



Introduction to Theatre

Roman Theatre at Fiesole, Italy

ENG 150L Section 851
MW 3:30-4:45 on Zoom

Dr. Eileen Curley

This course is an introduction to the world of theatre and dramatic literature, as well as to the process of moving from the page to the stage. Course assignments will vary in scope and nature to allow for exploration of the multitude of components and approaches necessary for staging a successful theatrical event. Class discussions and assignments will focus on:

Script Analysis Theatre Artists Collaboration Theatre History Artistic Processes Realized Performances

Course & Classroom Philosophies

Theatre is Collaborative

Theatre is a collaborative and interactive art form that thrives upon active energetic involvement from all participants – audiences as well as participants. You will be creating art with members of this community, which requires everyone to take risks together. Be cognizant of your own actions and reactions and their impact on our classroom community. Be a good collaborator.

Theatre is Challenging

Theatre is human artists imitating human beings in action. And, intellectual growth depends on exposure to a diversity of human experiences in the classroom. Thus, this course requires you to engage with many aspects of humanity on the page and in the classroom. We will encounter points of view and treatments of subjects that may offend or confound your sensibilities. Be prepared.

Theatre is Community-Driven

As adults embarking upon collaborative learning together, you need to be honest, respectful, and supportive. As you are working this semester, please remember that everyone deserves to have a classroom where they are free to learn without fear of being silenced. We are all responsible for the climate in our classroom. Be good to each other.

Course Objectives

This course will help students develop an understanding of theatrical practices, texts and history that will, in turn, allow students to become more insightful and educated audience members, performers and practitioners. The course is structured so as to allow you to learn about an area of theatre and then apply that knowledge to a dramatic text.

At the completion of this course, students should have a greater capacity to:

- Analyze scripts as texts for performance
- Identify and analyze the contributions of theatre artists
- Work collaboratively
- Be a more informed audience member
- Use theatrical terminology
- Continue working towards being a more confident public speaker
- Analyze historical and contemporary production conditions and their impacts on the theatrical event

Readings, Materials, & Supplies

Materials used in connection with the course may be subject to copyright protection.

Digital Plays & Readings

Links to Marist library digital copies are on iLearn:

- Beckett: *Act Without Words 1*
- Fasthorse: *The Thanksgiving Play*
- Additional readings
- Free streaming productions

Play to purchase (print)

Parks: *Topdog/Underdog*
ISBNs (either edition is fine)

- 9780822219835 (acting edition)
- 9781559362016 (TCG publisher version; Ebook available, too.)

Play to Purchase (digital)

Nguyen: *She Kills Monsters: Virtual Realms*

Access Instructions: please buy the \$4.95 Digital Acting Edition direct from Concord Theatricals.

This will allow you digital access to the file, which you then are permitted to print to paper or print to PDF via your print dialog box once.

A full guide to using their site will be on iLearn, but I **highly recommend saving to PDF when you go to Print** and then printing (if you're on campus) or reading the PDF rather than reading it on their website.

<https://www.concordtheatricals.com/s/92815/she-kills-monsters-virtual-realms>

Hamilton - Streaming Access

In NOVEMBER -- Please purchase a one-month \$6.99 subscription to Disney+ to allow you access to Miranda's *Hamilton*

In the meantime, you can access *Hamilton* soundtrack and lyrics:

- Listen on Spotify (free)*
- Annotated Lyrics are on *Genius.com* if you need them.

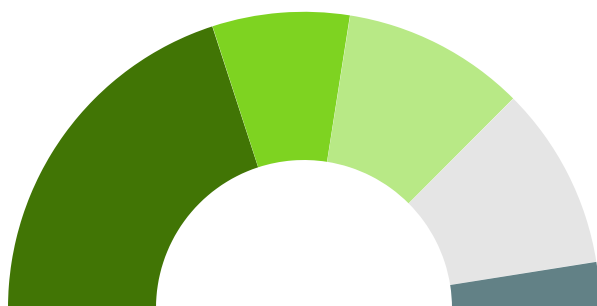
iClicker Reef:

Please subscribe to iClicker Reef and use either Student Apps or Student Web. A 6 month subscription is \$15.99

Full instructions will be on iLearn.

