

SENIOR THESIS CAPSTONE: SHOWCASE 2014

THE 480/Fall 2013

Tuesdays 4:00-5:30PM

Fred Stone Theatre

Professor Thomas Ouellette

Office: Annie Russell Theatre/Room 106

**Office Hours: Tuesdays: 11:00am-1:00pm & Thursdays: 2:00-4:00pm,
or by appointment**

Office Phone #: 407/646-2517

Theatre & Dance #: 407-646-2501

Fax #: 407/646-2257

E-mail: touellette@rollins.edu

Text: 321/277-2998 (a secret #)

REQUIRED TEXTS and READINGS

*An Actor Prepares to Work in New York City:
How to Master the Business of "The Business"* ∇
by Craig Wroe
Limelight Editions
ISBN-13: 978-0879103064

∇ These titles are available through the Rollins College Bookstore, in limited supply and for a limited time

SUGGESTED READINGS

Audition Freedom: The Irreverent Wellness Guide for Theatre People
by VP Boyle
MaxTheatrix LLC
ISBN-13: 978-0615250441

COURSE DESCRIPTION and RATIONALE

The 480/Senior Thesis Capstone: Showcase 2014 is all about helping graduating seniors make the bridge from academic theatre to the professional world. Though we touch on Big Goals ("What I Want to Be When I Grow Up"), that's not our focus here. Rather, we look at Next Steps: nudging students to set goals, make plans, and investigate options. Simply put, the successful THE 480 student will complete this course with a crystal clear plan for her/his immediate future and will have a well-researched and well-articulated "map" for getting to her/his Next Step.

Since this course is geared solely for graduating Theatre majors with emphases in performance or musical theatre, the course will culminate in a pair of local and a NYC showcases that provide students dual opportunities to present themselves to the profession at their absolute best. Even students whose immediate plans do not involve a performing career benefit from the experience of putting their best foot forward. And that is precisely the lofty goal of THE 480: to help students get to the top of their game, exuding craft and professionalism with confidence, grace, and humility. The goal is that the two

showcases represent students at their “personal best” in front of panels of fellow artists and theatre professionals.

COURSE GOALS

Upon successful completion of **Senior Thesis Capstone: Showcase 2014**, in addition to mastery of the concepts and constructs described in the Course Description, the student will be able to:

- ✦ Articulate Big Picture goals
- ✦ Develop specific Next Step Goals with an accompanying “map” or action plan for summer and fall 2014
- ✦ Updated Professional-grade resume; 1-page
- ✦ Headshot
- ✦ One contemporary monologue; 1-minute in length; expertly cut; polished and to-type
- ✦ One additional monologue; 1-minute in length
OR
One song; 2-minutes in length, or less; expertly cut; polished and to-type
OR
One 2-person scene; 2-minutes in length, or less; polished and to type

LEARNING EXPERIENCES and RATIONALES

The **Senior Thesis Capstone: Showcase 2014** student will be exposed to a range of learning experiences and assessment techniques. This is to challenge her/him, and to encourage the flexibility and adaptability essential to good directing.

CLASSROOM ATTENDANCE & PARTICIPATION

This is a course where daily, active participation is essential. Effort, preparedness, and commitment to the group are essential—and, in fact, required, if one is to be successful.

It is fully expected that students will attend, and arrive on time for, every class. **Senior Thesis Capstone: Showcase 2014** is a 400-level course designed for experienced, serious, and passionate graduating Theatre majors. I will allow **Senior Thesis Capstone: Showcase 2014** students one absences—excused or otherwise—but I hope students will not use it.

Discourteous or unprofessional behavior directed toward one’s classmates or scene partner(s) is especially frowned upon. Being late for meetings and rehearsals, or being unprepared, uncooperative, or unfocused will certainly and adversely affect one’s grade. If one retains nothing else from these introductory remarks, retain this: **Senior Thesis Capstone: Showcase 2014** requires a commitment to outside-of-the-classroom rehearsal time. This is not the course for students who have no available time outside of class. Too, students who only excel when an ever-present professor is breathing down her/his neck will fare poorly here.

ASSESSMENT PROCEDURES and GRADING POLICY

For the performance component of the course, Students are evaluated on their in-class presentations of **any two** of the following:

- ✦ One contemporary monologue (one minute or less)
- ✦ One additional monologue (one minute or less)
- ✦ One audition song (two minutes or less)
- ✦ One scene (four minutes or less)

Additionally, each student must submit copies of an updated one-page resume, a current headshot, and submit written long- and short-term goals.

