

THEA 3613: Directing 1
Southern Utah University
Summer 2022, T, TH 10:00 -11:20am
AU 108 (Blackbox)

Professor: Dr. Scott C. Knowles	Email: scottknowles@suu.edu
Office Hours: by appointment, contact me to schedule	Office Phone: 435-586-7830
Office: South Hall 210 or via zoom:	

Required Texts:

Mitchell, Katie. *The Director's Craft: A Handbook for the Theatre*. New York, N.Y: Routledge, 2010.

Mitter, Shomit, and Maria Shevtsova. *Fifty Key Theatre Directors*. London: Routledge, 2005.
(Available as an ebook through SUU's Library Website)

Various Readings Made Available Through Course Website (Canvas)

Recommended Texts:

Ball, William. *A Sense of Direction: Some Observations on the Art of Directing*. New York: Drama Publishers, an imprint of Quite Specific Media Group Ltd, 1995.

Bogart, Anne. *A Director Prepares: Seven Essays on Art and Theatre*. London: Routledge, 2010

Bogart, Anne, and Tina Landau. *The Viewpoints Book: A Practical Guide to Viewpoints and Composition*. New York: Theatre Communication Group, 2014.

Jory, Jon. *Tips: Ideas for Directors*. Hanover, N.H: Smith and Kraus, 2002.

Pace, Chelsea, Laura Rikard, and Shealyn Jae. *Staging Sex: Best Practices, Tools, and Techniques for Theatrical Intimacy*, 2020

Rees, Mandy, and John Staniunas. *Between Director and Actor: Strategies for Effective Performance*. Portsmouth, NH: Heinemann, 2002

COURSE DESCRIPTION:

A methods course designed for the beginning directing student, this course will cover a variety of topics including approaches to directing, textual analysis, staging, collaboration, and creative practice. The course is organized between lecture/discussions on the topics listed above, workshop sessions practicing

techniques (such as staging, collaborating with performers and designers, and handling intimacy), and combining these skills in two realized performances.

COURSE OBJECTIVES/LEARNING OUTCOMES:

- 1) *Creative Thinking*: Students will synthesize a variety of techniques and methods to create imaginative and collaborative performances.
- 2) *Critical Thinking*: Students will analyze and synthesize information from scripts and primary sources on Directing to create a foundation from which to engage in the critique and creation of performance works.
- 3) *Teamwork*: Students will develop the requisite skills to lead collaborative efforts with actors, designers, technicians, and fellow directors. Specifically, they will facilitate team member contributions, respond to conflict constructively, and create a positive culture centered on respect, positivity, and mutual success.

COURSE REQUIREMENTS:

<i>Pts</i>	<i>Activities</i>	<i>Alignment with Outcomes & Assessment</i>
200	<p>Attendance and Social Contract: All students are expected to participate actively in the community of this course—by that, I mean that I expect each student to have read the assigned material before class begins, to contribute to class discussion in ways that are constructive to your fellow colleagues, and to demonstrate openly your learning process with the material. This will be a challenging course, and therefore it necessitates a positive attitude from each student. The choice not to contribute to class discussions or to foster a negative classroom environment will detract from your final grade.</p> <ul style="list-style-type: none"> • You are allowed 2 unexcused absences. ^[1]_[SEP] • Each absence after 2 will result in a 33.333 point deduction in your Discussion and Short Assignment Grade. If you negate your total attendance and participation grade your grade will continue to decline by 1/3 of a letter grade as per the TAD Student Handbook. ^[1]_[SEP] • An absence may be excused for circumstances outside of your control. Arrangements must be made before the absence occurs (i.e., email or speak to me before you miss class). • 3 tardies = 1 absence (leaving class early for any reason counts as a tardy). • No student missing 25% of scheduled classes 	<p><i>Learning outcomes 1, 2, and 3 will be measured through classroom participation, preparedness, and demonstrated knowledge via specific discussion questions. Students will receive critical feedback from peers and faculty.</i></p>

