Technology is the tool of an online class, not an excuse: When you enroll in an online course you are accepting the responsibility to have routine access to the appropriate technology to be successful in the course; meaning access to a reliable computer and reliable internet.
   - Technology failures will not be an acceptable excuse for late, incomplete or incorrectly submitted work. Be sure to have a backup plan; the COC library or computer lab; a public library, or secondary home computer.
   - I have a strict policy of not resetting or reopening quizzes or assignments. Be prepared and only open the assessments when setting in front of a reliable computer with a reliable internet source.
   - Document compatibility: You are responsible for submitting attachments that are compatible. If I cannot open an attached document then I will not grade the assignment.
ACT WITH INTEGRITY:

1. **Plan for success**; read the course materials, regularly access and engage in the course.
2. **Seek out assistance** from peers, the instructor or resources in the Teaching Learning Center.
   
   [http://www.canyons.edu/Offices/TLC/Pages/default.aspx](http://www.canyons.edu/Offices/TLC/Pages/default.aspx)

3. **Submit work that is represents your ideas and intellect**; an online format is no reason to put forward sloppy or underwhelming work or ideas.
4. **Respect your classmates and instructor**; do not forward or publish items from discussions or blogs outside the classroom. Respond to classmates by name. Be respectful of their ideas and comments even when you disagree.
5. **Use proper Netiquette**; proper language, tone, and writing mechanics.
6. **Use Strategies for Avoiding Plagiarism**
   - Use quotations around all content that comes directly from the text.
   - Cite the page number(s) definitions or terminology you are asked to enumerate or itemize.
   - Use quotations around all content that comes directly from other resources including internet resources and cite the resource.
   - *Paraphrase*; read over the content that you want to address and then write the ideas in your own words. Be sure you are not looking at the resource when you paraphrase the ideas and concepts; otherwise the result may be just rearranging the author’s original work.

**Grading:**

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<thead>
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<th>Category</th>
<th>Points</th>
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<tr>
<td>Discussion/Blogs</td>
<td>140</td>
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<tr>
<td>Assignments</td>
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**610 points total**  
A=549, B=488, C=427 D=366
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<tr>
<td>Welcome Blog</td>
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<td>Orientation</td>
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<tr>
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<tr>
<td>Chapters 1 &amp; 2</td>
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<td>Discussion Board Play Case Study</td>
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<tr>
<td>Quiz 1</td>
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<td>Week 2</td>
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<tr>
<td>Recreation and Leisure in Modern Era- History</td>
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<tr>
<td>Chapter 3 &amp; 4</td>
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<tr>
<td>Short Answer- Trends</td>
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</tr>
<tr>
<td>Quiz 2</td>
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<tr>
<td>Quiz 3</td>
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<td>Personal Leisure Perspectives</td>
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<td>Chapters 5 &amp; 6</td>
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<td>Social Functions of Community Recreation</td>
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<td>Chapter 7</td>
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<td>Community Functions Assignment</td>
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<td>Leisure Services</td>
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<td>Chapter 8 &amp; 9</td>
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<td>Quiz 6</td>
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<td>Assignment- Specialized Services</td>
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<td>Chapter 10 &amp; 11</td>
<td>Sunday 3/23</td>
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<td>Internet Challenge tourism</td>
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<td>Quiz 7</td>
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<td>Discussion Blog- sports</td>
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**Week 7**

**Professionalism and Careers**

<table>
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<tr>
<th>Chapter 12</th>
<th>Sunday 3/30</th>
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<tbody>
<tr>
<td>Quiz 8</td>
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<tr>
<td>Short Answer-Professionalism</td>
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<tr>
<td>Assignment- Dream Job</td>
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**Week 8**

**Future Trends**

<table>
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<tr>
<th>Chapter 13</th>
<th>Friday 4/4</th>
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<tr>
<td>Discussion- Trends</td>
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<tr>
<td>Short Answer-Challenges</td>
<td>25</td>
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<tr>
<td>Final Quiz</td>
<td>20  65</td>
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<td></td>
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</tbody>
</table>
Course Description:
This course provides an introduction to fundamentals of therapeutic recreation with a focus on the therapeutic recreation planning process and the characteristics and needs of special populations as they relate to the delivery of recreation and leisure services.

Course Instructor:
Dr. Rhonda Hyatt
Seco Hall 212 MW 2-4 pm, TT 9-10 am, T 2-5 pm
Phone: 661 362-3120  Email: rhonda.hyatt@canyons.edu

Required Text:
Text: Foundations of Therapeutic Recreation by Terry Robertson. Additional related articles will be assigned during the semester. Any edition of the text is fine, new $62 and used 46.50 at COC bookstore. ISBN 13: 978-0--7360-6209-1

Student Learning Outcome: Upon Completion of the course the students will be able to analyze job skills, responsibilities, modalities, assessment methods, and critical considerations for therapeutic recreation practitioners.

Course Objectives:
1. Describe the roles, responsibilities, ethical, and professional behavior of therapeutic recreation personnel.
2. Understand the conceptual foundations of play, recreation and leisure for all populations and settings.
3. Understand the attitudes, personal beliefs or concepts that can be obstacles to participation in recreation.
4. Understand the impact of social and cultural attitudes towards illness and disability.
5. Understand the characteristics of disease and disabilities that impact planning and implementation of a therapeutic recreational program.
6. Demonstrate the understanding of the components of program design as applied to therapeutic recreation services.
7. Compare a variety of assistive interventions, modalities and facilities designed for specific illness and disabilities in therapeutic recreation.
Course Expectations and Assignments:

Class Participation: Participation is very important in this course. In-class exercises and case studies are often used to help students connect with and think critically about the content. Students may be asked to work individually or in groups on case studies. Students will earn points for participation in classroom activities; students must be in attendance and actively engaged to earn the points.

Assessments:
A variety of assessments are used to assist students to assimilate and review information from lectures, videos and reading assignments. Assessments may include multiple choice and short answer quizzes, worksheets and article or film analysis reflections.

Assignments:

Allied Health Professions Presentation
Students will explore an allied health profession that may coordinate with therapeutic recreation professional to meet client goals or who may use recreation as a modality to compliment therapeutic goals.

Case Studies
Case studies will be presented to assist students to think critically and apply TR concepts and strategies. Students will have the opportunity to discuss, generate ideas and debate the case study with classmates. Following the classroom discussion, students will complete a typed outline and summary of the case study and TR applications.

Disability and Therapeutic Recreation Report
Using the course text, journal articles, and other research sources, students will work in partnership with a classmate to produce a report describing a specific disability, therapeutic recreation interventions and modalities recommended for that disability, and a review of the appropriate concepts and theories which determine the objectives of the interventions. Students will also present a summary of their report to the class.

Service Learning/Volunteer Experience (Optional)
If you are considering a career as a Therapeutic Recreation Professional or plan to work with specialized populations in a related capacity, it is recommended that you participate in a Service Learning opportunity. Participation in service learning is not required and would take the place of the Recreation Report requirement. Students will complete 15 hours of observation within a specialized recreational environment which serves individuals with special needs or disabilities. The hours must be supervised. A pre-existing job or previously served volunteer hours will not meet this requirement.

