Florida Agricultural and Mechanical University  
Professional Education Unit  
Tallahassee, Florida 32307

**COURSE SYLLABUS**

<table>
<thead>
<tr>
<th>Course Number: TPP 3310</th>
<th>Course Title: Fundamentals of Play Directing</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite(s): THE 2000 (Introduction to Theatre), THE 2300 (Critical Analysis)</td>
<td></td>
</tr>
<tr>
<td>Course Credit: 3 hours</td>
<td>Course Hours: 4</td>
</tr>
<tr>
<td>College: College of Arts and Sciences</td>
<td>Required Text(s): Catron, Louis E. <em>The Director’s Vision</em>. Mountain View, California, Mayfield Publishing, 1989</td>
</tr>
<tr>
<td>Department: Visual Arts, Humanities and Theatre</td>
<td>Supplies: 2” 3-ring binder, paper, scissors, pencils, hi-liters, tabs, dividers, glue sticks and/or scotch tape.</td>
</tr>
<tr>
<td>Faculty Name: Luther D. Wells</td>
<td>Term and Year: Spring 2009</td>
</tr>
<tr>
<td>Office Location: 413 Tucker Hall</td>
<td>Place and Time: Tucker Hall 117 10:10-12:05 TR</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Telephone: 599-3831</td>
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<tr>
<td>Monday 10am-12pm</td>
<td>e-mail: <a href="mailto:luther.wells@famu.edu">luther.wells@famu.edu</a></td>
</tr>
<tr>
<td>Tuesday 2pm-3pm</td>
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<tr>
<td>Wednesday 10am-12pm</td>
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<td>Thursday 2pm-3pm</td>
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<td>Friday By Appt.</td>
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<tr>
<td>Saturday</td>
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**FAMU Catalog Course Description**

This course investigates fundamental principles of directing a play and script analysis. Students will direct scenes of various types and styles; attendance at evening rehearsals may be required.

**Course Purpose**

This course is designed to explore the basic fundamentals of directing as they relate to the contemporary climate of the theatre without limiting the creative contributions of the beginning director to turn dramatic literature into a dynamic, organic performance for a live audience.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

The Conceptual Framework for the FAMU Professional Education Unit is grounded in a combination of directed, constructivist, developmental, and social learning theories derived from the writings of system theorists, educational philosophers, social scientists, practitioner and developmental theorists. Concepts from these writers and from the varied educational learned societies help form the knowledge base for the unit’s curriculum components and principles of its Conceptual Framework.

Approved/Revised 10/30/07
**DIVERSITY**

- **CF 1**

  Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 (K)</td>
<td>Understand diverse backgrounds of individuals.</td>
<td>5,7</td>
<td>3</td>
</tr>
<tr>
<td>1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>5,6</td>
<td>3,8</td>
</tr>
<tr>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>5,6</td>
<td>3</td>
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</table>

**TECHNOLOGY**

- **CF 2**

  Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2.3 (K)</td>
<td>Know fundamental concepts in technology.</td>
<td>12</td>
<td>1,6</td>
</tr>
<tr>
<td>2.4 (K)</td>
<td>Understand fundamental concepts in technology.</td>
<td>2,12</td>
<td>6</td>
</tr>
<tr>
<td>2.7 (S)</td>
<td>Facilitate the use of technology by students.</td>
<td>4,12</td>
<td>6</td>
</tr>
</tbody>
</table>

**VALUES**

- **CF 3**

  Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>6</td>
<td>2,5</td>
</tr>
<tr>
<td>3.3 (S,D)</td>
<td>Show respect for varied (groups) talents and perspectives.</td>
<td>5,6</td>
<td>3</td>
</tr>
<tr>
<td>3.4(D)</td>
<td>Be committed to individual excellence.</td>
<td>3,9</td>
<td>5,9</td>
</tr>
<tr>
<td>3.5(D)</td>
<td>Recognize the importance of peer Relationships in establishing a climate for learning.</td>
<td>7,2</td>
<td>5,10</td>
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**CRITICAL THINKING**

- **CF 4**

  Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 (K)</td>
<td>Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.</td>
<td>4,7</td>
<td>4</td>
</tr>
</tbody>
</table>
CF: 4.3 (D)  Value critical thinking and self-directed learning as habits of mind.  F: 4  I: 1.4

CF: 4.5 (S)  Demonstrate the use of higher order thinking skills.  F: 8  I: 4

**PROFESSIONALISM**

- CF 5
- Through this focal area, the FAMU professional education candidate will:

  | CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
  | CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3.7 | I: 9 |

**Overall Goals of the Course**

A. Students should be able to understand the concept of theatre as a collaborative art and identify the various roles of the collaborative process.

