



Community Engaged Theatre
Dan Stone, MFA
Performing Arts Department

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Class Location: SSH 213

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Theatre takes place all the time -- wherever one is-- and art simply facilitates persuading one this is the case. ~ John Cage, 1961

I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being. ~ Oscar Wilde

Community Engaged Theatre concretely affects its participants. And in contrast to a view of the artist as a solitary genius, this field depends on collective creation with, for, and of a group of people with a shared identity on some fundamental level, though also includes unlikely collaborations. The class combines an overview of community-based performance methodology, history, and issues with hands-on experience. We will try out techniques, discuss readings, and screen video clips. Over the course of the quarter, students, in small teams, will co-facilitate and create a community based performance.

Learning Goal: The core curriculum gives students an engaging, intellectual experience. The Community Engagement goal also requires them to leave the classroom and engage with the world - to apply their intellectual experiences to communities beyond the academy. Students will actively and critically reflect upon these experiences and integrate them in their academic understanding of the world.

Learning Outcomes: Students will

1. Apply academic methods and/or theories in a way that promotes collaboration and mutual benefit in a community setting; and
2. Demonstrate critical reflection throughout their experience; and
3. Fundamental playwriting skills; and
4. Fundamental interview techniques

Text

Performing Communities by Robert Leonard, Ann Kilkelly

Suggested

Beginner's Guide to Community-Based Arts by Kieth Knight, Mat Scharzman

Staging America by Sonja Kuftiniec

Course Work

- Final Project: Students will write, design, and present an original, devised work based on their research and participation in our community engaged process.
- Students will interview members of a micro-community on the LBCC campus, transcribe the interviews, and organize the transcriptions (along with articles from print media) as a dramatic work.
- Individual research assignments will be given to students throughout the quarter.
- Your class participation grade will include an evaluation of your:
 1. Work on the Final Project
 2. Progress
 3. Participation in discussions
 4. Demonstration of collaboration skills
- Student Performance of the play for the community, especially the community members interviewed.
- Students will also help to start the process for preparing for the LBCC community engaged mainstage project.

Class Participation	200 points
Quizzes	100 points
Interviews/Transcription	150 points
Playwriting Material	200 points
Final Project Contribution	150 points
Final Performance	200 points

Final Project

The goal of this course is the collective creation of a class project to be determined as the class evolves throughout the semester. Because the process used by the class is as important as the final result, the evaluation of the final project will thus be determined by the work of the class throughout the quarter as well as the end result.

Participation & Attendance

I will assess your participation and understanding in part through individual assignments as well as contributions made within a group. Participation grades also reflect your respect of the theatre process as we discuss the material and questions that come up in class, the respect you show others in the group- including the teacher- and your active presence in class. Students are given 2 excused absences.

IF YOU DECIDE TO DROP THE CLASS YOU MUST DROP IT ON YOUR OWN. You will receive an “F” if the class has not been officially dropped within the first two weeks of the quarter. Absences can seriously affect your grade. For each absence, beyond the 2 excused, you will lose 10% of your grade.

Students who have emergency medical information the instructor should know of, or who might need special arrangements in the event of an evacuation, or students with documented disabilities who have special needs, should make an appointment with the instructor no later than the first week of the term. If additional assistance is required, contact LBCC's Office of Disability Services at 917-4789.

LBCC Comprehensive Statement of Nondiscrimination

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. (For further information <http://po.linnbenton.edu/BPsandARs/>)

Student Decorum Statement: Because college coursework and professional correspondence require focused study and open exchange of ideas, the Department expects the classroom to be a place of courteous interaction, a forum for demonstrating mutual respect between teachers and students. Professional communication requires all of us to listen carefully to each other (whether we agree or not) and to state our positions with clarity and our disagreements with tact. Standards for academic courtesy apply to group work, on-line interaction, and student-teacher conferences as well.

Course Policies

- **Email:** I am available to you via email and during office hours. Send all correspondence to dan.stone@linnbenton.edu. When you email, it is very important that you include your name, **Intro to Theatre** and the assignment name or topic of the message in the subject line. *If you leave the subject line blank, your message may be recognized as spam and deleted!* This information will also help me identify the nature of your request and reply more quickly. *I will work to respond to emails within one to two BUSINESS days (business days excludes the weekends), so plan accordingly.*
- **Assignment Submission:** Please type all submissions and proofread carefully.
- **Late Work:** Our classroom standards reflect workplace standards; a due date is a deadline and you don't miss deadlines without informing your director/supervisor in advance. If you feel circumstances are working against you, you may make arrangements for an extension **PRIOR TO THE DEADLINE**. **All incomplete or late work will result in a deduction from the final grade.** Late work will lose 10% automatically and may suffer additional penalties should it be incomplete. Late assignments are accepted up to one week after the due date. Please keep a copy of every paper you submit.
- **Plagiarism:** Do your own work. Using someone else's work as your own or using information or ideas without proper citations can lead to your failing the assignment or the class.

Resources:

- **The Writing Center:** While enrolled in Writing 214, you are encouraged to seek extra help at the Writing Center (917-4684), located on the second floor of Willamette Hall in the Learning Center (above the library) on main campus. If needed, they will also be able to direct you to the ESOL lab for additional support. Visit their website at <http://www.linnbenton.edu/go/learning-center/writing-help> for the term hours. No appointment is necessary. You are encouraged to seek help early in the term. This is a free service to all LB students.
- **Computer Lab Resources:** You may use either LRC 213 or Forum 204 as a drop-in computer lab whenever classes are not scheduled and space is available.
- **Library Information:** The LB library homepage can be found by following the links from: http://libweb.linnbenton.edu/rooms/portal/page/Sirsi_HOME The site provides library hours, an online catalogue, as well as many helpful research databases, including EBSCOHost, Electric Library, Facts on