Do not purchase a student remote.

Grading Breakdown



- Exams (40%)
- In Class Work (20%)
- Act without Words (15%)
- Final Project (20%)
- Quizzes (5%)

Grade Scale

A (900-1000 pts) Excellent Mastery

B (800-899 pts) Above Average Mastery

C (700-799 pts) Mastery

D (600-699 pts) Partial Mastery

F (Below 600 pts) Failure to Master

How This Remote Course Works

To Attend Class, Start in iLearn on Homepage (Lessons) and then follow the links to our Zoom class meetings.

- Class will start each day at it's scheduled time (3:30 Eastern) on Zoom.
 - Some classes will run the full session until 4:45.
 - Others will break a little early so that you can use a breakout room to talk with your project groupmates, complete a discussion post on iLearn, or engage in another online activity related to what we were just discussing.

This is a fully remote course -- which means we will be:

- meeting daily on Zoom (there are a couple of exceptions noted on the Lessons)
- using Zoom chat during class as needed
- using iLearn as an extension of our virtual Zoom classroom:
 - a weekly planner with links to all non-physical materials
 - a centralized information repository
 - assignment submission site
 - communication hub
- using iClicker to augment interaction during class

As a result, you will want to start each week by:

- logging into iLearn
- opening the Homepage (Lessons Tool)
- navigating to the particular week in Lessons.

Each weekly Lesson will include:

- The hyperlink to our Zoom class sessions
- An overview of the topic(s) we'll discuss that week
- Notes about readings that are due
- PowerPoint notes about topics
- Resources and links for supplementary materials
- Assignments that are due (other than in-class iClicker work)
- A weekly checklist of tasks to complete

A Few General Notes about Conduct and Community and Technology

This is a course which requires that each of you, at various times, allow us into your workspace to view you while you are performing. On many days, we will be doing exercises together in class to develop community or practice techniques. You each need the space and freedom to learn, to take risks, and to grow as a performer.

In order for everyone to feel comfortable taking these creative risks in a supportive environment, there are some non-negotiable groundrules for this course:

You MAY NOT record any part of the streamed final project workshops or performances. Accordingly, you also may not distribute any part of the final project workshops or performances.

- We do not have the license to perform for an audience or to record and disseminate this work.
- We are allowed to work on scenes from the show as an in-class work project that only other class members can view live (not recorded).
- Failure to observe this mandate will open you to legal action from the rights holder and will result in your being referred to the Office of Student Conduct.

You MAY NOT record class or take screen caps of class. Respect the privacy of the community.

All PPTs, assignment sheets, and other materials presented or shown in class by me will be available on iLearn for reference. You may download and work with these as you need for class.

All work by your classmates that is shared online for community discussion or during exercises is to remain online and under the control of your classmate. Do not download or screen cap your classmates' work products unless you are working as a group and your classmate has intentionally shared content with you.

If you miss a class or your tech cuts out or the like, then all presented course content (PowerPoints, etc.) will be available on iLearn. Notes from in-class discussions and exercises should be obtained from classmates (ask around & use the communication tools that are available). Please ensure that you obtain those notes from classmates as the PPTs will be an incomplete view of what we discussed.

Graded Assignments

Full instructions will follow for all assignments

Exams 40%

- There are 2 exams in this course, each worth 200 points
- Exams cover all course objectives & content
- Make-up exams will only be given in cases of dire emergency

Act Without Words Project 15%

- Students will imagine and write an explanation of an adaptation of this short play.
- This written project will serve as practice for the creative work involved in your final project.
- The project will ask you to apply your course knowledge and creatively reimagine the play as you analyze a script, deploy the skills and jobs of various theatre artists in your plan for your adaptation, and assess the impact of theoretical production conditions on your plan.

Final Project 20%

- The final project is the culmination of all skills learned and will assess all objectives. You will experience and analyze theatrical presentations in our current pandemic world.
- In groups, you will perform a staged reading of a short section of *She Kills Monsters: Virtual Realms* via Zoom, including cueing, design, and acting. This will not be open to the public.
- This assignment includes written work, workshop performances, peer feedback, and a final script-in-hand performance on Zoom and/or Panopto presentation depending on your role.
- As this is a group project, a portion of your grade comes from your work with your group.
- Solo options are available and will be assigned to anyone with attendance problems.

