

Undergraduate

Prepared By: Timothy R. Wilson
Phone: 940.565.4021

REQUEST FOR ADDITION OF COURSE TO CORE CURRICULUM

College/School: College of Arts and Sciences
Department: Dance and Theatre

Subject Prefix: THEA Course Number: 4350 Semester Credit Hours: 3

TCCNS Number (if applicable) _____ Hours Per Week: 3 Lecture
(common course number) _____ 1 Lab

Title Senior Seminar _____ Recitation
Short Course Title : Senior Seminar _____ Other
(maximum 22 characters including spaces)

Category of Core Curriculum course is to be added: Capstone Experience

Catalog Description:

Capstone course involving intensive study of aesthetic principles, values, philosophy, creative process, criticism, activism and advocacy within the profession. Through self-discovery, discovery, discussion, readings, arts experiences, professional interactions and exchange of ideas, this course focuses on transitions and the parameters of preparation and responsibility as students investigate career options, professional and personal goals, continuing education and individual life choices. Essential to this process is that each student analyze and synthesize knowledge and skills in preparation for planning for a future. This course meets regularly as a seminar and at laboratory events within the profession. This course meets the criteria for Honors Capstone course.

Prerequisite(s):

90 hours of college level courses, junior or senior status within the required courses of the major and consent of the academic advisor / department.

If course is cross-listed, indicate below:

Department: _____ Subject Prefix/Course Number: _____
Department: _____ Subject Prefix/Course Number: _____

Justification for course to be added to Core Curriculum (Include how course would satisfy each exemplary objective.):

1. **Make connections between different areas of knowledge and different ways of knowing.**
Through the Personal Philosophy Assignment, students establish in written form the essential personal and professional values which form the core of the artistic, aesthetic and personal choices being made with regard to potential participation in the profession. Through discussion of this process and philosophical statements in class, students become aware of differences / similarities in the expression of ideas by their peers. Furthermore, each student presents orally a synthesized "one-line" summary of personal philosophy. Through the Biography Assignment students select an individual from the arts, politics, religion, business, etc whose life is of interest to them. Each student finds a published biography focused on the selected individual's life. They are required to develop a written synopsis of the book read which includes attention to "life lessons learned" from this individual. They are also required to imagine an interview with this individual and determine what advice that person would provide them with regard to their work in the profession &/or life.
A majority of the students [over 75%] will be able to demonstrate the ability to make connections between different areas of knowledge and different ways of thinking.
2. **Be able to express ways that exposure to different ideas, perspectives, cultures and viewpoints have enriched their thinking.**
Through the reading journal articles reflective of Activism in Theatre, each student provides an oral report summarizing the unique way theatre has been used to further social, cultural, political, religious points of

view. The selection of articles include historical and contemporary perspectives from diverse global cultures to include, but not be limited by, articles which focus on Australian Aborigines, Mexican Indians, Argentine Generations, German Expressionism, Ghana's Slaves, Palestinian Performances, Indian Political Theatre , Asian Identity in addition to initiatives within the US focusing on Theatre and Alzheimers' Patients, Religious Zealots, Incarcerated Prisoners, War Efforts as well as Individual Protest..
 Following each Oral Report, the students engage in discussion / debate regarding the issue presented and the relationship to theatre as a form of social, political, cultural dynamic.
 A majority of the students [over 75%] will be able to meet this objective individually through oral and written reports and through participation in class discussions.

3. Learn Decision Making Strategies that include an Ethical Analysis.

Students are required to develop a detailed Self-Assessment in written form which provides an individual analysis of personal/career values and goals from both a philosophical and practical point of view. The analysis includes attention to areas such as Personal Characteristics, Personal Values, Financial Planning, Personal/Professional Goals, Skills Acquired, and Skills in Need of Development. Based on this individual assessment, students develop a plan of preparation for the immediate needs of a university student as well as in preparation for the transition from the university to the profession.
 Through attention to issues of Censorship / Artistic Freedom / Personal Expression students develop a written essay presenting a personal point of view on this topic. In preparation for this essay students explore and discover ways in which Censorship / Artistic Freedom / Personal Expression have had an impact on individual artists in film, theatre, visual art, poetry and performance art through an examination of specific cases presented in landmark Supreme Court decisions, Local Government actions, Documentary Film [Contemporary and Historical] , and current press reports.
 A majority of students [75%] will participate in and successfully demonstrate decision making strategies that include personal and social concerns through ethical analysis.

4. Participates in Activities That Promote the Common Good.


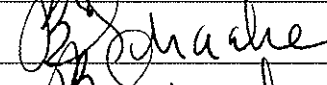
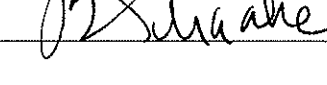
Each student is required to develop and present [orally and written] an Advocacy Project which focuses on an area of individual concern either within the arts or within a social/ global perspective which can be addressed through theatre/arts. The choice of topic/focus is one of individual choice and is developed with regards to a case statement and target audience. Through these presentations students learn to express clearly and with purpose their ideas for engagement in Social, Cultural, Political Change and peer students develop the ability to discuss and debate these issues and the effectiveness of the plan for change. This assignment further provides an awareness of the responsibility of the individual as well as the potential influence of theatre professionals to influence public awareness and change.
 In addition each student will participate in an outside Professional Project making individual connections with theatre artists / teachers / managers / etc. currently engaged in professional practices. These projects may include, but are not limited to professional auditions, performances, design opportunities, teaching opportunities, conferences, workshops, interviews, etc...
 Through an engagement with Guest Artists [on campus and in the local and national communities] students will further their involvement with theatre professionals.
 In each of these three activities, a majority of students [75%] will successfully meet this objective.