The location of the experience will be arranged through the COC Service Learning Center (SLC). You must participate in the SLC Student Orientation and choose the location for your volunteer experience by week 2 of the course. You must complete the hours by the week prior to finals week. You must submit a copy of your hour log to your instructor and the Service Learning Office. Additionally, you must present a case study of your experience to the class.
Grading:
Participation 100 points
Assessments 100 points
Allied Health Presentation 50 points
TR Case Studies 100 points
Disability and TR Report 100 points
Disability and TR Report presentation 50 points

500 points total A=450, B=400, C=350, D=300

ACADEMIC HONESTY

All members on this class have an obligation to help foster a “culture of academic honesty”. I recommend that you review the “Regulations and Policies” presented in the College Catalog, paying particular attention to pages 261 and 262 “College of the Canyons State on Academic Integrity and Plagiarism”.
http://www.canyons.edu/Offices/AcademicAffairs/Documents/CollegeCatalogs/20132014.pdf

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**ACT WITH INTEGRITY:**

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<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
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<td>Week 2</td>
<td>Introduction to Therapeutic Recreation</td>
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<tr>
<td>Holiday</td>
<td>Emergence of Therapeutic Recreation</td>
<td>Foundations 1 &amp; 3</td>
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<td></td>
<td>Defining Disability</td>
<td>Foundations 4</td>
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<tr>
<td>Week 3</td>
<td>Specialized Leisure Services Continuum</td>
<td>&amp;14</td>
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<td>Week 4</td>
<td>TR Models, Modalities and Outcomes</td>
<td>Foundations 5</td>
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<td>Week 5</td>
<td>Therapeutic Recreation Modalities</td>
<td>Foundations 6 &amp; 7</td>
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<td>Week 6</td>
<td>Therapeutic Recreation Process</td>
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<td>Week 7</td>
<td>Allied Health Professions</td>
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<td></td>
<td>Orthopedic, Neuromuscular &amp; Neurological Disorders</td>
<td>Foundations 8 &amp; 9</td>
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<td>Week 8</td>
<td>SPRING BREAK</td>
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<tr>
<td>Week 9</td>
<td>Orthopedic, Neuromuscular &amp; Neurological Disorders</td>
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<td>Week 10</td>
<td>Developmental Disorders</td>
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<td>Week 11</td>
<td>Intellectual Disabilities</td>
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<td>Week 12</td>
<td>Mental Health</td>
<td>Foundations 10</td>
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<tr>
<td>Week 13</td>
<td>Youth and Aging Populations</td>
<td>Foundations 11 &amp; 12</td>
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<td>Facilitation- Behavior Modification and Motivation</td>
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<td>Week 14</td>
<td>Disability and TR Reports</td>
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<td>Finals</td>
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<td>Disability and TR Reports</td>
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Course Description/ Course Outline:
Course focuses on the foundations of leadership and management skills integral for recreational leaders, emphasizing leadership theories and developing competencies and skills for effective leadership. Content examines leadership roles in various recreation and leisure settings.

Course Instructor: Dr. Rhonda Hyatt
Phone: 362-3120  Seco Hall 212; MW 2-4, TT 9-10, T 2-5
Email: rhonda.hyatt@canyons.edu

Required Text:
Leadership in Leisure Services-Making a Difference; 3rd edition
Debra Jordan

Course Student Learning Outcome: Upon completion of the course the student will be able to: analyze traditional and contemporary leadership and management theories relevant to recreational and leisure setting. Develop a personal philosophy of effective leadership within recreation and leisure services.

Course Objectives:
1. Identify theories and styles of leadership types of leadership skills.
2. Identify common qualities and traits of leaders and examine personal leadership qualities.
3. Assess the various levels or leadership roles common in the recreation and leisure industry.
4. Examine and apply concepts group dynamics and effective communication.
5. Examine techniques for facilitation of recreational experiences.
6. Examine the participant characteristics and critical organizational factors which impact the management of participant behavior.
7. Examine various management functions instrumental in effective leadership in the recreation and leisure service industry.

Course Expectation and Assignments:
Participation is key: students will be largely graded on participation in classroom activities and group assignments focused on leading a recreational activity. The group and individual assignments will assist you to integrate the information presented in the course materials. Consistent attendance and participation is expected and is part of the final grade.
In-class activities will include exercises and case studies which support the lecture material. Students must be in attendance and participate to earn the points.
Exams: There will two exams that will include content from the text and lectures; the format is multiple choice and short answer.

Leadership Development
Students will have the opportunity to explore their personal leadership style and philosophy as well as exercise direct leadership skills that are needed in facilitating leadership experiences.

Direct Leadership:
Students will work in small groups to organize and facilitate “leadership or team building activities”. Additionally, as part of this exercises you will produce a resource handout for classmates outlining how to facilitate the activity.

Personal Leadership Philosophy:
Students will participate in classroom exercises to begin formulating their own leadership philosophy. This will be an opportunity to clarify and articulate your personal values, characteristics and leadership style, all of which contribute to your philosophy. Students will write a “Philosophy Statement” paper.

Professional Job Leadership Skills:
Students will research a professional job description within the industry and analyze the leadership skills necessary to be successful in the job. You will outline a detailed plan of short term and long term goals you must accomplish to be prepared for the job.

Resource Portfolio:
The culminating assignment for the course is a “resource portfolio”. Students will create a manual that includes the leadership development assignments and all of the pertinent resources collected throughout the semester; including handouts, worksheets, assessments and case studies.

Grading:
<table>
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<th>Participation</th>
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<tbody>
<tr>
<td>Exams</td>
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<tr>
<td>Leadership Development</td>
<td>200 points</td>
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</tbody>
</table>

500 points: A = 90%/450, B = 80%/400, C = 70%/350, D = 60%/300
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<td>WEEK 1</td>
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<td>WEEK 2</td>
<td>Defining Leadership Facilitation Strategies</td>
<td>Chapter 12, 1 and 5 (115-116)</td>
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<td>Theories and Styles of Leadership Direct Leadership Prep</td>
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<td>WEEK 4</td>
<td>Theories and Styles of Leadership Direct Leadership Prep</td>
<td>Chapter 2</td>
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<td>WEEK 5</td>
<td>Who are we Leading- Human Development Direct Leadership Prep</td>
<td>Chapter 3</td>
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<td>WEEK 6</td>
<td>Group Dynamics Group Facilitation</td>
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<td>WEEK 7</td>
<td>Group Dynamics Group Facilitation</td>
<td>Chapter 4</td>
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<tr>
<td>WEEK 8</td>
<td>Communication</td>
<td>Chapter 5 and 6</td>
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<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>WEEK 9</td>
<td>Communication</td>
<td>Exam 1</td>
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<tr>
<td>WEEK 10</td>
<td>Managing Difficulties-Conflict</td>
<td>Chapter 7 and 8</td>
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<tr>
<td>WEEK 11</td>
<td>Managing Difficulties Problems Solving</td>
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<td>WEEK 12</td>
<td>Managing Behavior</td>
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<td>WEEK 13</td>
<td>Diversity and Inclusion</td>
<td>Chapter 9</td>
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<td>WEEK 14</td>
<td>Leadership Values and Ethics</td>
<td>Chapter 10</td>
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<td>WEEK 15</td>
<td>Risk Management</td>
<td>Chapter 11 Portfolio Due</td>
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<tr>
<td>FINALS</td>
<td>Course Review- Final Exam</td>
<td>Final exam</td>
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</table>
College of the Canyons
Theatre 120: 957102
Spring, 2014
M/W 11:10-12:20     Room PCOH- 107

STAGECRAFT

Instructor
Brodie A. Steele

Contact Information
Office: Tech Office (PAC Scene Shop)
Phone: (661) 362-5041
Email: brodie.steele@canyons.edu

Office Hours
Mondays, 12:30 to 1:30
All other times available by appointment.

Textbook:
The Backstage Handbook By Paul Carter

Course Description
This course explores the planning and execution of scenic elements for the stage including
design, construction, scenic artistry, rigging, methods of shifting scenery, and the handling of
scenery and props, theatrical lighting, and sound.

Student Learning Outcomes:

Lecture:
Students will be expected to evaluate all forms of scenic drawings and create construction
drawings for basic scenic units.

Lab:
Students will be expected to demonstrate proper use of basic scene shop tools and equipment
and maintain safe and efficient working environment within a scene shop.
Grading Details

<table>
<thead>
<tr>
<th>Grading Breakdown</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>100 Points Possible</td>
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<tr>
<td>Assignments</td>
<td>5%</td>
<td>50 Points Possible</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
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</tr>
<tr>
<td>Lab</td>
<td>30%</td>
<td>300 Points Possible</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
<td>200 Points Possible</td>
</tr>
<tr>
<td>Final</td>
<td>25%</td>
<td>250 Points Possible</td>
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<tr>
<td>Total</td>
<td>100%</td>
<td>1000 Points Possible</td>
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</table>

**Participation:**
Four points are possible for each class meeting. Active participation in group discussions and activities as well as appropriate classroom conduct will be rewarded with a full four points. Arriving late, sleeping in class, disrespectful behavior to the instructor or other students, or any disruptive behavior will result in points being deducted from your grade at the discretion of the instructor. Failure to show up at all or excessive tardiness will result in zero points.