Reading Quizzes 5%

- Quizzes encourage you to read before class while preparing you for class discussion and give you exposure to the style of questions that will appear on your exams.
- Quizzes will be open on iLearn in advance of their due date. Take them before class starts.
- Quizzes are graded on mastery of the reading material. The lowest quiz grade will be dropped.

In-Class & Online Work 20%

- This is an umbrella category that includes numerous types of assignments. See below.
- These assignments will assess all course objectives, in different combinations
- In-class work may or may not be announced in advance.
- No make-ups will be administered for work completed during class time.
- Online work will be open long enough for you to schedule time to complete it.

Types of In-Class Work

Practical Exercises

- These allow you to practice the skills of the various artists before you use them on projects.
- As part of the skills acquisition process rather than a display of content preparation, these will be graded based on engagement and completion. Some of these will be live in class, some online, and some will use iClicker.

Informal Performances

- These are an opportunity for you to practice public speaking skills in low-stakes contexts.
- As part of the skills acquisition process rather than a display of content preparation, these will be graded based on engagement and completion. These do not require advanced preparation.

Homework & Online Work

- These are an extension of the coursework where you apply your knowledge of a topic.
- Some of these are mastery assignments while others are completion assignments.

Participation & iClicker responses

- This is your active, respectful, and measured contribution to class discussions in a variety of modalities. Participation will occur through spoken discussion as well as engagement activities and responses using iClicker, the chat function, and other technologies. As we are a large class, we will be blending text and spoken participation to allow the fullest range of contributions. The portion of this grade not occupied by other assignments will be assigned here. Your contributions will be assessed holistically twice in the semester.



Attendance Policies & Guidelines

The Globe Theatre, London, England

- The interactive and collaborative nature of theatre extends into the theatre classroom, even when it is virtual.
- By enrolling in this course, you have agreed to be a present and active member of this class.
- Note: failure to attend class regularly will result in your being assigned to a solo final project.
- There's a pandemic out there and this is a remote class. Be safe, and be in touch.
- **Full instructions and guidelines for Zoom and iClicker use can be found on iLearn.**

Physical & Intellectual Absences

- The class will be held on Zoom and iLearn. Do what you can to be present & focused rather than surfing & distracted.
- I do not distinguish between excused and unexcused absences. Working from home is complicated. There's a pandemic. Your goals this semester are engagement and communication if you run into situations that prevent your full engagement. If extenuating circumstances develop, please contact CAAS and me as soon as possible so that we can work to keep your academic progress on track. Do not suffer in silence or disappear. Ask if you need help.
- Please know that I will send out the not-quite-metaphorical search parties if you miss class too often.

Answers to Other Common Attendance Questions

- **Extended absences** (more than one class period) must be cleared through CAAS.
- If your observance of a **religious holiday** conflicts with the course schedule or our in-class work, then please notify me *at least two weeks prior to the holiday* so that appropriate arrangements can be made.
- Participation in **college-sponsored activities** does not excuse you from your responsibilities as a student in this course. You know your schedules ahead of time. Plan accordingly.
- **Athletes & Band Members:** Alas, there's usually a note here about getting me your absence notes.
- **If you miss class**, then you should contact your classmates to get the notes from them. I recommend getting notes from multiple classmates, as that will increase your chance of getting decent coverage of the day's content.
- **Changes to Workshop and Performance Schedules:** Due to the need to fit many scenes into a short period of time, you may not change your workshops or performance dates once they are agreed upon.

Mandatory Attendance Days:

- Attendance is mandatory for all performance days & workshop days unless otherwise noted.
- Do not stand up your scene partner(s). Dial in on a phone if you're having web issues.
- The learning process includes watching your classmates grow and helping them to improve through peer feedback.

If you cannot commit to Zoom rehearsals and in-class Zoom performance dates, then you should not agree to a group final project. Solo options can be arranged. Or, join us in a future semester if you'd prefer a group project.

Communications Outside of Class

Office Hours

My office is Fontaine 214 but all office hours will be virtual this semester.

