

**Core Curriculum Course Submission  
Criteria: Fine Arts**

**1. General Information**

<b>a. Originating Person</b>	<b>b. Contact Person's E-mail</b>	<b>c. Contact Phone</b>	<b>d. Date</b>
Stacy Pendergraft	<a href="mailto:smpendergraf@ualr.edu">smpendergraf@ualr.edu</a>	(501)371-7619	04/15/2014
<b>e. College/School</b>	<b>f. Department/Program</b>		
College of Arts, Letters, & Sciences	Theatre Arts & Dance		

**Submission Statement**  
 By submitting this form, we acknowledge our understanding that the Core Council has the authority to review approved courses to ensure they continue to meet the established goals and outcomes of that category of the core; that the Council has authority to develop a core assessment program; and that the Council will be developing review and assessment policies by the end of 2014. Further, we agree that if this course is approved, we will participate in the university-wide assessment of the core.

**Chair and Dean Awareness**  
 Your department chairperson and college dean must be made aware of your submission for core. By submitting this form, you are acknowledging that this has occurred.

**2. Course Information**

<b>a. Course ID</b>	<b>b. Current Title</b>
THEA 2305	Introduction to Theatre & Dance

**c. Catalog Description**  
 An exploration of the components of the creative process as related to the making of theatre and dance. The purpose of this study is to develop in students an understanding of the theatrical experience. Attendance at arts events is required. Three credit hours. (ACTS Course Number DRAM 1003.

**d. How will your department ensure a level of consistency among sections of this course? Who will be responsible for this?**  
 The Department of Theatre & Dance faculty and adjuncts who teach THEA 2305 utilize a common set of goals and learning objectives for teaching this course. Syllabi are collected by the departmental chair each semester, and sample syllabi are distributed to all new faculty teaching this course. On a yearly basis faculty who teach this course share best pedagogical practices for meeting learning objectives.

Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
<b>Knowledge 2 – Concepts, Methodologies, and the Global Heritage of the Arts</b>	1. understand and identify exemplary works of art from a variety of cultures and historical periods;	<b>Learning Objectives 2.1</b>  Gain an overview of the historical roots of theatre & dance, its evolution, important works, styles, and practitioners through time.	<b>Assignments 2.1</b>  Class readings from textbook and scripts, viewing of recorded performance, discussion, written reading responses, small group projects, exam.	<b>Explanation 2.1</b>  The course text provides a broad foundation and springboard for deeper examination and is supplemented by selected scripts, research images and recorded performance. Written reading responses and exams provide the means for students to articulate knowledge gained from this survey of dramatic literature and performance.
	2. understand the methods and vocabulary used in a particular arts discipline;	<b>Learning Objectives 2.2</b>  1. describe the way in which a fixed theatrical or dance space becomes infinite. 2. explain how time is manipulated in the creation of theatrical stories & events. 3. analyze how the performer is on one level herself and on another level a character. 4. demonstrate that all theatre and dance artists create a virtual realm through interpretive choices.	<b>Assignments 2.2</b>  Class readings from textbook and scripts, discussion, written reading responses, small group projects, critical writing based on viewings of live/recorded performance as well as rehearsal process, in-class exercises applying methods and vocabulary in Dramaturgy, Playwriting, Design and Acting, student-selected laboratory experiences that explore "making."	<b>Explanation 2.2</b>  Engaging the student in the creative process both as a viewer and maker is a critical component of this course. Over the course of a semester, individual instructors offer students a variety of laboratory, rehearsal and conceptual experiences as a way to understand how theatre and dance is made. Culminating projects, presentations, research assignments offer creative problems for which students find interpretive solutions, asking students to apply methods and language in significant and imaginative ways

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<b>Skills 1 – Communication</b>	1. explain, orally and in writing, reactions to works of art, using appropriate arts terminology;	<b>Learning Objectives 1.1</b> 1. demonstrate that all theatre and dance artists create a virtual realm through interpretive choices. 2. explain how the audience is a component of the theatrical & dance experience.	<b>Assignments 1.1</b> Discussion, observation of live and recorded performance, written reading responses, written performance/rehearsal critiques	<b>Explanation 1.1</b> Small stakes group discussion and written viewing responses afford students the opportunity to articulate and support their ideas with peer and instructor feedback. This practice encourages students to refine and deepen their ability to communicate ideas for application to higher stakes critical reflection papers.
	2. present basic critical analyses of works of art;	<b>Learning Objectives 1.2</b> Evaluate theatrical and dance events utilizing knowledge gained in the course.	<b>Assignments 1.2</b> Discussion, observation of live and recorded performance, written performance/rehearsal critiques, small group projects	<b>Explanation 1.2</b> Students learn to evaluate theatre and dance events by watching, discussing and writing about recorded performance. This practice encourages students to refine and deepen their ability to communicate ideas for application to higher stakes critical reflection papers written in response to viewing a live performance event.