**Assignments:**
There will be ten assignments given in this class worth 5 points each. Assignments are related to problem solving using the information covered in class and the text and include both group and individual projects. Assignment grades will be based on comprehension and completion.

**Section Quizzes:**
Eight to ten quizzes will be given during the course of the semester covering sections covered in class and assigned reading. Quizzes will be a mixture of multiple choice, true/false, and fill in the blank. The lowest quiz grade will be dropped and not included in determining the final grade.

**Midterm Exam:**
A multiple choice, true/false, fill in the blank and short answer essay exam over information covered in the first seven weeks of the course.

**Final Exam:**
A multiple choice, true/false, fill in the blank and short answer essay exam over information covered during the entire semester.

**Make-Up Policy:**
Exams and Quizzes:
There will be no makeup exams or quizzes given in this class without making arrangements PRIOR to the scheduled class time of the exam. Exceptions may be made for extreme circumstances at the discretion of the instructor and with official documentation.

Assignments:
Assignments will be docked 10% for each day late. No assignments will be accepted more than one week past the due date.
Lab Evaluations and Grading

Each student is responsible for completing fifty-four (54) lab hours in the class. Lab hours may be fulfilled by time spent in the scene shop constructing and painting scenery and props, loading in/out scenery, hanging and focusing lights, or working as the running crew for a production. Only twenty (20) hours of lab credit will be given for running crew. The remainder must be completed in the shop. **IMPORTANT: 15 lab hours must be completed by March 20th or you will be automatically dropped from the course.**

Lab grades will be based on five separate categories:

1) **Fulfillment of hours:** 150 Points
   Completion of the full 54 hours gains the full 150 points. Failure to complete at least 24 hours will result in zero (0) points being awarded. No exemptions from lab time will be granted. PLAN AHEAD!!!

2) **Attitude:** 25 Points
   Students will be graded on reliability (showing up for lab during scheduled times), willingness to work in all areas, and general attitude towards the instructor and other students.

3) **Comprehension:** 35 Points
   Students will be graded on their ability to apply the knowledge learned in class to the realization of a production in the shop. Students will be expected to have a clear understanding of the tools, material, and processes used in theatrical construction.

4) **Improvement:** 45 Points
   Each student will be graded on growth in skills and abilities from the start of the semester to the completion. Students are expected to have a visible improvement in all areas of production.

5) **Safety:** 45 Points
   Safety is a primary concern in the shop situation. Any deviance from established shop rules or use of equipment and tools in an inappropriate manner will result in removal from the shop and possible failure of the lab. Each student will be expected to operate in an adult and professional manner for the safety of everyone in the shop.

** Lab hours will be posted weekly on Blackboard

**Tool Training:**
The first time in the lab, all students will go through tool training on the most commonly used power tools. The training will take approximately 1.5 hours but students will receive credit for 3 hours’ worth of lab time. Tool training will begin at the top of each hour during the first week of classes. This means if lab hours are scheduled from 12:00 pm to 5:00 pm, tool training sessions will begin at 12:00, 1:00, 2:00, 3:00, and 4:00. Students not able to complete the tool training in the first week will need to schedule a time with the instructor during the second week. All tool training must be complete by the end of the second week of classes.

**Lab Projects:**
After completing tool training, students will build a simple project assigned by the lab supervisor to instill the skills learned during the training. This project will be used to assess each student’s starting point in the shop. During the last week of lab, a final project will be completed by each student. This project will be compared to the first project and used to determine each student’s level of comprehension and improvement.

**Load Ins:**
Each student will be required to work three hours on one of the load in days during the semester. This time will count for regular lab hours and students will be able to sign up for a specific date and time during the second week of classes. Dates of the load ins for Spring 2014 Semester will be...

March 14th and 15th, 2014
May 1st and 2nd, 2014
# Sample Lab Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Rating = 150</th>
<th>Rating = 100-149</th>
<th>Rating = 50-99</th>
<th>Rating = 0-49</th>
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<tbody>
<tr>
<td>Lab Hours Completed</td>
<td>Completed 54 hours</td>
<td>Completed at least 40 hours</td>
<td>Completed at least 30 hours</td>
<td>Completed less than 30 hours</td>
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<table>
<thead>
<tr>
<th>Attitude (25 Possible)</th>
<th>Rating = 25</th>
<th>Rating = 18-24</th>
<th>Rating = 10-17</th>
<th>Rating = 0-9</th>
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<tbody>
<tr>
<td></td>
<td>- Always shows up for lab during scheduled times</td>
<td>- Usually shows up for lab during scheduled times</td>
<td>- Sometimes shows up for lab during scheduled times</td>
<td>- Rarely shows up for lab during scheduled times</td>
</tr>
<tr>
<td></td>
<td>- Always willing to work in all areas</td>
<td>- Usually willing to work in all areas</td>
<td>- Sometimes willing to work in all areas</td>
<td>- Rarely willing to work in all areas</td>
</tr>
<tr>
<td></td>
<td>- Great general attitude towards the instructor and other students</td>
<td>- Good general attitude towards the instructor and other students</td>
<td>- OK general attitude towards the instructor and other students</td>
<td>- Bad general attitude towards the instructor and other students</td>
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</table>

<table>
<thead>
<tr>
<th>Comprehension (35 Possible)</th>
<th>Rating = 35</th>
<th>Rating = 24-34</th>
<th>Rating = 12-23</th>
<th>Rating = 0-11</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- Consistently applies techniques learned in the lab to projects.</td>
<td>- Usually applies techniques learned in the lab to projects.</td>
<td>- Sometimes applies techniques learned in the lab to projects.</td>
<td>- Rarely if ever applies techniques learned in the lab to projects.</td>
</tr>
<tr>
<td></td>
<td>- Has a clear understanding of the tools, material, and techniques used in theatrical construction.</td>
<td>- Has a good understanding of the tools, material, and techniques used in theatrical construction.</td>
<td>- Has an OK understanding of the tools, material, and techniques used in theatrical construction.</td>
<td>- Has very little understanding of the tools, material, and techniques used in theatrical construction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improvement (45 Possible)</th>
<th>Rating = 45</th>
<th>Rating = 30-44</th>
<th>Rating = 14-29</th>
<th>Rating = 0-13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Has greatly improved since the beginning of the semester in their understanding of all areas of production</td>
<td>- Has improved since the beginning of the semester in their understanding of all areas of production</td>
<td>- Has shown a small amount of improvement since the beginning of the semester in their understanding of all areas of production</td>
<td>- Has shown little or no improvement since the beginning of the semester in their understanding of all areas of production</td>
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</table>

<table>
<thead>
<tr>
<th>Safety (45 Possible)</th>
<th>Rating = 45</th>
<th>Rating = 30-44</th>
<th>Rating = 14-29</th>
<th>Rating = 0-13</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- Always follows established shop rules or use of equipment and tools - Always operates in an adult and professional manner</td>
<td>- Usually follows established shop rules or use of equipment and tools - Usually operates in an adult and professional manner</td>
<td>- Sometimes follows established shop rules or use of equipment and tools - Sometimes operates in an adult and professional manner</td>
<td>- Rarely if ever follows established shop rules or use of equipment and tools - Rarely ever operates in an adult and professional manner</td>
</tr>
</tbody>
</table>
Blackboard

This class will use the online system Blackboard for supplemental information. Blackboard for this class will have…

- Basic class lesson plans for each class section
- All the handouts passed out in each class
- Sample quizzes
- Supplemental assignments to increase understanding of certain topics
- Discussion boards for students to communicate with each other and the instructor
- Current grades
- Lab hours

To Access Blackboard, please visit:
http://www.canyons.edu/Offices/Distance_Learning/Blackboard_login.html

Follow the directions on the site for log-in instructions. Please feel free to contact the instructor directly with any questions.

