

TERM:	Autumn 2017	INSTRUCTOR:	Tom Dugdale
CREDITS:	3	OFFICE:	Drake 1108
LEVEL:	U	EMAIL:	dugdale.3@osu.edu
CLASS TIME:	T/TH 9:00-11:00AM	OFFICE HOURS:	T 11:00-12:00 & W 2:00-3:00
LOCATION:	Drake 2060		or by appointment

Course Description

This course introduces students to the fundamentals of stage directing, considering the full range of a director’s technique and responsibilities from pre-rehearsal preparation through the first performance. Students engage practically with directing through assignments, exercises, and direction of a short play.

Learning Objectives

1. To effectively select, cast, and rehearse a short play
2. To collaborate in a healthy, productive fashion with actors
3. To apply the concepts of text analysis to directing
4. To utilize principles of dynamic staging and composition
5. To create a director’s score using appropriate action and objective terminology
6. To draw upon research and design in conceiving the “world of the play”
7. To gain increased awareness of major current American directors

Required Texts

Stage Directing: The First Experiences, 2nd edition, by Jim Patterson; *Proof*, by David Auburn

Assignments

Below are the assignments you must complete in this course, and the number of points each assignment is worth. Detailed instructions for each assignment will be provided as the course proceeds:

<i>Proof</i> Text Analysis	15 points
Joseph Cornell Box	15 points
Mock Audition Exercise	15 points
Director Statements	15 points
10 min Play Auditions and Casting	20 points
<i>Proof</i> Action and Objective Analysis	20 points
Broken Silence Exercise	30 points
Staging Exercise	20 points
Conference Attendance and Preparation	30 points
Open Scene Exercise	30 points
Director’s Score for 10 min Play	40 points
In-class Rehearsal of 10 min Play	30 points
Director Short Research Project	30 points
Final Presentation of 10 min Play	60 points
Final Exam Discussion	30 points
TOTAL	400 points

Grading

Your final grade is determined by adding together your grades on each of the individual assignments above to obtain your overall points total:

360 – 400 points	(90 – 100%)	A
320 – 359 points	(80 – 89%)	B
280 – 319 points	(70 – 79%)	C
240 – 279 points	(60 – 69%)	D
0 – 239 points	(0 – 59%)	F

(Note that absences and turning in assignments late result in deductions from your overall points total. Please see policies below.)

Attendance

This class is designed to provide “hands-on” experience. Your attendance and participation are not only expected but necessary to maintain the best possible learning environment. The attendance policy is strict and is as follows:

- You are allowed one unexcused absence in this course.
- Any further unexcused absences will result in a **5 point deduction per absence** from your overall points total .
- Arriving late (more than 10 minutes after the start of class) will result in a **3 point deduction per lateness** from your overall points total.
- Of course, you may be excused from class for illness. Please provide a signed note from your doctor or other relevant authority. Without a signed note, I cannot excuse you.

Late Assignments

You are expected to complete your work on time. Should you complete an assignment late, please note the following policies:

- Any assignment handed in late will receive a reduced grade.
- If an assignment is due in class, it must be turned in in class!
- Assignments turned in **up to 7 days late** will automatically receive a **20% point reduction**.
- Assignments will not be accepted more than 7 days after their due date.
- **Assignments requiring in-class presentation must be presented on their due date. They cannot be rescheduled or made up!** A prime example of this: you and a partner are scheduled to present an exercise in class. Your partner is present in class, ready to present, but you are absent for inexcusable reasons. In this scenario, your partner would receive at least some credit for the assignment, while you would receive 0 points.
- **Technical or computing problems (including email and printer problems) are not an acceptable excuse for work being late.** Plan to submit your work early so that you can address any technical difficulties that might arise.

A Word About Collaboration

You will frequently work in teams in this class, in both directing and acting roles. Try at all times to be a conscientious colleague by respecting everyone’s contributions to the group. If you encounter hiccups in your collaborations, I encourage you to speak to me, so that I can assist. I am here to help!

Class Schedule and Assignments

Assignments are listed in italics and are due the following class, unless noted otherwise

Please note: I reserve the right to alter this schedule is necessary

8/22 Course Introduction

Read Patterson pp. 11-64

8/24 Text Analysis Review

Read Proof and do Proof text analysis

8/29 Discuss *Proof* text analysis; World of the Play and Production Research

Prepare Joseph Cornell boxes; Read Patterson 117-130

8/31 Present Cornell Boxes; Auditioning and Casting Actors

Prepare for Mock Audition Exercise

9/5 Mock Audition Exercise

Select three 10 Minute Plays and write three Director's Statements

9/7 Present Director's Statements; Finalize 10 Minute Play Assignments

Prepare to audition actors for your 10 Minute Play

9/12 Auditions for 10 Minute Plays

Submit your casting choices by 9/12 at Midnight

9/14 First Rehearsals: Table Work; Finalize 10 Minute Play Casting

Schedule first rehearsal with your cast; Action and Objective Analysis for Proof

9/19 Actions, Objectives, and Situation; Introduce Broken Silence Exercise

Prepare Broken Silence Exercise

9/21 Present Broken Silence Exercises – Day 1

9/26 Present Broken Silence Exercises – Day 2

Read Patterson pp. 131-174

9/28 Getting the Work on Its Feet: Composition, Staging, and Motivated Movement

Prepare Staging Exercise

10/3 Present Staging Exercises

Conference Preparation: complete ground plan and paper blocking for your 10 Minute Play, and hold at least 2 rehearsals with your cast.

10/5 Conferences – Day 1

10/10 Conferences – Day 2

10/12 NO CLASS – BREAK

Read The Seagull

10/17 Creating the Director's Score

Prepare Director's Score Practice Assignment

10/19 Introduce and Prepare Open Scene Exercise

Rehearse and prepare Open Scene Exercises

10/24 Present Open Scene Exercises – Day 1

10/26 Present Open Scene Exercises – Day 2

10/31 In class Rehearsals for 10 Minute Plays

11/2 In class Rehearsals for 10 Minute Plays

11/7 In class Rehearsals for 10 Minute Plays

Complete Director's Score for 10 Minute Play

11/9 In class Rehearsals for 10 Minute Plays

11/14 In class Rehearsals for 10 Minute Plays

11/16 Major Contemporary American Directors

American Director Short Research Project

11/21 Present American Director Short Research Projects

11/23 NO CLASS – THANKSGIVING

11/28 Final Presentations of 10 Minute Plays

11/30 Final Presentations of 10 Minute Plays

12/5 Final Presentations of 10 Minute Plays

12/7 Final Presentations of 10 Minute Plays

Prepare for Final Exam Discussion

12/8 8:00-9:45 AM - Final Exam Period – Culminating Discussion

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/>.

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/csc/>)

CLASS CANCELLATION: In the unlikely event of class cancellation due to emergency, I will contact you via e-mail and request that a note on be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.