	can receive a passing grade. [1]	
100	Director's Journal Each student will create a journal entry for each day of class and each day that they rehearse. State what you did, your response to what you did, and what that might change for your future plans.	<i>Learning outcome 1 and 3 will be measured through the completion of director's journals which demonstrate an ability to reflect on material read as well as their process as directors.</i>
200	Short Assignments 9 Short assignments each worth 25 points. Lowest score will be dropped, for a total of 200 possible points.	<i>Learning outcome 1 and 2 will be assessed by gaining experience with a variety of fundamental techniques through short assignments geared towards demonstrating competency in a given area.</i>
100	Director Presentations You will present information on 2 important directors. These presentations will be brief 10-15-minute presentations.	<i>Learning outcome 2 will be assessed through an engagement with past directors and their work.</i>
150	Mid-term Performance – 5-10 minute scenes	<i>All learning outcomes will be measured. Successful students will create imaginative, carefully planned, performances that demonstrate competency in the techniques and methods taught in the course.</i>
250	Final Performance – 1 acts	<i>All learning outcomes will be measured. Successful students will create imaginative, carefully planned, performances that demonstrate competency in the techniques and methods taught in the course.</i>

A	930-1000	B+	860-899	C+	760-799	D+	660-699	F	599-0
A-	900-929	B	830-859	C	730-759	D	630-659		
		B-	800-829	C-	700-729	D-	600-632		

COURSE POLICIES:

E-mails:

I am extremely good about checking my email, and strive to answer all emails within a twenty-four hour period. However, this might not always be possible. I will make it my personal responsibility to respond to you within forty-eight hours. PLEASE FEEL FREE to address any issues with me directly as an alternative to electronic communication.

Canvas:

This class will utilize a Canvas website. On the website you will find information concerning assignments, readings, announcements, grades, etc. It is your responsibility to check Canvas frequently. Students must check their official university email accounts daily, and this course's Canvas site at least 3 times per week. I strongly encourage you to check this site the night before class sessions for important announcements and reminders.

Technology:

I love technology. You are permitted to use any and all technology so long as it is in service to the course. Texting, snapchat, Instagram, twitter, etc. is not permitted (Unless of course you are tweeting the most interesting factoid you just learned).

Assignments/Late work:

Assignment due dates will be listed on canvas as well as below. All assignments should be typed unless otherwise specified by the instructor. **Late work may be penalized 10% per day (not class period) that they are late.** In general, I do not penalize late work so long as I receive it before I am grading the assignment for the class. This of course, is a nebulous thing, and I do it to acknowledge that if I haven't started grading the essays by the time you turn it in, that it is arbitrary to penalize the work. With all of this said, I do provide, at minimum, one extension on any assignment per semester to each student. Simply send me an email before the assignment is due to ask. During the coronavirus pandemic, I am being very generous with extensions (i.e. I will give you more than one), however, please be aware that when I grant an extension I cannot guarantee when I will be able to provide feedback on the assignment. This is largely because I grade a great many things in all my courses and cannot stop grading materials turned in on time in other classes to grade an assignment that has been granted an extension.

Extra Credit:

There maybe extra credit offered in this course at the discretion of the professor. You may only earn up to 50 pts in extra credit.

Inclusion and Diversity Statement:

It is my belief that diversity and inclusion is essential to the success of an educational environment. The perspectives, ideas, values, and experiences of diverse student populations are a strength and benefit to this course. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Please, let me know if you have any suggestions to improve this effort and thus improve the effectiveness of our course.

- If you have a name and/or set of pronouns that you would prefer be used in class, please let me know via email, in my office hours, or catch me before or after class.
- If you feel your performance in class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.
- I (like everyone) am still learning about diverse perspectives, identities, and cultures. If something was said in class (by

anyone) that made you feel uncomfortable, please come and talk to me about it.

Land Acknowledgement:

I want to respectfully and gratefully acknowledge that our University is on the traditional lands of the Southern Paiute people.