Username: Your student ID Number
Password: Student (For current or past Blackboard users, enter the password you submitted)

Academic Integrity:
Any student caught cheating or plagiarizing will receive no credit for the assignment. No form of makeup will be allowed and the student will be reported to the Dean of Students. For more information, see the student handbook.

Subject Matter:
The subject matter of this course covers a wide range of topics and ideas of an adult nature, including but not limited to topics of a political, sexual, or religious nature. It is the student’s responsibility to excuse himself from class if he becomes uncomfortable due to a specific topic. Students will still be responsible for information given in that class.

Classroom Conduct:
College level behavior will be expected in class. Any engagement in disruptive behavior will result in dismissal from the class. Please refer to the College of the Canyons Student Handbook for further information and details.

Required Tools/Materials

1) Architectural Scale Rule
2) Drafting Pencil
3) Drafting Triangle

Optional Tools for the Shop
The shop has all the proper safety gear needed, but some prefer to use their own.

1) Ear Protection
2) Safety Goggles
3) Dust Masks
4) Gloves
Disabled Students’ Program and Services (DSPS)

DSP&S provides accommodations to its students’ contingent upon documentation on the type of disability the student has. The purpose of accommodations is to provide “otherwise qualified” students with disabilities the opportunity to demonstrate their knowledge in their studies. If you need assistance, please contact the DSPS office.

www.canyons.edu/offices/dsps/default.asp

Basic Shop Rules and Guidelines

1) No use of any mind altering substances will be tolerated in the shop. This includes alcohol, drugs, and even certain prescription medication. Any suspected of use will be asked to leave the shop premises immediately.

2) All students must pass safety tests given by the instructor before using any power tools or equipment.

3) Students are only allowed to use the power tools that they were trained on in this shop.

4) No open-toed or soft shoes or sandals will be allowed in the shop area.

5) Clothing should be relatively form fitting with no loose material. This includes jewelry.

6) Safety goggles must be worn when any tool that creates sawdust or metal dust is used.

7) No horse play or use of tools for anything other than their prescribed purpose will be tolerated.

8) No student is allowed to perform maintenance or repairs on broken equipment.

9) Working alone in the shop is not permitted

10) Ignorance is no excuse. If you don’t know—ASK
**Tentative Calendar**

<table>
<thead>
<tr>
<th>Week #1</th>
<th>Week #9</th>
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<tbody>
<tr>
<td>Feb 10</td>
<td>Apr 7</td>
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<tr>
<td>Syllabus</td>
<td>Spring Break</td>
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<td>Introductions</td>
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<td>Feb 12</td>
<td>Apr 9</td>
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<td>Shop Staff</td>
<td>Spring Break</td>
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<td>Shop Safety</td>
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<tr>
<td>Feb 17</td>
<td>Apr 14</td>
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<tr>
<td>Presidents Day</td>
<td>3-D Scenery</td>
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<tr>
<td>Feb 19</td>
<td>Apr 16</td>
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<tr>
<td>Shop Safety</td>
<td>Automation</td>
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<td>Moving Scenery</td>
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<tr>
<td>Feb 24</td>
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<tr>
<td>Scenic Units</td>
<td>Rigging</td>
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<td>Tools</td>
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<td>Feb 26</td>
<td>Apr 23</td>
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<tr>
<td>Lumber/Metals</td>
<td>Fly Systems</td>
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<td>Mar 3</td>
<td>Apr 28</td>
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<td>Other Materials</td>
<td>Problem Solving</td>
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<td>Fabrics</td>
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<td>Mar 5</td>
<td>Apr 30</td>
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<td>Hardware</td>
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<td>Construction Techniques</td>
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<tr>
<td>Mar 10</td>
<td>May 5</td>
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<tr>
<td>Reading Scale</td>
<td>Scenic Artistry/Tools</td>
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<tr>
<td>Mar 12</td>
<td>May 7</td>
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<td>Ground Plans</td>
<td>Color Mixing/Paint</td>
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<td>Mar 17</td>
<td>May 12</td>
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<td>Front Elevations</td>
<td>Painting Techniques</td>
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<td>Mar 19</td>
<td>May 14</td>
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<tr>
<td>Flat Construction</td>
<td>Lighting Design</td>
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<th>Week #15</th>
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<td>Mar 24</td>
<td>May 19</td>
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<tr>
<td>Flat Construction</td>
<td>Electricity</td>
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<td>Mar 26</td>
<td>May 21</td>
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<td>Stair/Ramp Construction</td>
<td>Lighting Instruments</td>
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<td>Mar 31</td>
<td>May 26</td>
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<tr>
<td>Review</td>
<td>Sound Design</td>
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<td>April 2</td>
<td>May 28</td>
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<tr>
<td>Midterm</td>
<td>Microphones/Speakers</td>
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<thead>
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<th>Week 17</th>
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<td>Jun 2</td>
<td>Review</td>
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<td></td>
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<tr>
<td>Jun 4</td>
<td>Final Exam</td>
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Welcome to Solo Performance

Course content

Writing, rehearsing and performing the solo show.

You will begin the process of developing your own solo show through writing exercises, activities and possibly improvisation. The Work will be crafted through feedback, rewrites, rehearsal and performance.

Student learning outcomes

1. Demonstrate proficiency in writing and evaluating an original work for solo performance that incorporates all the tools of dramatic writing, including:

   a. Developing believable dramatic character(s),

   b. Creating dramatic conflict, and applying the basic principles of monologue/dialogue writing.

2. Demonstrate proficiency in performing and evaluating an original solo work that includes the basic principles and techniques of acting.

Susan Hinshaw

Office Phone: (661) 362-3991
Office: PCOH-121
E-mail: susan.hinshaw@canyons.edu

Suggested text:

The Power of One by Louis E. Catron
Listography, Your life in lists by Lisa Nola

Office Hours:
Monday: 2:00-3:00
Wednesday: 2:00-3:00
Thursday: 3:00-4:00
And by appointment

The theatre department website has many useful links regarding upcoming productions, auditions, schedules, degree information, etc. Please make use of it!

www.canyons.edu/departments/theatre

Like us on FACEBOOK for up to date information @ COCTheatreDept
**PARTICIPATION:**

This is a hands-on course where you will learn the fundamentals of solo performance through the development of your own solo show. It is designed with complete participation in mind. Since participation is part of the growth process, your participation is mandatory. If you miss more than six classes, you may be dropped from the class. There are no excused absences. You are expected to be on time and prepared for the day’s activities. It is important that you are here for your work as well as the work of others and that you respect each other’s work by being on time. If you are late, it is your responsibility to inform me as you will have been marked absent. Please commit to the entire class time. I understand that sometimes you will have work or family conflicts that you need to attend to, but don’t make a habit of leaving early or coming late.

**COURSE POLICIES:**

It is essential that you participate in class, listen to and critique the work of your fellow students. You will learn as much from evaluating their work as you do from developing your own. Please give the same attention and energy when other people are presenting their work that you would like to receive. Only constructive criticism is allowed.

No make up rehearsals or performances are allowed.

No food, drink or gum chewing is allowed in the theater (except as needed in performance).

All assignments must be typed.

Any device which disrupts the learning environment will be confiscated and returned at the end of class.

**GRADING:**

You will be evaluated according to the following criteria:

45% Three writing assignments  
(3-10 pages of writing @ 15% each)

10% First rehearsal  
(Be ready with selection and ideas for staging)

10% Second rehearsal  
(Fully staged, memorized, and ready for polishing)

15% Performance  
(Memorized, polished, ready for performance)

10% Classroom etiquette

10% Play critique

**NOTE:**

Theatre is a study of the whole human experience. People from all walks of life and in every conceivable situation are brought to life by the playwright. Consequently, performance students are sometimes faced with controversial subject matter, character or language. If you feel uncomfortable with any given situation, character or language, you may quietly leave the classroom.
GIVING FEEDBACK:

Feedback is a crucial element in developing your work. The following are suggestions for feedback:

Start with the positive – what works, what is strong. Identify what you respond to, parts that drew you in, touched you, made you laugh, feel sad, feel empathy for the narrator. Identify, if you can, what about these parts were compelling – the voice, language, tone, style, specific words that spoke to you.