B. Students should be able to demonstrate proficiency in varied forms of recognized communication.

C. Students should be able to utilize creative and critical thinking; read with critical comprehension; evaluate and interpret works of art orally and in writing, using appropriate terminology; and utilize critically based knowledge in practical/creative projects.

D. Students should be able to demonstrate a basic understanding of the principles of design, technology and management.

E. Students should be able to describe theatre’s relationship to culture and how culture diversity manifests itself in theatre today.

**Specific Behavioral Objectives**

A. The student will develop critical thinking skills to analyze a play and delve beneath surface values of the who, what, when, where, why and how of given circumstances in a script.

B. The student will develop tools and techniques of communication to help mold and shape human action into creative artistic patterns.

C. The student will enhance the ability to collaborate with other theatre practitioners to produce a production for the stage.

D. The student will produce creative works for a live audience.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC Standards</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Quiz</td>
<td>Critical Thinking</td>
<td>1.0, 2.0, 3.0, 4.0, 0.6, 7.0</td>
<td>3.1, 3.7, 3.9, 3.13, 3.14, 3.15, 4.1, 7.3</td>
<td>1.3, 4.2, 4.3, 4.6, 6.6, 7.1</td>
<td>4.1, 4.3, 4.5, 4.6</td>
</tr>
<tr>
<td>Chapter Analysis Work &amp; Presentation</td>
<td>Critical/Creative Analysis, Communication, Creative Production</td>
<td>1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0</td>
<td>3.1, 3.7, 3.9, 3.13, 3.14, 3.15, 4.1, 4.2, 4.4, 4.5, 4.7, 4.9, 4.10, 4.11, 5.1-5.13, 6.4, 6.8, 7.3, 7.5, 8.1-8.5, 8.7</td>
<td>1.3, 1.5, 3.2, 4.1, 4.2, 4.4, 4.6, 7.1</td>
<td>1.1, 1.3, 1.4, 2.3, 2.4, 2.7, 3.1, 3.3, 3.4, 3.5, 4.1, 4.3, 4.5, 5.1, 5.3</td>
</tr>
<tr>
<td>Prompt Book</td>
<td>Critical/Creative Analysis, Communication, Creative Production/Design</td>
<td>1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0</td>
<td>3.1, 3.6, 3.9, 3.13, 3.14, 3.15, 4.1, 4.2, 4.5, 4.7, 4.10, 4.11, 5.1-5.13, 6.4, 6.8, 7.3, 8.1-8.5, 8.7</td>
<td>1.3, 1.5, 3.2, 4.1, 4.2, 4.4, 4.6, 6.1-6.9, 7.1, 8.1, 8.2</td>
<td>1.1, 1.3, 1.4, 2.3, 2.4, 2.7, 3.1, 3.3, 3.4, 3.5, 4.1, 4.3, 4.5, 5.1, 5.3</td>
</tr>
</tbody>
</table>

Approved/Revised 10/30/07
**National, State, and PEU Standards Addressed in the Course**

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

INTASC: 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0,

**Content Pedagogy - Principle #1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**1.10 Knowledge**
1.11 The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
1.13 The teacher can relate his/her disciplinary knowledge to other subject areas.

**1.20 Dispositions**
1.21 The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
1.22 The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
1.23 The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
1.24 The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

**1.30 Performances**
1.35 The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

**Student Development - Principle #2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**2.10 Knowledge**
2.11 The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.

**2.20 Dispositions**
2.21 The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
2.22 The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

**2.30 Performances**
2.32 The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
2.33 The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

**Diverse Learners - Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**3. 10 Knowledge**
3.14 The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
3.15 The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

**3.20 Dispositions**
3.21 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
3.22 The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
3.23 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
3.24 The teacher is sensitive to community and cultural norms.
3.25 The teacher makes students feel valued for their potential as people, and helps them learn to value each other.
3.35 The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
3.36 The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
3.37 The teacher creates a learning community in which individual differences are respected.