Departmental Policies

The Department of Theatre Arts & Dance operates under the policies listed in the current Student Handbook, a copy of which is on the department website. By enrolling in a Theatre class, you understand and agree to these policies. Where the individual class requirements and departmental requirements differ, the more restrictive policy shall be in effect. If you have any questions, please inform your instructor in writing before the end of the Drop/Add period.

University Policies

NEW: [Required Syllabi Statements for Summer 2022](#)

Website: <https://www.suu.edu/coronavirus/>

Academic Integrity:

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

The University maintains a policy on Academic Integrity that provides an explanation of the types of behaviors that constitute academic misconduct. (See SUU Policy # 6.33) That policy identifies the following behaviors:

- Cheating on exams or other forms of assessment or assignments
- Plagiarism
- Fabrication or forgery
- Obstruction of learning
- Multiple submission of assignments
- Copyright infringement
- Research Misconduct
- Complicity (helping others cheat or failing to report)
- Misuse of translation or recording devices

Students can review the policy for the definitions of these violations and infractions. The University definition of plagiarism is included below.

Plagiarism: The University defines plagiarism as intentionally or carelessly presenting

the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person, or cutting and pasting of source material. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. It is the responsibility of the student to consult with their instructors for clarification in any situation in which the need for documentation is an issue. Faculty are encouraged to share with students various resources that can help identify plagiarism before assignments are submitted.

Ada Statement

Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact the Disability Resource Center, located in Room 206F of the Sharwan Smith Center or by phone at: (435) 865-8042. SSD determines eligibility for and authorizes the provision of services.

If your instructor requires attendance, then you will need to seek an ADA accommodation to request an exception to this attendance policy. Please contact the Disability Resource Center to determine what, if any, ADA accommodations are reasonable and appropriate

Emergency Management Statement

In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/emergency>.

Heoa Compliance Statement

The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <https://help.suu.edu/article/1097/p2p-and-copyright-infringement>.

Disclaimer Statement

Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

SCHEDULE:

DATE	TOPIC	Reading	Assignments Due
T 5.17	Syllabus/ Introductions		Short #1 - Rubric
R 5.19	What is Directing?	Bogart, <i>A Director Prepares</i> , "Introduction," "Preface," and "Memory"	Select a play

T 5.24	Approaching the Play - Concept	Ball, <i>A Sense of Direction</i>	
R 5.26	Approaching the Play - Concept	Mitchell, The Director's Craft, Chapter 1	Short #2 - Concept
T 5.31	Main Idea	Mitchell, The Director's Craft, Chapter 3	Director Presentation
R 6.2	Creating in Space		Short #3 - Space
T 6.7	Understanding Action	Mitchell, The Director's Craft, Chapter 2 & 4	Director Presentation
R 6.9	Composition		Short #4 - Composition
T 6.14	Working on Character	Mitchell, The Director's Craft, Chapter 5	Director Presentation
R 6.16	Picturization		Short #5 - Picturization
T 6.21	Rehearsal	Mitchell, The Director's Craft, Chapter 9	Director Presentation
R 6.23	Rehearsal preview		
T 6.28	Intimacy Choreography		
R 6.30	Mid-term Performances		Performance #1
T 7.5	World of the play	Mitchell, The Director's Craft, Chapter 10	Director Presentation
R 7.7	Viewpoints		<i>Short #6 - Viewpoints</i>
T 7.12	<i>Working on scenes</i>	Mitchell, The Director's Craft, Chapter 11	Director Presentation
R 7.14	Viewpoints Composition		Short #7 – Viewpoints Composition
T 7.19	<i>Working with Actors</i>	Readings TBD	Director Presentation
R 7.21	Workshop - TBD		Short #8 - TBD
T 7.26	Working with Designers and Dramaturgs	Mitchell, The Director's Craft, Chapter 6	Director Presentation

R 7.28	Workshop - TBD		Short #9 - TBD
T 8.2	Casting/Auditions	Readings TBD	
R 8.4	Previews of Final Performances		
T 8.9			
R 8.11			
T 8.16			
R 8.18	Final Performances		Performance #2; Journals Due