Identify those parts that were confusing – where you were taken out of the piece, where you weren’t involved. Try to identify why you were taken out of the piece – not enough details, too many details, was the structure of events confusing? Compare these parts to the parts that worked well. What are they lacking that the strong parts possessed?

What did you learn from the piece? What was important to you?

COURSE POLICIES, cont.

You may not leave the classroom to use them. It is expected that you will remain in the classroom and give us your full attention, except during the break. Plan accordingly.

If you have a disability and believe that you need accommodations, you are encouraged to contact both the instructor and the Disabled Students Program and Services (DSP&S) office as soon as possible. The DSP&S office is located in SECO-103 and can be contacted at 362-3341.

GIVING FEEDBACK, cont.

Don’t ask questions. This can make the writer defensive and forces him/her to explain rather than letting the piece speak for itself. Communicate if there is something that is unclear or that you do not comprehend.

Give the writer some distance. Don’t assume the narrator is the writer even if the piece is autobiographical. We are not giving feedback on someone's life – just the writing.

Try not to repeat what has already been said. It’s important to give your thoughts and ideas but don’t go into detail about something that has already been offered.

Don’t interrupt someone who is in the middle of giving feedback and don’t give feedback on someone else’s feedback.

Finally, all work here is sacred. What is shared does not leave the room. The writing is a work in progress and needs to stay with the writer until he/she is ready to put it out in the world.

“We are seducers in a holy temple. The artist has to seduce his audience, to say, ‘Come here, listen to this, I’m going to tell you a story that you’ll love.’ But we also have the power to change people by the stories we tell. It’s a great responsibility.”

John
RECEIVING FEEDBACK:

Listen. Write comments down. You can refer to these notes while you are writing/revISING.

Don’t talk. You will be allowed to talk after everyone is finished. You can’t listen if you are talking or preparing an answer.

Take what is useful and leave the rest. This is an art. There will be many opinions.

Don’t misinterpret silence. People sometimes need time to absorb the work. Silence doesn’t mean that people don’t like or appreciate the work.

Let the group know what kind of feedback would be useful, what would be helpful, portions that you have questions about, or what you need (asking for encouragement is valid).

“There is a vitality, a life force, a quickening that is translated through you into action, and because there is only one of you in all time, this expression is unique. If you block it, it will never exist through any other medium and be lost. The world will not have it. It is not your business to determine how good it is; not how valuable it is; nor how it compares with other expressions. It is your business to keep it yours, clearly and directly, to keep the channel open. You do not even have to believe in yourself or your work. You have to keep open and aware directly to the urges that motivate you. Keep the channel open. No artist is pleased. There is no satisfaction whatever at any time. There is only a queer, divine dissatisfaction; A blessed unrest that keeps us marching and makes us more alive than others.”

Martha Graham

“Nobody is bored when he is trying to make something that is beautiful or discover something that is true.”

William Inge

“I am not a talented man...I’m a focused man.”

William Hurt

“All sorrows can be borne if you tell a story about them.”

Karen Blixen

“The work is my service...to myself and to others. Theatre is like nothing else. It requires a tremendous amount of commitment, a love of the work and a real clarity of communication to create a life at this time, in this moment.”

Judith Light
### Course Calendar

The following calendar is tentative. You will be notified of any changes should they occur.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
</tr>
<tr>
<td>Feb 10</td>
<td>Introduction</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Introduction</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td></td>
</tr>
<tr>
<td>Feb 17</td>
<td>Holiday</td>
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<td>Feb 19</td>
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<td>FIRST 3-10 PAGES DUE</td>
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<td><strong>Week 5</strong></td>
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<td>Mar 10</td>
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<td>SECOND 3-10 PAGES DUE</td>
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<td>Writing, revised writing</td>
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<td>THIRD 3-10 PAGES DUE</td>
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<td>March 24</td>
<td>Writing, revised writing</td>
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<td>March 26</td>
<td>Sample shows</td>
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<td>10 MINUTE EXCERPT DUE</td>
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<td>CRITIQUE DUE</td>
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<td>Apr 7</td>
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<td>Apr 9</td>
<td>Spring Break</td>
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<td>Apr 16</td>
<td>Rehearsal</td>
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<td><strong>Week 11</strong></td>
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<td>Apr 21</td>
<td>Rehearsal</td>
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<tr>
<td>Apr 23</td>
<td>Rehearsal</td>
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<tr>
<td><strong>Week 12</strong></td>
<td><em>Second rehearsals</em></td>
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<tr>
<td>Apr 28</td>
<td>Rehearsal</td>
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<td>Apr 30</td>
<td>Rehearsal</td>
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<td>BLURB DUE</td>
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<td>May 5</td>
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<td>MUSIC DUE</td>
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<tr>
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<td><strong>Week 15</strong></td>
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<td>Tech rehearsal</td>
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<td>May 21</td>
<td>Run thru, group 1</td>
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<td><strong>Week 16</strong></td>
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<td>May 26</td>
<td>Holiday</td>
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<tr>
<td>May 28</td>
<td>Run thru, group 2</td>
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<tr>
<td><strong>Week 17</strong></td>
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<tr>
<td>June 2</td>
<td>Dress, group 1</td>
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<tr>
<td>June 4</td>
<td>Dress, group 2</td>
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<tr>
<td><strong>FINAL PERFORMANCES!!</strong></td>
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<td>S-130 STUDIO THEATRE!!</td>
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<tr>
<td>June 3</td>
<td>6:30 call, 7:30 curtain</td>
</tr>
<tr>
<td>June 4</td>
<td>6:30 call, 7:30 curtain</td>
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</tbody>
</table>
I often utilize the college email system to communicate important information. Please check your email often. It is easy to have your COC email transferred to your own email address. Follow the directions on “My Canyons” from www.Canyons.edu.

Final date to drop without a “W” on your transcript: February 21st

Final date to drop without an “F” on your transcript: May 9th

I use the Early Alert system to inform students of concerns regarding their performance. By week eight I will notify the Early Alert coordinator if you have struggles with writing and language skills, excessive absences, incomplete or poorly completed work, or difficulty with course content. This warning is not an official grade yet it indicates concerns about your progress that need to be addressed immediately. If you are emailed an Early Alert letter, please respond by going to the suggested resources. I also would like you to see me during office hours so we may talk about strategies for how you can be successful in this course.

Classroom etiquette

1. Be quiet when someone else is speaking and/or performing. Only one person speaks at a time unless directed to do otherwise.
2. Focus and pay attention to your own and others work. (This means no reading, texting, surfing, gaming, tweeting, etc.)
3. Do not enter when someone is performing.
4. Food must be eaten before or after class – not during.
5. Clean up after yourself. Leave the room as clean or cleaner than you found it.
6. Do not wear hats with a brim or chew gum. You need to be seen and heard.
7. Stay open, honest and flexible.
8. Encourage each other.
9. Stay positive.
10. Avoid judgment.
11. Socialize before and after class. NOT during.
12. Put your drama ON stage, not off.
14. Say in communication with your instructor. If emergencies, illnesses, etc. prevents your attendance, leave a message prior to your absence.

Have a great Summer
This class explores Shakespeare’s plays from a performance perspective through research, exercises, monologues, and scene study. It is designed to develop the actor’s skills through the intensive study and performance of a sonnet, monologue and a scene from Shakespeare’s works. The techniques to guide actors through analysis, preparation and performance of Shakespeare’s language will be studied. This course will emphasize handling heightened language and with believable, appropriate characterization.

Specific skills will be covered which actors need to successfully handle heightened language. If an actor fails to apply these skills, most listeners in the audience do not understand what is being said. They tune out or, worse yet, doze off. Our primary goal is to handle the language so that the audience clearly understands the character’s intentions. The more skillful actors are at speaking the language, the more the audience will be involved. “Language first, then character.”

Either Acting Fundamentals (TH 140) or Scene Performance (TH 141) is a required prerequisite for this course. It is expected that the student have a solid understanding of how to select and play an action, work to achieve an objective within a scene, and to stay in the moment — listening and not thinking ahead. I look forward to working with you as we learn and apply the skills that will make us better actors and better communicators.
Student Learning Outcomes and Objectives

Upon successful completion of the course, the student will be able to...