My Zoom office hours are:

- Monday 10 am until 12 noon
- Tuesday 3:30-5:00 pm
- Friday 3:30-5:00 pm

Full-time Marist faculty hold five office hours per week.

This is a time when you can drop in and ask a question without an appointment.

These will be held on Zoom. Links are on iLearn.

Email

My email is: eileen.curley@marist.edu

Email is a professional communication tool. Please use it accordingly.

Marist requires that email about your academic progress be sent to your school email.

I check email at least once daily on weekdays, but expect a delay on weekends and Wednesdays.

Please do not email within 24 hours of class and assume I will be able to answer your message.

Assignment Submission Policies & Procedures

Late Work

- Stay on top of the course, but I realize we're in a pandemic.
- Assignments are due at the time/dates listed on iLearn. Do not get behind.
- Quizzes and exams will be open for multiple days; these cannot be submitted late. The lowest quiz is dropped.
- iClicker and in-class work cannot be submitted late as it is transient. If you end up in a hospital or the like, then reach out. iClicker work is treated holistically and has a built-in buffer for an occasional sick day or tech glitch. (See the guide)
- No late work is accepted after fourteen days or Friday of finals week, whichever comes first.

Submission Instructions

- Follow instructions & links in Lessons for all work submission.
- Written work is due to iLearn.
- iClicker work will be submitted through the iClicker Reef.
- iLearn only accepts certain file formats. Google doc links & .pages are not accepted. Export to Word or PDF.
- I will grade what is submitted. Check your submissions.
- iLearn will confirm submissions via email.
- I do not accept emailed work.

Extensions and Incompletes

- Incompletes and extensions will only be granted for emergency situations that develop towards the end of the semester.
- Do everything you can to stay on top of the course work, but if you end up with extenuating circumstances, then reach out and we will build you an individualized plan based on your situation.
- Do not suffer in silence.

Covent Garden Opera House, London



Academic Honesty

The currency of higher education is knowledge. This exchange of information allows us to improve society and ourselves, but we cannot grow and learn unless we first admit that we need to rely on the thoughts of others to generate our own ideas. When you use someone else's ideas, you must cite that person. When in doubt, cite.

If you have questions, then ask before submitting your work.

Violations & Repercussions

As members of the Marist learning community, all students should adhere to the principles of academic integrity as set forth in the Marist Academic Integrity Policy.

Violations include but are not limited to activities such as cheating on exams and plagiarism, which includes copying other artists' work.

Any student found to be in violation of the Marist College Academy Honesty Code as it pertains to our class will **automatically fail the assignment with a grade of zero (0)** and may face further sanctions, including failure in the course.

Turn-it-In

Use of Turnitin is mandated for this course. Turnitin is a service used by Marist College faculty to compare a student's written work with its very large database of sources, student papers from other institutions, and the like, to check for originality. Work submitted to Turnitin will be used only for purposes of assessing originality, and will not be shared beyond Turnitin or used for any other purpose. Students must submit all assignments to Turnitin through the regular iLearn submission process. Students who wish to remove their personal identifying information (name, student identification number, etc.) from the submitted file may do so but must notify their professor ahead of submission. Work submitted through iLearn in this course will not be reviewed by the Professor or maintained by the College unless and until the Turnitin process is completed

Accommodations

If you have **any** condition or need for accommodation that will make it difficult for you to carry out the work as I have outlined it, please notify me *within the first two weeks* of the class so that appropriate arrangements can be made. If something develops, then let me know. This include religious holiday observances.

Learning Accommodations

- The Office of Accommodations and Accessibility provides services that can significantly enhance your learning.
- If you use OAA, please notify me so that we can work to create an optimal learning environment.
- In-person testing accommodations are administered by OAA and not the individual faculty members at Marist, although online testing will occur through iLearn.
 - If you need further assistance such as a scribe or a reader, then please contact OAA to book those resources.
- Book your exams early so that you can be sure that you have a time reserved and that I know they need your exam.
- If your accommodations include the use of electronic devices in class, then speak with me so that we can craft an individualized plan based on your needs, including for performances.
- If you develop a medical condition during the semester (concussion, broken hand, etc.) that leads to you needing temporary accommodations, then please contact OAA.
- If you had accommodations in high school and are considering not using them in college, please file with the accommodations office now regardless. Registering and then declining to use them when you see that you do not need them is much easier than the other way around. Also, I highly recommend that you use your accommodations for a semester before making this decision to not continue with the support. The heady joy of September is a different learning condition than the doldrums of December.

