

Rutgers, The State University of New Jersey

THE TEACHER AS PERFORMER

05:300:318

SPRING, 2016

PROFESSOR HELANE S. ROSENBERG

FOR SECTIONS 1, 2, and 3

Accommodations

Appropriate accommodations are available for students with disabilities. Please see web site of the [Office of Disability Services for Students](#) for more information.

Academic Integrity

The policies found in the [Rutgers Academic Integrity Policy](#) apply to this course.

Goals for the Course

Goal A: Understanding how techniques from the field of theatre can be used to improve performance in a variety of settings, most specifically that of schools.

Goal B: Experiencing various theatre activities gleaned from important theoreticians, particularly Viola Spolin, Michael Chekhov, and Helane Rosenberg.

Goal C: Developing particular skills in talking and listening, calling an audible, and mastering the psychological gesture.

Goal D: Learning to "read people" and think on one's feet - both essential theatre skills that have important applicability for teacher/student interaction.

Goal E: Creating original video projects, both independently and as part of a group as a way to demonstrate mastery of course material.

How You Will Be Graded.

Students will be graded on the following projects and activities:

Rutgers, The State University of New Jersey

Journal entries: 7 journals each work 3 points each =21 points

Scene Work: =15 points

Group Creative Project:..... =15 points

Participating in improvisational activities:..... =15 points

Video film review:..... =10 points

My favorite improv moment:..... =10 points

My Psychological Gesture:..... = 8 points

In-Role Final Presentation:..... = 6 points

NOTE: Each of the resources for this course is found on the Sakai site and can be accessed by clicking the appropriate link on the respective page.

WEEK1

WHAT HAPPENS IN CLASS WEEK1

- We overview the course
- We participate in initial improvisations
- We introduce Class members

HOMEWORK

- Watch 5 videos
- Read all the Guidelines
- Take the Online Myers Briggs
- Do Journal 1

VIDEOS TO WATCH

- Into the unknown with Viola Spolin
- A Profile of Viola Spolin
- Spolin mirror speech
- Building trust through improv
- Schrodinger's cat

GUIDELINES TO READ

Here are the Guidelines for fulfilling requirements for The Teacher As Performer.

Each guideline is a separate PDF file. Click on each guideline file to open it and read that guideline.

- TAPS13---FINAL IN---ROLE PRESENTATION---011213.pdf
- TAPS13---GROUP CREATIVE PROJECT---011213.pdf
- TAPS13---JOURNAL ENTRIES---011213.pdf
- TAPS13---MY FAVORITE IMPROV MOMENT ON TV OR IN THE MOVIES.pdf
- TAPS13---PARTICIPATING IN IMPROVS.pdf
- TAPS13---SCENE WORK---011213.pdf
- TAPS13---VIDEO OF MY FILM REVIEW---011213.pdf
- YOUR PSYCHOLOGICAL GESTURE

TAKE THE ONLINE MYERS---BRIGGS INVENTORY

Click the link below to go to an online link where you can take the Myers---Briggs Inventory

Journal 1

Journal 1 Probe

Listen to three people speaking out loud: someone you know very well, someone who is a stranger, someone you know as a classmate at Rutgers. Describe how they sound as differentiated from what they say. Try to hone your listening skills.

WHAT HAPPENS IN CLASS Week 2:
Improvisations led by HSR

THE IMPROVISATIONS

- Physicalizing Myers---Briggs
- Mirror
- Ball
- Tug---of---war
- What I am with photo
- Others as needed

HOMEWORK

- Read 2 segments
- Grade yourself on your participation in the improv activities
- Complete a journal

MATERIAL TO READ

- Read Spolin *Improvisations For The Theatre*
- Read Spolin *Theatre Games*

“GRADE” YOUR IMPROV

- Assign a “grade” to yourself for the improvisations you did today.
- Assign a grade from 1 (lowest grade) to 5 (best grade).
- Also include a sentence that describes what you did in class.
- Indicate why you assigned the grade you assigned to yourself.
- Mention things you thought you did well and areas where you think you need to improve.

NOTE: These grades DO NOT count when I compute your grade for this course.

Journal 2

Journal 2 Probe

Observe three people you know well. Decide which Myers---Briggs type each one is. Use examples from what you see to help justify your choices.

WEEK 3

WHAT HAPPENS IN CLASS

- Improvisations led by HSR

THE IMPROVISATIONS

- Adding who
- What happened before
- What happened after
- Working as a group
- Focus
- Side Coaching
- Evaluation
- Others as needed

HOMEWORK

- Read scenes
- Grade yourself on your participation in the improv activities
- Complete a journal

MATERIAL TO READ

Read *Scenes For Professional Actors*

“GRADE” YOUR IMPROV

- Assign a “grade” to yourself for the improvisations you did today.
- Assign a grade from 1 (lowest grade) to 5 (best grade).
- Also include a sentence that describes what you did in class.
- Indicate why you assigned the grade you assigned to yourself.
- Mention things you thought you did well and areas where you think you need to improve.

NOTE: These grades DO NOT count when I compute your grade for this course.

Journal 3:

Journal 3 Probe

Observe the professor of a class (not this one). Describe the positive and negative aspects of his/her teaching performance. Keep these observations separate from what he/she teaches.

WEEK 4:

WHAT HAPPENS IN CLASS

- Improvisations led by HSR
 - After diagnosing students’ needs, HSR will select appropriate improvisations,
- Assign scenes,
 - HSR will assign 3 students for each scene: two students will act and one student will direct.
- Discuss assignment *Favorite Improvisational Moment*.

HOMEWORK

- Watch 2 Videos
- Read 1 Guideline
- Submit 1 assignment

VIDEOS TO WATCH

- Dr. Rosenberg's Favorite Video of an Improvisational Moment
- HSR How to select an improvisational video

Each video has a link below consisting of the name of the video.
Click the link to open the video.

GUIDELINE TO READ

Read *My Favorite Improvisational Moment* guideline.

“GRADE” YOUR IMPROV

- Assign a “grade” to yourself for the improvisations you did today.
- Assign a grade from 1 (lowest grade) to 5 (best grade).
- Also include a sentence that describes what you did in class.
- Indicate why you assigned the grade you assigned to yourself.
- Mention things you thought you did well and areas where you think you need to improve.

NOTE: These grades DO NOT count when I compute your grade for this course.

WEEK 5: ONLINE

HOMEWORK

- Watch ALL Videos about *My Favorite Improv Moment* submitted by classmates
- Watch 6 videos
- Read 1 Guideline
- Submit 1 Journal

VIDEOS TO WATCH

- Calling an Audible
- Groundhog Day 2 Person Scene
- HSR Scenes you will view during online session
- Forrest Gump Mother Dying Scene
- The Help---I really need a maid
- HSR How your group will create a scene

GUIDELINE TO READ

Read *SCENE WORK* guideline.

Journal 4 Probe

Observe three college students in another class you are taking at Rutgers. Look at what they wear. Listen to what they say. Watch what they do. Hypothesize who they might be.

WEEK 6:

WHAT HAPPENS IN CLASS

HSR coaches scenes

HOMEWORK

- Learn lines
- