

Term Information

Effective Term Autumn 2013

General Information

Course Bulletin Listing/Subject Area Theatre
Fiscal Unit/Academic Org Theatre - D0280
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5921
Course Title Performing and Teaching Shakespeare for the Actor: A Toolkit
Transcript Abbreviation Shakespeare Tools
Course Description An exploration of methods for interpreting, performing, and teaching Shakespeare. Emphasis on Stand Up for Shakespeare technique, the work of John Basil, John Barton, and the Lessac voice system. Students will develop exercises and lessons intended for K-12 students.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Laboratory
Grade Roster Component Laboratory
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites 2831 or 383 or permission of instructor.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 50.0506
Subsidy Level Masters Course
Intended Rank Junior, Senior, Masters, Doctoral

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

To provide undergrad and grad students with introductory tools for connecting vocal work (Lessac) with Shakespeare performance. The course will also introduce the Stand Up for Shakespeare training to develop instructional and leadership skills.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Study of Barton, Basil, Lessac, and Stand Up For Shakespeare methods for exploring and performing Shakespeare.
- Gain skills as teaching artists that provide a foundational skill-set for leading performance workshops to children:
Creating foundational ground rules; Determining and adjusting to a variety of group dynamics; Developing leadership voice and persona
- Rehearse and perform a Shakespeare monologue.
- Rehearse workshop leadership techniques.
- Rehearse, create and lead 2 workshops.

Content Topic List

- Stand Up for Shakespeare Toolkit: Develop skills for teaching Shakespeare to youth
- John Basil and John Barton: Toolkit for performing Shakespeare
- Arthur Lessac: Developing connection between vocal work, Shakespeare analysis and performance

Attachments

- TH5921 Syllabus.pdf
(Syllabus. Owner: Mayer, Eric Hans)
- TH5921 Syllabus - Revised.docx: Revised per request
(Syllabus. Owner: Simon, Beth E)

Comments

- Revisions uploaded 9/12/12. *(by Simon, Beth E on 09/12/2012 01:38 PM)*
- Syllabi should include where texts/readings may be located and the boiler plate language will be sent via email *(by Heysel, Garrett Robert on 09/01/2012 07:15 PM)*
- -Returned to enable unit to consider Assistant Dean Heysel's comments of 5-27-12.
-Since changes to the syllabus are recommended, unit might also want to consider explaining the graded assignments further (e.g., how does one obtain 10% for reading) and correct E=67% typo. *(by Vankeerbergen, Bernadette Chantal on 05/30/2012 01:37 PM)*
- Approved by Faculty Vote on 4/5/12. *(by Mayer, Eric Hans on 05/19/2012 04:01 PM)*

COURSE REQUEST
5921 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/17/2012

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Mayer, Eric Hans	05/19/2012 03:39 PM	Submitted for Approval
Approved	Mayer, Eric Hans	05/19/2012 04:01 PM	Unit Approval
Approved	Heysel, Garrett Robert	05/27/2012 09:51 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	05/30/2012 01:39 PM	ASCCAO Approval
Submitted	Simon, Beth E	08/30/2012 10:56 AM	Submitted for Approval
Approved	Gray, Daniel	08/30/2012 11:24 AM	Unit Approval
Revision Requested	Heysel, Garrett Robert	09/01/2012 07:15 PM	College Approval
Submitted	Simon, Beth E	09/12/2012 01:39 PM	Submitted for Approval
Approved	Gray, Daniel	09/12/2012 02:17 PM	Unit Approval
Approved	Heysel, Garrett Robert	09/12/2012 06:32 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	09/12/2012 06:32 PM	ASCCAO Approval



Theatre 5921: Performing and Teaching
Shakespeare for the Actor: A Toolkit
SYLLABUS

TERM: Autumn 2013
CREDITS: 3
LEVEL: U/G
CLASS TIME: XXX
LOCATION: Drake 0024

INSTRUCTOR: Robin Post
OFFICE: Drake 1102
OFFICE EMAIL: post.68@osu.edu
OFFICE PHONE: (614) 292-0834
OFFICE HOURS: Mon & Wed 3:30-5:18

COURSE DESCRIPTION: This course will introduce and explore a variety of methods for interpreting, performing and teaching Shakespeare. Each class will begin with a vocal warm-up and instruction in the Lessac voice technique. The voice work will serve as the preparation and connection for the study and practice of John Basil, John Barton and the Stand Up For Shakespeare methodologies. These methods will be incorporated into monologue exploration and performance. Students will also learn to teach those exercises that are appropriate for primary and secondary school children. The course will end in a series of student led workshops and monologue performances.

LEARNING OBJECTIVES:

- In class application of Barton, Basil, Lessac and *Stand Up For Shakespeare* methods for exploring, performing and teaching Shakespeare.
- Obtain Foundational teaching artist skill-set for leading performance workshops to children.
 - Creating foundational ground rules.
 - Determining and adjusting to a variety of group dynamics.
 - Developing your leadership voice and persona.
- Direct in class application of Lessac, Basil and Barton techniques to the rehearsal of a 2 minute Shakespeare monologue.
- Off-book performance of 2 minute monologue.
- Rehearse workshop leadership techniques in class and on your own time.
- Rehearse and create 20 minute workshop.
- Deliver workshop to peers.
- Articulate, in writing, comprehension and ability to implement course techniques.

TEACHING METHOD: Studio/Discussion.

REQUIRED TEXTS:

Course Packet: Text from *Will Power*, by John Basil & *Playing Shakespeare*, by John Barton. Course packets will be available through the university bookstore.

Choose one Shakespeare play from the following list: *A Winter's Tale*, *A Midsummer Night's Dream*, *Much Ado About Nothing*, *Hamlet*, *As You Like It*, and *Twelfth Night*. Monologue choices must be approved by instructor. Plays are available at Amazon.com or Barnes & Noble bookstores.

Handouts from:

The Use and training of the Human Voice & Body Wisdom, Arthur Lessac

ASSIGNMENTS:

- Daily readings of Shakespeare text and reading from Basil and Barton.
 - Readings will be discussed and then practically implemented in each class. Your ability to explore the material on your feet will only be possible if you have read the material. You will be deducted a percentage point off your grade for missed reading assignments.
- Read one of the above Shakespeare plays.
 - The workshop and monologue will come from this play and must be approved by the instructor.
- Rehearse monologues and workshops.
 - Students must bring a copy of their 2 min monologue to each class period devoted to monologue rehearsals.
 - Students will rehearse on their own time implementing techniques from in class rehearsals. Students must rehearse a minimum of 2hrs/weekly and use their journals to log progress.
 - Students will lead two introductory warm-up activities in class.
- Perform Shakespeare monologue.
 - Students will present to peers in traditional audition fashion and must be off-book.
- Create workshop using the strategies employed in the course.
 - Workshop must be 20 minutes and consist of 1 or 2 warm-ups, two activities, and a closing.
- Solo led 20 minute workshop
 - Students will lead workshop to peers and be prepared to offer self-evaluation of the work as well as receive feedback from peers and instructor.
- 1pg workshop outline
 - Students will follow the outline example provided in class.
- Journals
 - 1pg for each class period: document your understanding of the technique explored that day and your mastery of it.
- Paper – Comprehension of Shakespeare material and leadership development.
 - 2-3pgs. describing the theory and your practical application of the performance and teaching techniques. Standard MLA format, double-spaced, 12pt. font.

Reading	10%
Journals	20%
Workshop rehearsals.....	10%
Monologue rehearsals	10%
Monologue final.....	10%
Workshop final and outline	20%
<u>2-3pg paper</u>	<u>20%</u>
Total	100%

University Grading Scale:

94-100 = A	87-89=B+	77-79 = C+	67-69 = D+
90 - 93 = A-	83 - 86 = B	73 -76 = C	60-66 = D
	82-80=B-	70-72 = C-	67= E

ATTENDANCE: This work relies on the group. An absence or late arrival interferes with the progress of the class as a whole and weakens the ensemble.

Class sessions will begin on time.

- **Two late arrivals equal one unexcused absence** (Even if you are only five minutes late). If you arrive after roll has been taken, it is your responsibility, at the end of the class, to be sure you are marked late and not absent.
- **For every two unexcused absences, your final grade will be lowered by one letter grade.**

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

FOR YOUR SAFETY, the OSU Escort Service is available after 7 p.m. by dialing 292-3322.

COURSE SCHEDULE

(Readings should be completed prior to class meeting)

University calendar: <http://registrar.osu.edu/staff/bigcalsem.asp>

Week 1:

Introductions, syllabus, plan for teaching.

Introduction to Lessac philosophy and warm-up, and Basil's Intro.

Week 2:

Vocal Warm-ups, leadership skills, Basil/ SUFSA Workshop 1

Warm-ups (cons), leadership skills cont., Basil/Barton wkrshp 2

Week 3:

Warm-ups (Cons) Basil wrkshp 3 *Prose & Verse*

Warm-ups (cons) Basil/SUFSA workshop 4 *Punctuation*

Week 4:

Warm-ups (tonal), Basil/SUFSA wrkshp 5 *Punct cont.*

Warm-ups (tonal), Barton 6: Adjectives, similes, metaphors, establishing character

Week 5:

Warm-up, Barton/Basil/SUFSA workshop 7: *Antithesis*

Warm-up Barton/Basil workshop 8: *Using intention vs playing mood or quality & Verbs are the action*

Week 6:

Warm-up Basil/Barton/SUFSA Workshop 9

Warm-ups, Lessac explore 1

Week 7:

Warm-ups Lessac explore 2

Warm-ups, Lessac explore 3

Week 8:

Review

Student Lead Workshops

Week 9:

Student Lead Workshops

Student Lead Workshops

Week 10:

Student Lead Workshops

Monologue Work

Week 11:

Monologue Work

Monologue Work

Week 12:

Monologue Work

Monologue Work

Week 13:

Monologue Work

Monologue Work

Week 14:

Monologue Presentations

Monologue Presentations

Week 15:

Papers Due

Final (TBD)