

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

THEA 201, Theatre Practicum

Number of credits:

1

Course Description:

Participation in various activities of theatrical production. May be repeated.

Pre-/Co-requisites:

None

Course Objectives:

Participate in various aspects of a theatrical production

Instructor:

Gary Albrightson

Office:

TH 2207

Office Hours:

10-11 MWF, 1-2 Tuesday/Thursday, and by appointment

Phone:

701 228 5602

Email:

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Student email Policy:

Dakota College at Bottineau sends official communications to students at their campus-assigned email address and not to other email addresses. Students will not receive information the college sends if they do not check their DCB email or do not forward their email to a provider they prefer. The instructor communicates course information to students at their campus assigned email address and does not receive email from any other email providers.

Lecture/Lab Schedule:

To be arranged among schedules of participants

Textbook(s):

None

Course Requirements:

Participate fully in planning and production of a play that might be a full-length play, a program of one act or ten minute plays, or improv. Full participation means attending all rehearsals or notifying the

director in advance of rehearsals that need to be missed. Full participation also includes helping putting up and taking down the set.

Tentative Course Outline:

Weeks 1-4:

Choosing or writing a play

Attend “Waiting for Godot” at UND Theater October 3, 2014

Weeks 5-7:

Casting and production

Weeks 8-13:

Rehearsals

Attend *Into the Woods* November 21 at UND Burtness Theater

Week 14-16:

Performance

General Education Goals/Objectives:

Objective 1: Creates art, Skill 2: Uses technique to create original works of art

Relationship to Campus Theme:

Explore connections among elements of DCB campus theme—nature, technology, and beyond—implied in producing a play.

Classroom Policies:

This practicum meets regularly to choose a play or begin writing one. Once a play is chosen or written, participation depends on students’ interests and role in the production.

Academic Integrity:

The discussion below comes from the Council of Writing Program Administrators at <http://www.wpacouncil.org/node/9>

In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

1. submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source,

and

2. carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Disabilities and Special Needs:

Any student with disabilities or special needs should inform the instructor, who will make accommodations so all students can meet their educational goals.