**Multiple Instructional Strategies - Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**4.10 Knowledge**
4.13 The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

**4.20 Dispositions**
4.21 The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

**4.30 Performances**
4.34 The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
4.35 The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

**Motivation & Management - Principle #5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**5.10 Knowledge**
5.13 The teacher knows how to help people work productively and cooperatively with each other in complex social settings.
5.14 The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful
learning in the classroom.

5.20 Dispositions
5.21 The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.
5.22 The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
5.23 The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
5.24 The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.

5.30 Performances
5.31 The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
5.32 The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
5.33 The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
5.37 The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Communication & Technology - Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

6.10 Knowledge
6.11 The teacher understands communication theory, language development, and the role of language in learning.
6.12 The teacher understands how cultural and gender differences can affect communication in the classroom.
6.13 The teacher recognizes the importance of nonverbal as well as verbal communication.
6.14 The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

6.20 Dispositions
6.21 The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
6.22 The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
6.23 The teacher is a thoughtful and responsive listener.
6.24 The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

6.30 Performances
6.31 The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
6.32 The teacher supports and expands learner expression in speaking, writing, and other media.
6.33 The teacher knows how to ask questions and stimulate discussion in different ways for
particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

6.34 The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

**Planning - Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**

**7.10 Knowledge**
7.11 The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

**7.20 Dispositions**
7.21 The teacher values both long term and short term planning.
7.22 The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
7.23 The teacher values planning as a collegial activity.

**7.30 Performances**
7.34 The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

**Professional Organization/Learned Society Standards**
NA

**Florida Educator Accomplished Practices (FEAPs)**

**FEAP: 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 10,**

**CONTINUOUS IMPROVEMENT**

3.1 The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

3.6 Communicates student progress with students, families, and colleagues.
3.7 Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.
3.9 Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends, and subject matter.
3.13 Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.
3.14 Learns from peers and colleagues and develops professional relationships.
3.15 Reflects upon her/his own professional judgement and has the ability to articulate it to colleagues, parents, and the business community.

**CRITICAL THINKING**
The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4.1 Provides opportunities for students to learn higher-order thinking skills.
4.2 Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.
4.4 Poses problems, dilemmas, and questions in lessons.
4.7 Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students’ needs, including linguistic needs.
4.9 Modifies and adapts lessons with increased attention to the learners’ creative thinking abilities.
4.10 Encourages students to develop open-ended projects and other activities that are creative and innovative.
4.11 Uses technology and other appropriate tools in the learning environment.

5. DIVERSITY
5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.
5.2 Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
5.3 Fosters a learning environment in which all students are treated equitably.
5.4 Recognizes the cultural, linguistic, and experiential diversity of students.
5.5 Recognizes students’ learning styles and cultural and linguistic diversity and provides for a range of activities.
5.6 Has a repertoire of teaching techniques and strategies to effectively instruct all students.
5.7 Selects appropriate culturally and linguistically sensitive materials for use in the learning process.
5.8 Analyzes and uses school, family, and community resources in instructional activities.
5.9 Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry.
5.10 Selects and introduces materials and resources that are multicultural.
5.11 Acknowledges the importance of family and family structure to the individual learner.
5.12 Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.
5.13 Provides learning situations which will encourage the student to practice skills and gain knowledge needed in a diverse society.

ETHICS
6.1 The preprofessional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
6.4 Does not unreasonably deny a student access to diverse points of view.
6.7 Maintains honesty in all professional dealings.

HUMAN DEVELOPMENT AND LEARNING
7.3 Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
7.4 Uses multiple activities to engage and motivate students at appropriate developmental levels.
Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background, and interests.

**KNOWLEDGE OF SUBJECT MATTER**

8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge

8.2 Communicates knowledge of subject matter in a manner that enables students to learn.
8.3 Increases subject matter knowledge in order to integrate the learning activities.
8.4 Uses the materials and technologies of the subject field in developing learning activities for students.
8.5 Acquires currency in her/his subject field.
8.6 Has planned and conducted collaborative lessons with colleagues from other fields.
8.7 Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

**Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills**

In accordance with the Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills, this course satisfies the following standards:

1. **Knowledge of acting**
   3. Identify common acting terms.
   5. Identify the techniques for developing characterization.
   9. Differentiate between acting for multimedia and acting for the stage.