Consultation with University Curriculum Assessment Committee member:
 Department: _____ Contact: Jim Connover Date: _____

New Core Curriculum Requests must include:

- Syllabus: Maximum 4-page syllabus attached
 Assessment: Consultation w/University Curriculum Assessment Committee member in this core component group.
 Assessment procedures (criteria to be used in assessing this course) must be attached separately

APPROVED:

Department Chair:  Date: 5-6-09
 College/School Curriculum Committee Chair:  Date: 5/13/09
 Dean of College/School:  Date: 5/13/09
 Core Oversight Committee _____

Chair: _____ Date: _____
University Curriculum Committee (VPAA): _____ Date: _____

**SENIOR SEMINAR
THEATRE 4350.001
THEATRE 4350.301 [Lab]**

Spring 2009

Tuesday – Thursday 12:00 – 1:50

Dr. Timothy Wilson
Office Hours: T – R 2:00 – 3:00 RTVP 231
And By Appointment

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565.4021
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Overview

This course has been developed at the request of the University of North Texas and the State of Texas to evaluate each student's development as they complete the baccalaureate degree. Essential to this, is that each student analyze and synthesize their knowledge and skills in preparation for planning a future.

This semester, the course will focus on transitions and the parameters of preparation and responsibility as students investigate career options, professional goals, continuing education and individual life choices.

Objectives

Students will investigate personal beliefs and sources of inspiration and motivation in order to develop and clearly articulate a statement of philosophy relative to participation in the scope of the profession of theatre artists, educators and advocates.

Through readings, observations and discussions, students will engage in activities to expand professional awareness and aesthetic understanding.

In an investigation of personal / professional accomplishments, students will prepare documentation to support their career / continuing education choices through the development of effective resumes, professional portfolios and interviewing techniques.

Through interactions with practicing artists and educators, as well as through active investigation of professional resources, students will develop a collection of connections essential for exploring career opportunities.

As continuing contributors to the profession of artists, educators and advocates, students will explore professional organizations, funding sources and opportunities for continuing support and dynamic changes within the profession.

Required Textbook

Slaughter, Adele & Kober, Jeff, **Art That Pays**, Los Angeles, California: National Network for Artist Placement, 2004.

Requirements / Assessment / Grading**20% Personal Philosophy / Biography**

[10%] Both the process of participation in the sequence of assignments leading to a well-developed statement of personal philosophy, and the final documentation will constitute assessment of successful completion of this assignment.

[10%] Students will select a biography of someone who inspires them and develop a concise, though provoking paper that amplifies the scope and depth of this individual's life on their own choices.

25% Discussion / Readings / Additional Assignments / Wildness Project

Discussions are an essential part of each class experience. Students are expected to participate in all discussions and become aware of respect for and understanding of opinions that are different from their own.

[10%] Periodic assignment of readings and additional tasks will be made to enhance the understanding of topics being discussed and investigated.

[5%] Each student will be required to attend at least one professional conference, meeting, audition or related professional activity during the semester.

[10%] Wildness Project

20% Career Documentation / Preparation / Presentation

Students will prepare an effective print resume and documentation of individual career preparation [Portfolio, Video Resume, Personal CD, etc.]. Professional letters writing, portfolio presentation and interview techniques will form a portion of this assessment.

15% Resource Collection / Future Plans

As part of the development of a plan for transition to the next phase of the profession, students will develop an accurate and extensive listing of resources appropriate to their career choices.

20% Advocacy Statement / Presentation

Students will prepare a statement of advocacy with regard to a specific focused need in the profession. This statement will be developed in written form and also will be presented orally to a target audience.

*** All assignments are expected at the announced due date / time. Assignments should be submitted in the format requested. Grades will be reduced for late submissions .***According to the policy established by the Department, students are expected to earn a grade of B or better in all coursework within the major.

Attendance / Participation

The methodology of learning in the course follows an interactive design. Students must be present for each class in order to fully participate in the learning process. Attendance is required. Although three absences are permitted, each day in class holds intrinsic value. Students are responsible for material missed and all daily assignments.

Absences beyond three will result in a lowered grade. Five or more absences will be considered sufficient reason for failure in this course. Tardiness and early exits are considered as absences.

This syllabus is subject to change in response to student or program needs.

Behavioral Expectations

Eating, chewing gum / tobacco [or other objects] is not appropriate in a semester classroom. Arrange for lunch before or after class.