Students must attend the 2013 Annual Florida College Theatre (FTC) Festival: held this year on November 13-16 at Santa Fe College in Gainesville, FL. Students must attend the Rollins FTC clinics and meet all deadlines imposed by the clinic facilitator. The facilitator will assist students in preparing audition material and registering for the conference. Here is some initial information from the FTC



website: <http://www.flatheatre.org>

The Preliminary State Screening Auditions for SETC will be held by the Florida Theatre Conference at Santa Fe College in Gainesville on Friday, November 15th and Saturday, November 16th, 2013.

Santa Fe College is located at 3000 NW 83rd Street, Gainesville, Florida. Visit flatheatre.org – (Festival Tab) for hotel and college info.

Auditionees will be notified of their audition date and time via email from SETC following the close of registration – October 30th.

Remember, Your SETC registration is not considered complete and you will not be able to audition without full payment to SETC. The SETC registration and payment deadline is October 30, 2013.

AUDITION PIECE #1: CONTEMPORARY MONOLOGUE	(total: 30%)
Prepped for FTC Festival	10%
Prepped for local showcase	20
AUDITION PIECE #2: CONTEMPORARY MONOLOGUE OR SONG	(total: 30%)
Prepped for FTC Festival	10%
Prepped for local showcase	20
RESUME	(total: 10%)
Prepped for FTC Festival	10%
HEADSHOT	(total: 20%)
Prepped for local showcase	20%
BIG PICTURE & NEXT STEP PLANS	(total 10%)
Big Picture plans	05%
Next Step plans w/ accompanying map	05%
PARTICIPATION/DISCUSSION FACILITATION	extra credit (& assumed)

My grading policy is consistent with the criteria outlined in the Rollins College Catalog:

Grade A is reserved for work that is exceptional in quality, for work showing keen insight, understanding and initiative. Grade B is given for work that is consistent superior, for work showing interest, effort or originality. Grade C is a respectable grade...it reflects consistent daily preparation and completion in a satisfactory manner of all work required in the course.

A	Superior	C+	Fair
A-	Excellent	C	Satisfactory
B+	Very Good	C-	Marginal
B	Good	D	Minimal Pass
B-	Pretty Good	F	Failing

I use the following scale in determining your assignment and course grades (stated as a percentage of the total possible points):

A	96%-100%	C	74%-76%
A-	90%-95%	C-	70%-73%
B+	87%-89%	D+	67%-69%
B	84%-86%	D	64%-66%
B-	80%-83%	D-	60%-63%
C+	77%-79%	F	00%-59%

ACCOUNTABILITY MEASURES

I do not allow missed assignments to be made up. Ever. *Period*. Never forget this: this is a 400-level course.

Also, if a student misses an assignment because s/he missed a class, it cannot be made up. A grade of "F" is given for missed assignments. Written assignments submitted 1-2 days late are assigned grades reduced by one grade point for each late day. Assignments submitted more than 2 days late are not accepted.

SPECIAL REQUIREMENTS

Please note that there are several "off-site" requirements for **Senior Thesis Capstone: Showcase 2014**: for example, participation in the 2013 Annual Florida College Theatre (FTC) Festival is required, as outlined above.

Also, students enrolled in **Senior Thesis Capstone: Showcase 2014** are required to attend and/or participate in the Main Stage productions of *The Laramie Project: 10 Years Later* and *The 25th Annual Putnam County Spelling Bee*. Too, students are required to attend and/or participate in the Second Stage production of *The Language Archive*. Attendance at 2-3 professional productions in the greater Orlando area is strongly encouraged.

STUDY and PERFORMANCE SUGGESTIONS

The vast majority of you do not need this list of suggestions: you follow them already. I list them here in order to be clear.

Everyone here—including myself, especially myself—is expected to conduct her or himself in a manner conducive to positive learning. Respect, courtesy, and care are mandatory in theatre, and students will be encouraged to comport themselves accordingly.

I intend by these suggestions, in part, to prepare you for whatever workplaces you'll experience during or after your time at Rollins College. Should that workplace be the theatre—a world where the principles of self-discipline, courtesy, punctuality, and professionalism are expected, these suggestions are not nearly harsh enough. Trust me. Or ask around. Attitude as well as aptitude is important here.

Don't let these "suggestions" unduly restrict you. This is, after all, a THEATRE class. If you do not laugh out loud at least once at each class meeting, you and I are both doing something terribly wrong.