How Does This Course Fit into the Marist Curriculum?

ENG 150 offers 3 credits of Liberal Arts (LA) credit. You may use this course in any of the following ways:

- Core Fine Arts
- Core Public Presentation Intensive
- Theatre minor requirement
- English major foundation requirement for all concentrations (writing, literature, theatre)
- Elective Credit

Public Presentation Intensive (PPI) Core Requirement Information

You will be participating in a number of formal and informal presentations throughout the course of the semester.

Goals:

Your goals here should be to become a more effective public speaker by the end of the semester. Understandably, “more effective” will vary from person to person depending on your starting point.

Some of you will need to work on standing up, projecting, and not letting nerves get the better of you. Others of you will be working on more advanced skills such as pacing, pointed articulation, and breathing control.

We will all be working together, with lots of feedback, in what will be a supportive and collaborative environment.

Types of PPI Assignments

Examples of Unscripted Informal Performances

We’re all in this together, and assignments like these count towards your In-Class Work grade. These give you a low-stakes way to practice.

- Shakespearean Insults.
- Acting Exercises
- Class Discussions
- In-class exercise volunteers

Examples of Scripted Informal Performances

These are more formal moments where you’re presenting short texts or actively working on developing skills. Your goals here are audibility, clarity, nerve control, and growth.

- Final Project workshops

Formal Performances

These require you to be poised, focused, well-rehearsed, and in the moment. We will build to these days through smaller exercises and your final project workshops.

- Final Project Performance

What Happens if (when) the Tech Fails?

If my tech fails: I'll email you (if I can).

- You'll notice, however, that the class isn't starting on time/ the virtual classroom isn't open.
- If rebooting works, then we'll just start late.
- If the power or internet is out, then we'll move that day onto iLearn asynchronously and/or adjust the schedule.

If your tech fails: email me. Reboot, try a different device if you have one, call the Zoom on a phone. Pop into class when you get it working again.

If campus tech fails: I may or may not know what's going on since I'm not on campus, but if all of the campus folks are missing, then that's a good sign that power is out or 2020 is just keeping on with it's bad self. We'll adjust as needed.

The rule of the semester: we will figure it out and adjust as needed.