OUTCOMES:

Analyze the form, structure and meaning of Shakespeare's language for the purposes of character development. (Lecture)

Perform and critically analyze excerpts from Shakespeare's plays/poems. (Lab)

OBJECTIVES:

I. Identify and define the historical, cultural, and theatrical elements of Shakespeare's time.

II. Analyze and discuss the imagery, form and vocabulary of a Shakespearean play.
   A. Identify, define and interpret verse and prose, through the use of scansion, to reveal character and dramatic action.
   B. Analyze and paraphrase text in order to enhance understanding of the language.
   C. Identify reference sources and employ research techniques to further understand Shakespearean text.
      (Lecture)

III. Practice, employ and demonstrate a technique for the performance of Shakespearean plays, scenes and monologues.
   A. Develop, practice and employ use of breath to support performance of extended text and passages.
   B. Analyze, compose, revise script score and phrasing to support specificity of character and action.
   C. Prepare and assess physical relaxation and mental clarity for performance.
   D. Create, practice and revise physical specificity and blocking for performance.
      (Lab)

See how apt it is to learn Any hard lesson that may do thee good.
Much Ado About Nothing (I,i)

"I may be cynical but I don't believe most people really listen to Shakespeare in the theatre unless the actors make them do so...I know that it's too easy for me to get the general gist and feeling of a speech, but just because I get the gist I often don't listen to the lines in detail. Not unless the actors make me."

John Barton, RSC
Participation/Class Exercises = 30% (300 points) = 10 points per day = 300 points.

Skills checks = 10% (100 points)

Performances = 50% (500 points)
* Monologue 1 (10%)
* Monologue 2 (20%)
* Scene (20%)
  * Includes written work for each

Exam = 10% (100 points)

---

**General Classroom Guidelines**

1. **Attendance and participation are weighted heavily in this class.** This is a participatory, studio class that requires regular attendance to fully benefit from the activities and participate as both a performer and an observer of other’s work. We improve NOT ONLY FROM DOING but also LISTENING, OBSERVING, and COMMENTING. Some of the most successful actors are also the most observant.

2. Students who miss 4 class sessions before the drop deadline (11/16), may be dropped from the class. Students who miss this many courses are not successfully participating in the course activities.

3. **Arrive on time and be prepared to work.** Warm up begins sharply at 11:10 AM. THREE tardies equal one absence.

4. Please remove all hats, hoodies, head bandanas, etc. unless worn for religious reasons.

5. Wear clothing that will allow you to move easily, safely and freely.

6. Please bring textbooks with you to class as indicated on the class calendar. You will need your complete works collection almost daily.

7. **Never miss a class when a performance assignment is due — either as a performer or audience participant.** If scheduled to perform, you will receive a zero for that assignment and will not be allowed to make it up. If there is an emergency situation, contact the instructor IN ADVANCE of the class.

8. Assignments are always due on the date listed on the course calendar or as provided in class. Written assignments submitted late = 50% deduction.

9. **All written work assigned for outside class must be typed.** Material that isn’t typed will not be accepted.

10. **PLEASE keep S-130 clean and follow the guidelines posted on the wall for this space.** Please keep the classroom space clean and organized by replacing all rehearsal furniture after you have finished using it.

11. Be respectful of your peers and scene partners. Do not miss rehearsals with your partner.

12. Acting is a DISCIPLINE. This course is an advanced course and requires considerable reading, analysis, diligence, and rehearsal. **Be prepared for each class session by completing all required reading in advance.**

13. Talk with the instructor about any concerns you have with this class as soon as possible. If office hours aren’t convenient, an appointment may be scheduled.

14. Please try to leave food and drink (except water) outside of the classroom. You will be allowed a ten minute break during the first 90 minutes each day to “refuel” and use the restroom. Please don’t purchase a MEAL during this time. We will be working after break and need a food-free environment.

15. The allowed use of electronic devices (I-PAD, KINDLE, LAPTOP) is a privilege and will ONLY be allowed in class for the SOLE PURPOSE of using it to access Shakespeare’s complete works or concordances. Any suspected use of the device DURING CLASS to check Facebook statuses, send email messages, etc. will result in the privilege taken away for you, and possible, for the rest of the class.

16. Cell phones should be TURNED OFF and are not allowed as a text reader for this class.

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**Semester Grading Procedure**

- Participation/Class Exercises = 30% (300 points) = 10 points per day = 300 points.
- Skills checks = 10% (100 points)
- Performances = 50% (500 points)
  * Monologue 1 (10%)
  * Monologue 2 (20%)
  * Scene (20%)
    * Includes written work for each
- Exam = 10% (100 points)

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<tr>
<td>A</td>
<td>900-1000</td>
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<td>B</td>
<td>800-899</td>
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<td>C</td>
<td>700-799</td>
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<td>D</td>
<td>600-699</td>
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<tr>
<td>Below 600</td>
<td>F</td>
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Grading Criteria

To show our simple skill, That is the true beginning of our end.
A Midsummer Night’s Dream (V,i)

The following is a “snapshot” of what “A” through “F” student work looks like...

A = Excellent. ALWAYS prepared; evidence of extensive outside preparation; Actively pursues improvement and is highly self-motivated; Makes significant growth in skills and knowledge; active, positive contributor to class; punctual, always present.

B = Good to Excellent. ALWAYS prepared; notable outside preparation; pursues improvement and self-motivated; notable growth in skills and knowledge; positive contributor to class; punctual, always present.

C= Acceptable to Good. Generally prepared; acceptable outside preparation but lacking; interested in improvement and often self motivated; Shows some growth in skills and knowledge; often contributes to class; punctual, always present.

D= Unacceptable to acceptable. Often not prepared; shows little outside knowledge or growth; seldom contributes to class and has negative attitude; sometimes late and has some absences.

F= Largely unacceptable. Rarely prepared and lacks adequate outside preparation. Virtually no interest in self improvement and not motivated; Virtually no growth in skills and knowledge; does not contribute to class; negative attitude; not punctual; several absences.

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Performance Evaluation

Performances of the sonnet, monologue and scenes will be evaluated according to the criteria established and presented on the grading rubric which will be provided to the student in advance of the performance. Regardless of what response the class gives, the instructor is solely responsible for assigning a grade based on the student’s ability to demonstrate growth and mastery of material. A student’s own subjective feelings about the performance are not germane to the grade received from the instructor.

"The trouble with Shakespeare is that it goes on without you"

Director Peter Brook

Page 4
Acting Shakespeare
COC Academic Calendar

SEPTEMBER
1-7 Student Schedule Changes ($10 fee)
2-3 Holiday
4 Deadline to apply for FALL GRADUATION
7 ADD/DROP w/o a W and Refund deadline
7 Add deadline

OCTOBER
1 Pass/No Pass Deadline

NOVEMBER
16 Drop w/ a "W"

DECEMBER
15 Last day of fall semester
21-31 Campus Closed for Break

NOVEMBER
11-12 Holiday (Veteran’s Day)
22-25 Holiday (Thanksgiving)

PLEASE NOTE: It is NOT THE INSTRUCTOR’S RESPONSIBILITY to drop you from the course. If you stop participating in the class and do not drop the course on your own accord, you will receive an “FW” in the course. It is your responsibility to be accountable for your academic records. Failure to drop from the course due to lack of participation will result in a final grade of “FW” or “Failure to Withdraw.”

EARLY ALERT

The instructor of this class uses the Early Alert system to inform students of concerns regarding their performance.

By week eight I will notify the Early Alert coordinator if you have struggles with writing and language skills, excessive absences, incomplete or poorly completed work, or difficulty with course content. This warning is not an official grade yet it indicates concerns about your progress that need to be addressed immediately. If you are emailed an Early Alert letter, please respond by going to the suggested resources. I also would like you to see me during office hours so we may talk about strategies for how you can be successful in this course.

OPTIONAL FIELD TRIPS

1. A Noise Within production of Cymbeline (9/22—11/18)
2. San Diego Old Globe Richard III (6/3-9/29)
You can throw away the privilege of acting, but that would be such a shame. The tribe has elected you to tell its story. You are the shaman/healer, that’s what the storyteller is, and I think it’s important for actors to appreciate that. Too often actors think it’s all about them, when in reality it’s all about the audience being able to recognize themselves in you. The more you pull away from the public, the less power you have on screen.”