ABSENCES & LATENESSES

If you are going to be absent, for whatever reason, call or email my office or text me (I prefer the latter) beforehand and let me know. My office phone number, Internet address and cell phone number are listed at the top of this syllabus. It is your responsibility to inform me of your absence before it occurs. When you return to class, apologize to me for missing class. I appreciate that. I don't get involved in the excused/unexcused absences imbroglio. Students are allowed one absence, excused or otherwise. *Period*. I hope—and frankly expect—that students will actually miss *no* class meetings.



Students who miss three or more classes *may* receive a passing final course grade. Students who miss four or more classes have missed one month of the course and will be urged to drop the course and to re-take it in the next academic year*.

Arriving late for class is not OK.

But, mostly, don't be absent from or late for class. Ever.

*Please do not put yourself—or me—in this onerous position.

CLASSROOM DEMEANOR

Please do not wear hats or sunglasses in class.

Do not chew gum in class.

Please make certain that anything you bring to class (phones, beepers, watches, small children, etc.) does not make noise.

Shut off your cell phone before entering class. If you forget and your phone rings during class, don't answer it—rather, shut it off immediately and quietly apologize (and make doubly sure it never happens again). Don't read or send texts during class.

Always have something with which to write, and something on which to write.

Always bring to class the book or books with which we are working.

Speak up in class. Make yourself—and your ideas, values, beliefs—known.

Theatre courses often involve physicality and touching. If this is an issue for you, or if you ever feel that you have been touched inappropriately, please let me know. As a teacher I need to be ever mindful of this, and as directors you need to be, too.



GRADING

I am continually designing and revising my courses so that they are provocative and challenging—for me and for my students.

Your final grade will reflect my assessment of the result of your labor—not merely the amount of that labor. I am continuously weighing effort and achievement, process and product.

Consult your syllabus for a detailed description of my grading policy. Study the adjectives used to describe the standards I apply to your work.

If your primary focus is on your final grade, and you want to know where you stand at any given point in the semester, ask me. Do not engage in oblique, coded messages like "How am I doing in here?" or "I just want you to know that I am learning a lot in here." If your question is "I want to know what my grade is right now," ask that question.

Because you are enrolled in a Theatre course, please understand two things: first, that my assessment of your work is necessarily subjective, and second, that your grade may fluctuate greatly as the semester progresses.

The most productive way, by far, to seek answers about or seek clarifications of my grading policy is during—and not after—the semester.

FEEDBACK

Use "I" statements when giving feedback. Avoid "You" statements. We will work on this, but generally say, for example, "I had trouble hearing you," rather than "You don't speak loudly enough."

When receiving feedback, always thank the person giving it. Listen. Avoid being defensive.



When you have critical feedback to give, start with a positive observation.

Be careful not to judge or to ridicule someone else or her/his opinions or beliefs. At the same time, be honest and do not shy away from controversy. If everyone is merely “nice,” we will learn little.

GENERAL

Purchase the required texts for this course. Do it now.

Help me to get to know you individually and early on.


My office location, phone number, and email address are listed on the top of this document. I am ready and able to meet with students outside of class. My office hours—and a weekly sign-up sheet—are posted on my office door.

2014 SENIOR THESIS CAPSTONE: NYC SHOWCASE

SCHEDULE OF CLASS MEETINGS

TUESDAY Class Meeting 4:00-5:30PM	THURSDAY Class Meeting 4:00-5:30PM
	August 29 #1 Course Overview Distribute: Syllabus draft; Why & What handout, <i>Organized Actor</i> handout; 2013 Showcase handout
	September 05 #2 due: <i>Organized Actor</i> handout* and Why & What handout** *Read Goals and Strategic Plans through My Top Goals and complete all written components contained therein; may be hand-written and photo-copied (to hand in to me) ** May be hand-written (to hand in to me)
September 10 FTC Guidelines and Requirements	[September 12—no class meeting]
September 17 Bring and Work 1 st Monologue 2 hours	[September 19—no class meeting]
September 24 Bring and work 1 st Song Hour 1 [Work 1 st Monologue Work 2 nd Monologue as needed] hour 2	[September 26—no class meeting]
October 01 Music Only 2 Hours Work 1 st song as needed Work 2 nd song as needed	[October 03—no class meeting—except: student(s) presenting <u>two</u> monologues, meet w/Thomas]
[October 08—seniors do NOT attend—except: student(s) presenting <u>two</u> monologues] Work Monos Only	October 10 Songs w/ accompanist
October 15—no class meeting] Fall Break	October 17 Songs w/ accompanist Guests: Missy and WRS?
October 22 Registration Deadline Oct 30 1 st Sign-off for Auditioners with Okayed material. Referees assigned Candidates have 1 remaining week to get material okayed Work Music Only	[October 24—no class meeting—except: student(s) presenting <u>two</u> monologues, meet w/Thomas]
October 29—seniors do NOT attend—except: student(s) presenting <u>two</u> monologues] Registration Deadline Oct 30!!! Final Sign-off for Auditioners Referees Assigned Work Monos Only	October 31 Songs w/ Accompanist