| Week | | Topic | Readings | Quizzes & performances | Major Assignments Due |
|--------|-------|---|---|----------------------------------|---------------------------|
| 1.1 M | 8/24 | Introduction & iLearn/Tech Tour | | | |
| 1.2 W | 8/26 | What is Theatre in a Pandemic? | Article links in Lesson | | |
| 2.1 M | 8/31 | Backgrounds: Plot Structure | Article links in Lesson | | |
| 2.2 W | 9/2 | Backgrounds: Spaces and Theatres | Article links in Lesson | | |
| 3.1 M | 9/7 | Backgrounds: Six Elements of Drama | | | |
| 3.2 W | 9/9 | Playwriting & Artistic Control | Article links in Lesson | Reading Quiz | |
| 4.1 M | 9/14 | The Actor: Bodies in Space | Article links in Lesson | | |
| 4.2 W | 9/16 | The Actor: Your Body in Space | | Informal Performance #1 in class | |
| 5.1 M | 9/21 | The Director: Ideas in Space & Casting | | | |
| 5.2 W | 9/23 | The Director: Ideas in Space & Casting | Article links in Lesson | Reading Quiz | |
| 6.1 M | 9/28 | Absurdism & Project Introduction | | | |
| 6.2 W | 9/30 | Storytelling without Words | Beckett: <i>Act Without Words 1</i> | | |
| 7.1 M | 10/5 | Exam #1 (open 10/3-10/7) | | | Exam 1 |
| 7.2 W | 10/7 | Final Project Discussion | Nguyen: <i>She Kills Monsters: Virtual Realms</i> | | |
| 8.1 M | 10/12 | The Designers: Defining the Space | | | Act Without Words Project |
| 8.2 W | 10/14 | The Designers: Defining the Space | Article links in Lesson | | |
| 9.1 M | 10/19 | Comedy vs. Humor | | Informal Performance #2 in class | |
| 9.2 W | 10/21 | Contemporary Comedy | Fasthorse: <i>The Thanksgiving Play</i> | Reading Quiz | |
| 10.1 M | 10/26 | Final Project Workshops (all) | First Stumblethroughs | Performance Workshop | |
| 10.2 W | 10/28 | The Business of Theatre & Reaching Audiences | Article links in Lesson | Reading Quiz | |
| 11.1 M | 11/2 | Pulling it all together 1: <i>Topdog/Underdog</i> | <i>Topdog Diaries</i> documentary (online) | | |
| 11.2 W | 11/4 | Pulling it all together 1: <i>Topdog/Underdog</i> | Parks: <i>Topdog/Underdog</i> | Reading Quiz | |
| 12.1 M | 11/9 | Final Project Workshops (all) | Second Stumblethroughs | Performance Workshop | Project Paperwork Part 1 |
| 12.2 W | 11/11 | Pulling it all together 2: <i>Hamilton</i> | Miranda: <i>Hamilton</i> | Reading Quiz | |
| 13.1 M | 11/16 | Pulling it all together 2: <i>Hamilton</i> | Miranda: <i>Hamilton</i> | | |
| 13.2 W | 11/18 | Pulling it all together 2: <i>Hamilton</i> | Miranda: <i>Hamilton</i> | | |
| 14.1 M | 11/23 | Exam #2 (Open from 11/18-11/24) | | | Exam 2 |
| 14.2 W | 11/25 | No class - Thanksgiving Break | | | |
| 15.1 M | 11/30 | Final Project Workshops A Groups only | B Groups should rehearse during this slot | Performance Workshop | |
| 15.2 W | 12/2 | Final Project Workshops B Groups only | A Groups should rehearse during this slot | Performance Workshop | |
| 16 M | 12/7 | Final Project Performances will be held on Zoom during the final exam slot Monday 3:30-5:30 | | Final Performance | Project Paperwork Part 2 |

What is Where on iLearn?

Homepage (Lessons Tool)

- Start on the Homepage (Lessons Tool)
- This Homepage serves two main functions:
 - The landing page is a centralized place to start each time you log into the course.
 - Each week has a subpage.
 - Main resources are listed here with links
 - Other useful subpages are also listed here
- Think of this like an interactive course schedule with some additional resources

Weekly Lessons Pages

- These are Weekly subpages of the Main Lessons Landing Page. They have everything you need to complete that week's work, including:
 - Links to the daily class Zoom meetings
 - Links to materials & readings
 - Links to the tools you need to submit your assignments for that week, such as Assignments, Forums, etc.
 - A Checklist tool to help you manage your workflow. Use this to manage your workflow.

Zoom

- This is a videoconferencing tool. We will use it for live class and for office hours.

Checklist

- Each week (and the Scavenger Hunt) will have a checklist on the Weekly Lesson.
- This allows you to keep on top of work and helps me to see how you're progressing.

Feedback & Grades

- This course will use the iLearn gradebook.
- Written feedback on your assignments is more crucial for development and progress than simple numerical grades. Read the feedback.
- Feedback on assignments will be distributed either:
 - During in-class feedback sessions. (Take notes.)
 - In the Assignments tool as an attachment or in the text box.
 - In the gradebook in the comments boxes.
- All grades will be visible in the Gradebook tool a few days after assignments are returned.

Forums will be used in three main ways

- Group communication center
 - Group projects will have a forum for your group. This will allow for easy file transfer & communication within the group.
- Exam review and prep
 - There will be an assignment to create mock exam questions for bonus points.
- Online Discussions
 - These will vary depending on what we are doing each week.

Assignments

- The formal written work for projects for this class will be submitted to the Assignments Tool, as will occasional exercises.
- Select the correct Assignment and be sure to upload your work in an accepted file format
- ALWAYS go back into the assignment and make sure that the file upload worked. It is your responsibility to make sure that your uploads are successful and completed on time.
- Please do not upload .pages files or links to Google Docs. Export to .doc or .pdf

The Q&A Quick Sheet

Why is this syllabus so very very long?