Activities such as reading newspapers, reading books or articles for other classes, studying for other classes, writing letters, balancing your checkbook, planning your next social event or any other activity which is not pertinent to this course are considered inappropriate, and will be viewed as non-participation. These diversions will result in a lowered grade.

Student participation is expected to contribute to a positive learning environment, and respect for others is essential.

Through positive and focused participation, each student demonstrates a commitment to the art form, the profession, their peers and themselves.

Responsibilities for Time Management

Dance and Theatre students are expected to budget and organize their time and efforts in order to meet both their academic and production commitments satisfactorily and on time. The faculty and staff recognize that the academic and production assignments within the Department, as well as outside employment and other obligations, sometimes impose conflicting pressures on Dance and Theatre students. One of the principal responsibilities of each student is to carefully identify and monitor the commitments that comprise his/her departmental assignments and outside obligations. It is important to keep in mind that production work and outside obligations do not constitute an excused absence from Dance or Theatre classes or from the completion of any required class assignments.

Americans with Disabilities Act Notice

The University of North Texas does not discriminate on the basis of disability. The student has the responsibility of informing the instructor of any disabling conditions which will require course modifications.

Additional Resources

Career Solutions for Creative People. Ronda Ormont
Allworth Press, New York: 2001

Great Jobs for Theatre Majors. Jan Goldberg
VGM Career Horizons, Illinois: 1998

The Business of Theatrical Design. James L. Moody
Allworth Press, New York: 2002

Teaching as a Performing Art. Seymour B. Sarason
Teachers College Press, New York: 1999

How to be a Working Actor. Mari Lynn Henry & Lynne Rogers
Finding Jobs in Theatre, Film and Television
Watson-Guption Publications, New York: 2000

The Back Stage Handbook for Performing Artists. Sherry Eaker
Reference for Actors, Singers and Dancers
Back Stage Books, New York: 1995

How to Make It In Musicals. Michael Allen
Back Stage Books, New York: 1999

Survival Jobs. Deborah Jacobson
Windtree Publishing, California: 1996

Building the Successful Theater Company. Lisa, Mulcachy
Allworth Press, New York: 2001

Live From New York (An Uncensored History of Saturday Night Live).
Tom Shales & James Andrew Miller
Little, Brown & Company, New York: 2002

Fearless Creating. Eric Maisel
Penguin Putnam, New York: 1995

A Life in the Arts. Eric Maisel
Jeremy P. Tarcher / Putnam, New York 1994

Staying Sane in the Arts. Eric Maisel
G.B. Putnam's Sons, New York: 1993

The Courage to Create. Rollo May
W.W. Norton & Company, New York: 1994

**University of North Texas
Department of Dance and Theatre**

Memo

To: Core Curriculum Committee
From: Timothy R. Wilson
Date: March 15, 2009 / Revised May 05, 2009

This is to request consideration for the inclusion of THEA 4350, Senior Seminar as part of the Core Curriculum: CAPSTONE EXPERIENCE

Attached to this Memo:

- 1 The form to Request an Addition to the Core Curriculum, which includes a justification for each of the objectives within the area, Capstone Experience.
- 2 A copy of the current course syllabus.

Following are examples of how the over-arching objectives for the UNT Core Curriculum are met through specific assignments referenced by the objectives and requirements in the syllabus:

Gain an Awareness of Fundamental areas of knowledge and the interrelationships among them.

Students will investigate personal beliefs and sources of inspiration and motivation in order to develop and clearly articulate a statement of philosophy relative to participation in the scope of the profession of theatre artists, educators and advocates.

Assignments Include:

Written / Oral Statement of Personal Philosophy about Theatre/Arts
Written / Oral Report on a student selected Biography
Readings / Oral Reports on Articles about the use of theatre/arts for political, social and entertainment perspectives.

A majority of students [75%] will meet this objective.

Gain the skills required to explore and test ideas.

In an investigation of personal / professional accomplishments, students will prepare documentation to support their career / continuing education choices through the development of effective resumes, professional portfolios and interviewing techniques.

Assignments Include:

**Professional Resume
Electronic, Paper, Video or Personal Portfolio
Professional Presentation and Interview**

A majority of students [75%] will meet this objective.

Have the ability to read intelligently, write clearly and speak well.

Value different ideas, perspectives, cultures and viewpoints.

Through readings, observations and discussions, students will engage in activities to expand professional awareness and aesthetic understanding.

Assignments Include:

Readings / Oral / Written Reports on contemporary issues in Theatre/Arts based on Journal Articles providing examples of the global perspective on the use of theatre for political and social perspectives.

Development of an essay on the issue of Censorship/Artistic Freedom based on contemporary examples including film, stage, installation art forms as presented in journal articles, news articles, film, documentaries and legislative cases.

A majority of students [75%] will meet these objectives.

Demonstrate personal and social responsibility.

Note: this objective is consistent with all of the stated objectives on the syllabus.

Assignments Include:

Advocacy Statement / Presentation based on individual interest and presented in written, oral, visual, performance modalities. The issue selected is one of personal interest within Society or within the Theatre Profession. Students are required to lead a class discussion and respond to questions / challenges regarding their Advocacy Presentation.

A majority of students [75%] will meet these objectives.