TUESDAY Class Meeting 4:00-5:30PM	THURSDAY Class Meeting 4:00-5:30PM
November 05 Polish: Songs and Monos	[November 07—no class meeting]
November 12 Polish: Songs and Monos	[November 14—no class meeting]
	November 21 Monologues—polished Guest: Eric & David
	November 28 Thanksgiving Break No Class Meeting 
	December 05 #13 TBD

This syllabus is subject to change.
Students will be given ample notification of any modifications.
All assignments are due on the dates listed.
This draft: Wednesday, August 28, 2013

ADDENDUM I

ACADEMIC EXCELLENCE STATEMENT

In order to foster a challenging intellectual experience in this course, I have joined a number of other Rollins faculty members in a commitment to the following principles:

I believe that my high expectations are an indication of my respect for you and for your capacity to work at a level of excellence you may not have thought possible.

Recognizing that the work done in class is only a small part of your acquisition of an education—and that pursuing a college education should be thought of as the equivalent of a fulltime job—I will design the assignments for this course so that you may plan to spend at least two hours outside of class for every hour in class.

I will faithfully enforce the attendance policy stated in this syllabus, which makes clear that absences and lateness will affect course grades.

In fairness to all students in the class and with the knowledge that, in the world beyond college, workers are expected to meet deadlines even in the absence of ideal circumstances, I will faithfully enforce the policy concerning late work stated in this syllabus.

I will assign evaluated work throughout the term; I will treat your work seriously and will respond to it as the serious endeavor of a serious student.

Knowing that ultimately your education is what **you** make it, I will encourage you to come to class prepared; I will encourage you to initiate conversations, ask questions, and comment on the readings and other assignments; I will encourage you to engage your classmates in lively intellectual exchanges.

Because I want to be a part of your intellectual growth and because I enjoy the play of ideas, I will be make every attempt to be available by appointment, and I encourage you to meet with me, not just for discussions of grades and assignments, but also of the ideas generated by the class.

Recognizing that college graduates must be able to communicate clearly and effectively, I will not assign A's or B's to papers marred by an accumulation of the following errors, which are so serious that they are usually seen as the markers of an uneducated writer:

- ✚ Sentence fragments
- ✚ Run-on sentences; comma splices
- ✚ Lack of agreement: subject/verb; noun/pronoun
- ✚ Lack of possessive apostrophe
- ✚ Dangling or misplaced modifiers
- ✚ Shifting verb tenses
- ✚ Unparallel constructions
- ✚ No comma after introductory element
- ✚ No comma after nonrestrictive element
- ✚ Use of I as objective case pronoun, or any other confusion of subjective and objective case
- ✚ Confusion between it's and its, and among to, two, and too, and their, there, and they're
- ✚ Misuse of colons and semicolons

ADDENDUM II

MISSION AND VALUE STATEMENTS OF THE ROLLINS COLLEGE DEPARTMENT OF THEATRE AND DANCE

MISSION STATEMENT

The Rollins College Department of Theatre and Dance provides for the development of imaginative, purposeful, and skilled expression in the theatre, and for students' artistic, intellectual, and personal growth.

Graduates of the program are prepared to enrich and transform the communities in which they live, work, and serve.

VALUES STATEMENT

The Department values classroom study and all aspects of theatrical production as components of equal and complementary worth.

The Department values a healthy environment that is individualized and collaborative, and fosters diversity, inclusion, and civility.

ADDENDUM III

THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge.


ADDENDUM IV

THE AMERICANS WITH DISABILITIES ACT

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability to:

Gail C. Ridgeway
Disability Services Office
Box 2613
Thomas P. Johnson Student Resource Center
1000 Holt Ave.
Winter Park, FL, 37289
407-646-2354

September 10 #3	
September 17 #4	
September 24 #5	
October 01 #6	
October 08 #7	
October 15 Fall Break No class meeting	
October 22 #8	
October 29 #9	
November 05 #10	
November 12 #11	