- We're a partially online class -- so where it's harder to just ask a question or pop by my office, this is your semester-long reference tool. I'm trying to anticipate common questions -- thus, the syllabus has lots of answers you to questions you might not have asked yet.

How do I attend class?

- 5-10 minutes before class starts, log into iLearn (ilearn.marist.edu) select Homepage, look for Zoom link in the first section at the top. Select the day. Join the class session for that day.

How do I know what I am supposed to do each day for class?

- You have multiple guides to help you keep organized:
 - The syllabus has a single sheet calendar that's meant to be a quick glance at the semester.
 - iLearn has detailed Weekly Lessons pages which have links to needed materials, assignment submission places, and other resources/ tools.
 - Major assignments are also listed on the course Calendar and will have submission date information on the assignment

When is work due?

- Major assignments are due at the start of class on days listed on the schedule (all first class meetings in the week)
- Online quizzes are due at the start of the second class meeting each week.
- Exams will be open for multiple days so that you can schedule a good time to take them online.
- iClicker work will occur during class sessions. Other work will be explained as needed.

What happens if I or someone in my household gets COVID-19?

- If you're on campus, follow protocols. If you're home, go to bed and check your oxygen levels. We'll deal with whatever ensues as it happens on an individual basis.

Do I need to perform?

- Yes, this is a public presentation intensive class. We'll be working up to the final scenes through a multi-step process.
- I do not expect brilliant acting -- I expect growth, effort, and progress.

Do I need to be visible at all times on Zoom?

- No. You need to decide when you are comfortable letting us into your living / work space.

Can I just never show my face on Zoom?

- No. When you are performing, we do need to see you. Please arrange to be someplace workable on those days.

How am I being graded?

- This will depend on the assignment type - see the page in the syllabus which explains these and then look at each individual assignment sheet for more detail. Some assignments encourage engagement and risk-taking and are graded on their completion; others are graded on mastery. Each will be noted.

What happens if I miss a class or the dog unplugs my computer and I miss some iClicker work?

- This work will be graded holistically as part of your overall engagement and participation in class. You will receive a holistic grade at midterm based on work up to that point, and a second grade at the end of the semester. There will be a cushion for an occasional tech glitch, missed class, in-home distraction, etc.

Can I talk to you outside out of class?

- Absolutely. All FT Marist faculty hold five office hours per week and all PT Marist faculty hold office hours by appointment. Links to my Zoom office hours are on the class Homepage in iLearn and in my email signature.

Really? No recording of class or screen caps?

- Yes, really. The internet is forever. No one wants to be memed by people they've just met or to have recordings of them doing tongue twisters or practicing acting to end up online.
- Failure to observe this mandate will results in an immediate referral to Student Conduct.
- The classroom, virtual though it may be, needs to be a safe space for you to work on performance skills and to learn.

Zoom - Etiquette and Use

This is not a typical classroom setting - so what follows are community ground rules and general advice for the semester.

Mics & Spoken Participation:

- Please **turn your mics off when you are not talking**.
 - I may periodically mute the whole class if there's background noise, so also:
- Please check to make sure your mic is on when you are trying to talk.
- **Raising hands:** Either use the hand raise/clap icon and/or give a wave/ hold your actual hand up. It's complicated to maintain a balance of who is speaking and to understand and gauge pacing when we're not all in a room together. Calling on folks by hands isn't ideal for a good free-flowing conversation, but Zoom is not a typical classroom. We'll figure it out.

Cameras:

- **Clothes are not optional.**
- Make sure that everyone in your work space knows that you are online and on a video call.
 - Clothes are not optional for them, either.
- You need to decide if you are comfortable inviting us into your physical space. *If not, then keep the camera off.*
- **As this is a performance class, however, you do need to be visible during performances & workshops.**
 - Those are noted on the syllabus.
 - Please contact me if you need help working out a good space from which you can attend class on those days.
- Even if your camera is off, you will still be able to actively participate via iClicker activities and chat, and you can talk, too - just remember that we can't see you raising your hand physically, so use the hand icon or turn the camera back on.

Chat:

- We'll be able to use the Chat function in Zoom for clarification questions, content questions, and the like.
- Remember that your chats are going out to the whole class unless sent privately. Be judicious and respectful.