3. **Knowledge of theatre production and design**
   2. Identify theatre production terminology.
   4. Identify basic elements of set construction and materials.
   5. Identify basic elements and techniques of scene design and scene painting.
   6. Identify basic elements and techniques of property design, materials, and construction.
   7. Identify basic lighting design, techniques, and equipment.
   8. Identify basic sound design, techniques, and equipment.
   9. Identify basic elements of costume design and construction.
  10. Identify basic makeup design, techniques, and materials
  11. Analyze solutions to facility problems.
  12. Identify stage management responsibilities
  13. Identify theatre management responsibilities
  15. Identify ways of using computers in theatre production, management, and design.

4. **Knowledge of dramatic literature and criticism**
   1. Identify basic theatre styles and genres.
   2. Identify and apply elements of plot structure and play analysis.
   3. Identify the influences of major theorists and their works.
   4. Identify cultural, political, and historical influences on dramatic literature.
   5. Identify significant classical and contemporary contributions from diverse cultures.
   6. Identify elements of assessment and critical reviewing for performance and production.

6. **Knowledge of directing**
   1. Identify criteria for script selection and procedures for securing scripts and production rights.
   2. Analyze a script as it pertains to production elements.
   3. Identify and interpret staging techniques.
   4. Identify sources for researching a production.
   5. Identify elements of the casting procedure and audition process.
6. Identify elements of the directing process.
7. Identify elements of the rehearsal process.
8. Identify the legal responsibilities of the director.
9. Identify the basics of directing a musical production.

8. Knowledge of career opportunities
   1. Identify career opportunities in theatre and the entertainment industry.
   2. Identify advanced educational opportunities.

Topical Outline
   A. Developing Your Directorial Vision
   B. The Director’s Function And Responsibilities
   C. Play Analysis
   D. Play Structure
   E. The Prompt Book
   F. The Five Fundamentals of Play Directing
      1. Composition
      2. Picturization
      3. Movement
      4. Rhythm
      5. Pantomimic Dramatization
   G. Working With The Actor
      1. Expression, Body, Voice, and Role
      2. Auditions and Casting
   H. Directing The Play
      1. Preliminaries to Staging the Play
      2. Rehearsing and Staging the Play

Teaching Methods
   Because many of the aspects of directing can only be learned through experience, in addition to lectures, and student oral reports, major emphasis will be given to rehearsal and scene development techniques.

Course Evaluation
   A. Written exercises and class reports 20%
   B. Prompt Book 40%
   C. Quizzes 10%
   D. Mid-term examination 10%
   E. Final Scene Project 20%

Grading
   100-90% = A
   89-80% = B
   79-70% = C
   69-60% = D
   Below = F

Course Policies

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct - Regulation 2.012 section, beginning on page 55-56.
ADA Compliance: To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

References


Tentative Course Calendar

January:
6 T Introduction/Class Orientation
8 R Preliminary Diagnostic Quiz
13 T Chapter 1: Developing Your Directorial Vision
     Chapter 2: The Director’s Functions & Responsibilities
15 R MLK All University Convocation – Class Suspended
20 T Discussion/Review: Chapter 1 Exercise
22 R Chapter 10: The Prompt Book
27 T Chapter 3: Introduction to Play Analysis & Chapter 4: Plot: How the Play is Constructed
29 R Director Presentations

February:
3 T Chapter 5: The People of the Play
5 R Director Presentation
10 T Chapter 6: Thought: The Meaning of the Play
12 R Director Presentations
17 T Chapter 7: The Language of the Play
19 R
24 T Discussion: Essential Theatre’s production of Home. - Reactionary Paper Due
     Chapter 8: Music: The Sounds of the Play & Chapter 9: Spectacle: The Visual Aspects
26 R Director Presentations

March:
3 T Chapter 11: Auditions & Chapter 12: Casting
5 R Director Presentations

9-13 M-F Spring Break – Classes Suspended

17 T Chapter 13: Planning the Rehearsal Schedule & Chapter 14: Working With Actors, Part 1
19 R Chapter 16: The Floor Plan and Chapter 17 & 18: Blocking
24 T Wrap-up & In Class Rehearsal Exercises
26 R Wrap-up & In Class Rehearsal Exercises

Final Scene Presentations: Wednesday, April 15 & Thursday, April 16, 2009