Ben Kingsley

I think you should take your job seriously, but not yourself - that is the best combination.

Judi Dench

Advice from John Barton

“If you decide in rehearsal to go against the verse at a given point, of course you must be free to do so, but if you choose to ignore it, I think you should try to make it a rule to do so knowingly. Don’t just overlook the verse. Ask first if following it actually isn’t better and more helpful.”
Playing Shakespeare

Cicely Berry (R.S.C.)

“I do believe that with Shakespeare, more than any other writer, you have to speak the text out loud and feel the movement of the language before you can begin to realize its meaning – to read it on the page is not enough. We have to feel so easy with its structure that it becomes a strength and not an impediment…The actor must start to think and feel in that pulse (iambic); for when the rhythm breaks within the text it does so because the character, to a large or small degree, is at odds with his natural rhythm. And so the metre is there to help the actor find the impulse.”

Clues to Acting Shakespeare

You have to make the audience listen. The problem is the language; it’s arcane and archaic. Our job as actors is to make it real -- make it happen. The most extraordinary gift any actor can have is to say these (Shakespeare’s) words. It’s talking, but it happens to be poetry. Poetry is passion; it’s written in a highly emotional state. I don’t want to say it’s bigger than life. It’s as big as life gets.”

Kevin Kline

“The audience will know what you're saying when YOU know what you're saying. Character choices made after text study allow character and language to work harmoniously. Know clearly what you are saying, then know your action (intention.) This knowledge will lead you to character.”

Wesley Van Tassel

A Few Quotes...
The incomplete grade is used for verifiable unavoidable reasons. If you have made significant progress in your course, your end date is near, and you have reasons that can be documented as unavoidable, you may request a grade of Incomplete. To request a grade of Incomplete for this course, you must:

1. Have satisfactorily completed at least 50% of required course activities.
2. Explain your extenuating circumstances to me in writing.
3. Provide a plan for completing the remaining assignments in writing.

“Never look for how you want to play the role; look for what the role requires of you.”
Wesley Van Tassell

RSC VIDEO COLLECTION & CICELY BERRY WORKSHOPS
The Library has a VHS version of the 11 part video from the Royal Shakespeare Company - *Playing Shakespeare*. I will place the videos on reserve for your class and it will be available at the 2nd floor circulation desk of the Library. The video can only be viewed in the Library (room use only). There are study rooms equipped with TV and VHS player. Check them out! AND we have added the CICELY BERRY workshop DVDs!

Both RSC videos and Cicely Berry (Working Shakespeare) DVDs are in MEDIA RESERVES in COC Library.
Course Calendar (subject to change)

This will be provided separately
As a student in TH 240, Acting Shakespeare, I understand that to be successful in this class...

◊ Every Tuesday and Thursday @ 11:10 AM we have a standing appointment to meet together. If for some reason I am unable to make our appointment, I will make every effort to call the instructor’s office to let him know I will not be attending.

◊ Missing class sessions will hurt my academic and artistic progress. If I miss more than three classes I may be dropped from the course.

◊ Arriving on time is a professional courtesy. Three late arrivals constitute an absence. I understand that after fifteen minutes, a tardy is considered an absence. I will enter the classroom as quietly as possible and will make sure I do not enter while another student is performing.

◊ 30% of my grade is based on a variety of factors referred to as a “participation grade.” I understand that my approach to class exercises and work sessions with the instructor and my peers are key to my progress in this class.

◊ Each class session as part of my participation grade during the class activities I will be evaluated on the following:
  - Professionalism: promptness, concentration, effort, respect show others
  - Ability to apply skills to my performances
  - Willingness to take risks
  - Artistic growth
  - Positive contributions in class
  - Ability to assimilate direction into my work

◊ I have a commitment to homework outside of class time to complete required analyses and rehearse to adequately prepare my solo pieces and scenes.

◊ I have a commitment to my scene partners and will honor that commitment by being present and professional at all arranged rehearsals.

◊ All assignments, both written and performed, must be presented on the assigned date. As a general policy, no work will be postponed or accepted late. A “no late work” policy attempts to help students experience the calendar-driven art form and business that is the theatre. After all, there is only one opportunity to perform once the curtain has gone up.

◊ Exceptions to the above will be made at the instructor’s discretion when mitigating circumstances arise.

◊ I should check my email regularly for announcements and updates from my instructor.

Ultimately, I understand that my effort, attitude, and attendance will determine how successful I am in this class.

NAME:__________________________________________________________________

Signature: _____________________________________________________________
Course Overview

This course develops the performer’s instrument as it pertains to the body through awareness, relaxation, flexibility, and responsiveness in order to communicate openly and effectively, including movement as a key to character development and as an aid to understanding the complex relationship between the actor, character and text.

There is no prerequisite for this course; however, to participate in this class, you will need the following:

- At least one Shakespearean Monologue (preferably two: one modern, one classical)
- A two person scene
- A Neutral Mask (we MAY make them in class)
- A Quarter Staff (6’ wood dowel)

This is a movement class and you will be expected to move. Please dress appropriately in clothing that allows you to move freely and that is comfortable. There will be many classes that you will sweat. If you need to change, please do so before the class begins.

I highly recommend a notebook of journal for recording your notes, experiences and the exercises. There is no textbook; however there will be readings handed out in class. All handouts and course information is also available on Blackboard.

STUDENT LEARNING OUTCOMES: Upon the completion of this class, students will be able to express character effectively through the application of movement patterns for the stage.

OBJECTIVES FOR THE CLASS:

- Analyze and demonstrate a character movement profile.
- Demonstrate skills necessary to adapt movement patterns to stage characterization
- Demonstrate and integrate a practical level of proficiency into activities related to:
  - a. conditioning, relaxation, and isolation exercises
  - b. storytelling techniques
  - c. physical characterization
  - d. stage combat and safety

Subject Matter: Theatre is a study of the whole human experience. People from all walks of life and in every conceivable situation are brought to life by the playwright. Consequently, performance students are sometimes faced with controversial subject matter, movement, physical gestures, character or language. If you feel uncomfortable with any given situation, action, character or language ~ please bring this to my attention as soon as possible. Alternate assignments are strictly at my discretion.
GENERAL CLASSROOM GUIDELINES

1. **Participation is weighted heavily in this class.** This is a participatory, studio class that requires regular attendance to fully benefit from the activities and participate as both a performer and an observer of others’ work. We improve **NOT ONLY FROM DOING** but also **LISTENING, OBSERVING, and COMMENTING.** Some of the most successful actors are also the most observant.

2. **Students who miss 3 class sessions will be dropped from the class.** Students who miss this many classes are not successfully participating in the course activities. Drop deadline with a “W” is May 9th.

3. **Arrive on time and be prepared to work.** **THREE tardies equal one absence.**

4. Please **remove all hats, hoodies, head bandanas, jewelry, etc. unless worn for religious reasons.**

5. Dress appropriately. Wear clothing that will allow you to move easily, safely and freely.

6. **Never miss a class when a performance assignment is due — either as a performer or audience participant.** If scheduled to perform, you will receive a zero for that assignment and will not be allowed to make it up. If there is an emergency situation, contact the instructor IN ADVANCE of the class.

7. Assignments are always due on the date listed on the course calendar or as provided in class. Written assignments submitted late = 50% deduction.

8. **All written work assigned for outside class must be typed.** Material that isn’t typed will not be accepted.

9. Please keep the classroom space clean and organized by replacing all rehearsal furniture after you have finished using it.

10. Be respectful of your peers and scene partners. Do not miss rehearsals with your partner.

11. **Acting is a DISCIPLINE.** This course is an advanced course and requires considerable reading, analysis, diligence, and rehearsal. **Be prepared for each class session by completing all required reading in advance.**

12. Talk with the instructor about any concerns you have with this class as soon as possible. If office hours aren’t convenient, an appointment may be scheduled.

