CMST 4145: Group Performance
(Devising)
Spring 2015

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Office Hours: 11:00-12:00 T/Th and by appointment

Catalogue Description: Prerequisite: CMST 2040 or equivalent. Theory and techniques of adapting and staging nondramatic literature and other materials for group performance; directing for Reader’s Theatre, Chamber Theatre, Story Theatre, and other forms.

Course Description: Students learn how to devise group performances drawing from diverse materials.

Required Texts:


Assignments:
Attendance/Participation 200 points
Discussion/Reading Quizzes 200 points
Assigned Roles Perf. #2 (and reflection) 100 points
Assigned Roles Perf. #3 (and reflection) 100 points
Performance #1 100 points
Performance #2 100 points
Performance #3 100 points
Exam on Reading 100 points
TOTAL 1000 points

You will be graded on a 100-point scale:
900-1000 A
800-899 B
700-799 C
600-699 D
Description of Assignments:

Attendance/Participation: This is a hands-on, group class. We will be discussing reading at the beginning of most classes and participating in exercises at the end of class. Your attendance and participation are essential. They are worth 20% of the overall class. I take this very seriously. As such, please account for EVERY absence. That is, if you MUST be absent, you should email me PRIOR to class with an excuse.

Discussion/Reading Quizzes: The reading in class is minimal, but I EXPECT everyone to have read before each class. The reading will enable us to jump into the day's work. We will start most classes with lively conversation about the reading. Because the class is small, I EXPECT everyone to participate in the discussion. I MAY begin class with a short reading quiz. Again, this aspect of the class is worth 20% of your overall grade.

Assigned Roles and Reflections: For performances #2 and #3, you will be assigned a specific role in your group. You might be in change of music or movement or costumes, for example. In addition to contributing to the performance in your role, you will also turn in a reflection after your group performs. This reflection should be a few pages. It should be typed, organized, proofread, and thoughtful. In it, I ask you to reflect on your contribution to the performance through this role. What do you do? What did you learn? I encourage you to keep notes as you work in your role. The point breakdown: for your work in the role itself -- 50 points; for the reflection -- 50 points. So, 100 points each performance = 20% of your overall grade.

Performances: There are three graded group performances in this class. You will build these performances in an assigned group. Hopefully, you will work with most members of the class during the semester. I will grade the performances on originality, coherence of vision, aesthetics, and impact. We can talk about these criteria further in class. While there is ample time to rehearse for these performances in class, I imagine groups will want to work outside of class as well. Please be as accommodating as possible. As mentioned earlier in the syllabus, the reading is minimal; consider rehearsals outside of class enjoyable homework. The performances are worth 100 points each= 30% of your overall grade.

Exam: There will be an exam on all assigned reading prior to Spring Break.

Graduate Student Presentations: Each graduate student will be assigned an additional book for the class. In addition to a meeting with me to discuss the book, they will develop a presentation on the book that includes an exercise or assignment that will contribute to Performance #3. Since "Attendance and Participation" is a GIVEN for grads, this assignment will replace that in terms of points.
Americans With Disabilities Act and The Rehabilitation Act of 1973:
If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a Coordinator in the Office for Disability Affairs do that such accommodations may be arranged. After you receive your accommodation letters, please meet with me to discuss the provisions of those accommodations during the first two weeks of class.

Tentative Course Calendar

January 15    intro to the class and each other
January 20    discuss GH&H 3-17 -- exercises
January 22    discuss GH&H 18-28 -- exercises
January 27    discuss GH&H 29-40 -- exercises
January 29    discuss GH&H 41-53 -- exercises
February 3    (in group) autobiographical performance assignment GH&H 55-72
February 5    (in group) community narrative assignment GH&H 73-87
February 10   (in group) fiction assignment GH&H 88-101
February 12   build work in groups
February 17   Mardi Gras -- no class
February 19   rehearsal
February 24   rehearsal/Performance #1
February 26   Performance #1
March 3       the director B&B 12-29
March 5       set design B&B 30-45
March 10      playwriting B&B 63-74
March 12      music and composition B&B 75-87; GH&H 173-188
March 17      movement B&B 88-107; GH&H 155-172
March 19      costumes B&B 108-122
March 24      rehearsal
March 26      Performance #2
March 31      Performance #2
April 2       Exam on Reading
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>April 7</td>
<td>Spring Break</td>
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<tr>
<td>April 9</td>
<td>Spring Break</td>
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<tr>
<td>April 14</td>
<td>begin working on Performance #3 (new group/switch roles)</td>
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<tr>
<td>April 16</td>
<td>(grad student presentations begin)</td>
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<td>April 21</td>
<td>group work</td>
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<td>April 23</td>
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<td>April 28</td>
<td>group work</td>
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<td>April 30</td>
<td>group work</td>
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Performance #3 during the final exam period.