Focus:

- Online streaming classes will be a focus challenge for everyone, so please be aware of that. Implications:
 - As much as possible, create a world where you can focus. What does focusing mean for you?
 - As much as possible, however, you also have to create a world where everyone else can focus, too.

How to balance the community needs with your own:

- Do you need to pace or fold laundry to hear and understand the discussion? Totally fine, but please turn off your camera; if you'd like to make a point in a discussion and be seen, then turn it on and stand still when you are speaking.
- Are you in charge of a toddler? Is the mail getting delivered mid-class every day and does your dog need to protect you from those letters? Be sure to shut off your mic.
- Lunchtime? That's fine, but mic and camera off is going to be best for all.
- Can you multi-task well? Excellent - but please do not assume all of your classmates can - read the lack of response to a chat as a request to disengage during class. Don't let your energy and interest become a distraction.
- Do you have a question or did you miss something? Put it into the chat or raise your hand - please don't just cut in on whomever is talking.
- Do you need to start class on your phone while walking back to your dorm? Totally fine - just turn off the camera.

So, please avoid:

- Walking around /moving with your camera on.
- Leaving your mic on if you're not the person talking.
- Starting side arguments /distracting your classmates in the chat function or on other tools.
- Jumping into the conversation without raising a hand & being acknowledged.

And please make sure that you:

- Grant everyone in the class the patience and courtesy that you'd also like to be granted.
- It is going to be a learning curve for all of us, and tech will cut out, people will freeze, folks will accidentally step on each other's proverbial toes. **We're building a long-distance community here using tech as best we can.** Be good to each other.
- Please be kind, gracious, and forgiving -- and try to be empathetic towards your community members at all times.
- Let me know if you need any advice about self-advocacy.

Preparing for Class Meetings in this Virtual World

This entire semester is going to take more thought and organization than usual -- I strongly recommend trying to find a pattern for your work and workspace. Schedule regular hours, try to find quiet, balance your workflow with your recreation. A set schedule is a key for successful working from home, and that advice applies to students taking an online course as well.

Check your email regularly!

Readings & Materials:

- Readings are due on the date listed on the **course schedule**.
- I expect you to have done the reading and be ready to discuss the texts.
- **Download and/or Print** (or purchase) the readings and other materials. Have them ready for class.
- Each week's content will be available at least a week in advance so that you can get yourself organized.
- Annotate the readings as you are working through them and/or take notes on an open document.

Taking Notes:

- Have an open document ready to go where you can take notes on the class session content.
- OR -- have an old-school notebook or paper. Studies show we have better recall when we write; think about what works best for you -- both in terms of taking notes and in terms of your physical space.
- Remember that the goal of notes is to help you to remember content later on in the semester -- not to end up with an attempted verbatim transcript of the course discussion.
- When there are PPTS, then annotate those.

File Maintenance & Organizing Yourself:

- Think about whether you will study better with all of your notes in one file vs. in one file for each day of class.
- Make backups! Save to the cloud! Something - save your work somewhere other than your phone/harddrive.
- Printing is free on campus (if you're there). Consider a virtual binder vs. a physical one.
- What makes the most sense for you, your workspace, your study habits?

Physical Organization of your space and tech:

- You're going to need to use your computer and/or phone -- Zoom and iClicker Reef - during most class sessions. Sometimes we will use iClicker more than others -- but start each class session with both programs open.
- Think about whether you need a notebook, too.
- Headphones are fine.
- This is a public presentation class, so while there will be days when you can participate via chat tools/ iClicker, there will be days when you need to be performing. Check the schedule, and let me know if you have concerns.

Roommates, Parents, Pets, Children, and other living creatures in your world / Shared Tech:

- I strongly recommend having a house meeting to discuss when you are "in class" and when you are working and can be interrupted. Come up with a communication strategy. Signs? Specific spaces? Calendars?
- Streaming takes bandwidth -- so communicate about who needs the bandwidth on any given day, if limited.
- Likewise, if you're sharing technology, consider taking notes on a notebook and attending class on a smartphone or landline phone if that's an option. (We'll do iClicker adjustments if you end up in this tech boat.)