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<p><b>Skills 2 - Critical Thinking</b></p>	<p>1 develop one's own basic analyses and informed judgments of works of art that consider the uniqueness, underlying assumptions, history, culture, and process of art-making within a particular art discipline;</p>	<p><b>Learning Objectives 2.1</b></p> <ol style="list-style-type: none"> <li>1. examine the way that theatre reflects the human condition throughout history</li> <li>2. demonstrate that all theatre and dance artists create a virtual realm through interpretive choices.</li> <li>3. evaluate theatrical events utilizing knowledge gained in the course.</li> </ol>	<p><b>Assignments 2.1</b></p> <p>Discussion, weekly readings, written performance/rehearsal critiques, student-selected activities and laboratory experiences that explore "making", exam</p>	<p><b>Explanation 2.1</b></p> <p>Students experience the creative process both as a viewers and makers. Over the course of a semester, individual instructors offer students laboratory, rehearsal and conceptual experiences as a way to understand how theatre and dance is made. Culminating projects, presentations, and research assignments construct creative problems for which students find interpretive solutions asking students to apply methods and language in significant and imaginative ways. Higher level "making" in this class asks students to move through a process of unifying and refining individual as well as group choices. Presentation guidelines ask students to articulate artistic and research process. Evaluative writing assignments examine works of art from both a historical and making contextual framework.</p>

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<b>Skills 3 – Information Technology</b>	1. develop current technological literacies for inquiry, exploration, and communication;	<b>Learning Objectives 3.1</b> 1. use word processing for creation of written work. 2. employ online learning systems and email for sharing work and communicating with course instructor and peers.	<b>Assignments 3.1</b> Written performance/rehearsal critiques, written reading responses, oral presentation, technology quiz.	<b>Explanation 3.1</b> Small stakes quizzes and reading responses early in the semester offer practice in locating and documenting information from a variety of sources. Feedback on early assignments address appropriate use of technology. Culminating work encourages students to explore and acquire facility in more complicated technological resources.
	2. assess the reliability and relevance of information resources;	<b>Learning Objectives 3.2</b> Evaluate appropriate dramaturgical resources for the purposes of play-making or devising choreography.	<b>Assignments 3.2</b> Small group projects and exercises that require locating dramaturgical research for the purposes of guiding interpretive choices	<b>Explanation 3.2</b> Initial research assignments and exercises provide a basic foundation for script analysis. Such analysis forms the basis from which dramaturgical research begins. Students locate literary as well as design dramaturgy to present within a small group setting. Groups refine research for presentation to the class in support of a larger "making" exercise.


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<b>Values 1 – Ethical and Personal Responsibility</b>	1. take responsibility for completing assignments in an honest and ethical manner, working on their own when required and acknowledging resources when used;	<b>Learning Objectives 1.1</b> 1. use appropriate citation to acknowledge resources used in writing and oral presentation.	<b>Assignments 1.1</b> Written reading responses, performance critiques, oral presentations	<b>Explanation 1.1</b> University policies regarding academic integrity are discussed and provided in writing. Course instructors provide written guidelines for appropriate acknowledgement of works of art and performances in the disciplines of theatre & dance.
<b>Educational Goals</b>	<b>Learning Outcomes students will...</b>	<b>Learning Objectives: At the end of the course students will be able to...</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Values 2 – Civic Responsibility</b>	1. understand and experience the roles played by the arts in developing a sense of civic community through community arts performances and institutions;	<b>Learning Objectives 2.1</b> 1. evaluate theatrical & dance events utilizing knowledge gained in the course. 2. explain how the audience is a component of the theatrical experience.	<b>Assignments 2.1</b> Attendance and discussion of a performance created by a local producing organization, performance critique, written reading responses	<b>Explanation 2.1</b> All course sections require students to choose at least one viewing experience at a community venue. The venues are selected with regard for providing a range of civic sources. Pre and post viewing discussion takes into account the nature of communal endeavor in relation to the support and creation of art both from a historical and contemporary perspective.

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<b>Value 3- Global and cultural Understanding</b>	in addition to the study of diverse cultural art production as mentioned in Knowledge 2, students will . .  1. develop an understanding of how the arts reflect the experiences of diverse cultures and values;	<b>Learning Objectives 3.1</b>  Examine the way that theatre & dance reflects the human condition throughout history.	<b>Assignments 3.1</b>  Readings from text and dramatic literature, weekly written reading responses, performance critiques, small group projects, in-class exercises and presentations applying dramaturgical methods.	<b>Explanation 3.1</b>  Readings, written responses to course readings and discussion offer a context for the origins of varied practices in theatre and dance. Exercises, projects and dramaturgical assignments require students to locate sources that illuminate the world of the play or dance.
	2. develop respect for diverse viewpoints about the meanings and values of works of art	<b>Learning Objectives 3.2</b>  Demonstrate regard for diverse perspectives by examining dramatic literature as well as theatre & dance performance.	<b>Assignments 3.2</b>  Discussion, weekly readings, small group projects	<b>Explanation 3.2</b>  Guided discussion of readings and performance viewing builds comprehension and encourages the formulation of basic ideas about the performing arts. Culminating small group work allows the opportunity to synthesize concepts and experience the collaborative, artistic decision-making process. Work on these projects includes group interpretive decisions about original or published scripts and dance works as well as historically/culturally influenced methods of "making."

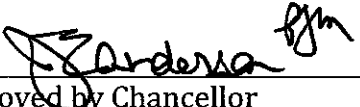
Additional Comments:

Berinda Blewins-Krause  
Approved by Core Curriculum Committee

5-6-14  
Date

  
Approved by Provost

5/7/14  
Date

 Anderson <sup>bjm</sup>  
Approved by Chancellor

5/8/14  
Date