13. Please leave food and drink (except water) outside of the classroom. We will take breaks to rehydrate and use the restroom.

14. Cell phones may be TURNED ON – VIBRATE! However, texting will NOT be tolerated. Cellphones are not allowed as a text reader for this class.

**Blackboard**
This is a web-enhanced class. I use Blackboard to provide you with materials and information for various projects and assignments, and to collect your completed assignments. It is important to log on to Blackboard frequently for announcements and course updates, and to check your current grades:

You can access Blackboard here:

<table>
<thead>
<tr>
<th>URL</th>
<th><a href="http://bb9.canyons.edu/">http://bb9.canyons.edu/</a></th>
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<tbody>
<tr>
<td>Username</td>
<td>&lt;7 digit Student ID Number&gt;</td>
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<td>example: John Doe (SID = 0001234) would be 0001234</td>
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<tr>
<td>Password</td>
<td>student</td>
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</tbody>
</table>

For support using Blackboard, visit here: http://www.canyons.edu/offices/distance_learning/Student.html.
Grading Policy, or,
How To Succeed In This Course

Grades are based on a 1,000-point scale:

 Participation: Exit/Entrance Tickets 200
 Group Presentation & History Exam 150
 Homework & Quizzes 150
 Stage Violence Scenes 175
 Movement / Monologue Assignment 175
 Midterm 100
 Movement Critique 50

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<thead>
<tr>
<th>Accumulated Points</th>
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<tbody>
<tr>
<td>900 – 1000</td>
<td>A</td>
</tr>
<tr>
<td>800 – 899</td>
<td>B</td>
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<td>C</td>
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<td>600 – 699</td>
<td>D</td>
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<tr>
<td>599 and Below</td>
<td>F</td>
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Class participation: You are expected to attend class and to participate. You can’t learn movement just by reading a book. Class participation is the only way for me to see how well you’re learning the theory and developing a physical awareness and kinetic sense of your instrument.

There are two ways I expect you to participate:
1. Participating in exercises and observation. You will perform all exercises and scenes, and there is no excuse for not participating. If you do not participate in a particular exercise, you will receive no credit for that exercise. (If you have physical limitations, please speak with me.)

2. Exit tickets, class assignments, and any other type of participation I may require from time to time. Exit tickets, “bell work” at the beginning of class, and homework will count toward your participation credit, as will any other written or performance assignments I give.

History of Movement Presentation & Exam: You will create a group presentation covering a specific history of movement for theatre. I will use Blackboard to provide you with materials and information for this project, and will give you more details after the start of the semester.

There will be a exam based on the presentations and following lectures.

HINT: Get help writing your critique by visiting the Tutoring, Learning & Computing Lab (TLC). Learn more about the TLC here: [http://www.canyons.edu/offices/tlc/](http://www.canyons.edu/offices/tlc/).

How I Will Help You Succeed
My main goal in this class is to help you succeed. It is my only real purpose. In this class, success is defined as improvement, progress, and innovation. Errors are viewed as a necessary part of the learning process. Your ability can develop through effort, and is not fixed. Therefore,

› Mistakes are OK as long as you are learning.
› I want you to understand the process of your work, not just memorize the rules.
› I really want you to enjoy learning new things.
› I will recognize you for trying hard.
› I will give you time to explore and understand new ideas.

Policies Attendance and Lateness: All classes begin at 9:30. Arrive far enough ahead of time so that you are settled in and ready to warm up right at 9:30. I will have a sign-in sheet available before each class, and it is your responsibility to sign in upon entering the room. After 10 minutes I will replace this sheet with a special Tardy sheet. To avoid being marked absent, you must sign in as Tardy. After the first ten minutes of class, I will remove the Tardy sheet. If you arrive to class after this point, you will be marked Absent. (Any significant early departure from class will also count as an Absence.) When you are absent, you will not receive participation credit for any work you miss, and you cannot make up these credits, since the class will have moved on.

If you are absent on the first day of class, I must drop you. If you are absent for the second and third classes, I will also drop you. If you are absent four times before November 16, I will withdraw you from class and you will receive a “W” on your transcript. For the purposes of this calculation, three tardies will count as one...
absence. If you know in advance you are going to be absent, notify me by email. If you cannot email me, you may leave me a voicemail message. One absence for which such notice is given will not be counted against you. Likewise, absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not count against you.

HINT: Being late or missing class will reduce your class participation and thus lower your grade.

Assignments: You must complete assigned readings and written assignments on time if you want full credit. I will accept assignments one class late for half credit. This applies to all assignments, including homework. If you are absent, it is your responsibility to find out either from me or from a classmate if I have given an assignment, what it is, and to hand it in on time. If you are absent on the due date, you must deliver the assignment at the first class session to which you return. You cannot make up a missed group exercise.

Exams: There are no make-ups for any exam. In the event of an emergency, and at my sole discretion, I may give a make-up exam at the TLC. Should an emergency occur, official documentation by an outside authority (physician’s letter, hospitalization or police report, etc) is mandatory. You must notify me prior to the exam via email or voice mail. If you are absent for the final, you’re out of luck; there is no make-up final under any circumstances.

Student Conduct
Your full attention is required throughout each class, even when you are not engaged in performing an exercise. You will learn from watching your fellow students and from listening to my comments. You will discover that you can develop a good eye for the required techniques with careful observation of your peers’ work. Therefore:

‣ no side conversations
‣ any generally disruptive behavior will not be tolerated
‣ strive to behave in the audience the way you would want your fellow students to behave when you are on stage.

Furthermore, please practice these common sense courtesies:

‣ Don’t chew gum.
‣ Treat everyone with respect.
‣ Demonstrate patience when others are struggling.
‣ No roughhousing.
‣ Avoid smoking immediately before class.

Class Contacts
Please use this space to write down contact information (name, phone, email, Facebook, Twitter, whatever) for at least three classmates:

1. __________________________________________
   ____________________________

2. __________________________________________
   ____________________________

3. __________________________________________
   ____________________________
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>February 11</td>
<td><strong>Introduction; Discussion of the Syllabus, Discussion of Movement</strong></td>
</tr>
<tr>
<td>13</td>
<td>The Body, Warming Up: Standing, Stretching, Relaxing</td>
</tr>
<tr>
<td>18</td>
<td>Observation, Assignment of Groups, Isolations</td>
</tr>
<tr>
<td>20</td>
<td>Mask Building</td>
</tr>
<tr>
<td>25 &amp; 27</td>
<td>Finish Mask Building, Grounded Moving &amp; Breath</td>
</tr>
<tr>
<td>March 4 &amp; 6</td>
<td>Centers, Partner &amp; Group Work</td>
</tr>
<tr>
<td>11 &amp; 13</td>
<td>Mask Work</td>
</tr>
<tr>
<td>18 &amp; 20</td>
<td>Group Presentations, Scenes Selection Due</td>
</tr>
<tr>
<td>25 &amp; 27</td>
<td>MONOLOGUE WORK</td>
</tr>
<tr>
<td>16 &amp; 18</td>
<td>MID-TERM, MOVEMENT, VOICE &amp; TEXT Body &amp; Voice</td>
</tr>
<tr>
<td>April 1 &amp; 3</td>
<td>Laban, Effort Shaping Verbs</td>
</tr>
<tr>
<td>April 7 –13</td>
<td>**** Spring Break /No Classes****</td>
</tr>
<tr>
<td>15 &amp; 17</td>
<td>Monologue Presentation</td>
</tr>
<tr>
<td>22 &amp; 24</td>
<td>Stage Violence: Safety &amp; Control, Rolls &amp; Falls</td>
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<tr>
<td>April 29 &amp; May 1st</td>
<td>HAND TO HAND</td>
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<tr>
<td>May 6 &amp; 8</td>
<td>Quarterstaff</td>
</tr>
<tr>
<td>13 &amp; 15</td>
<td>Group Exercises / Work scenes</td>
</tr>
<tr>
<td>20 &amp; 22</td>
<td>Work scenes</td>
</tr>
<tr>
<td>27 &amp; 29</td>
<td>FINAL PERFORMANCES</td>
</tr>
</tbody>
</table>

**This syllabus is subject to change !!**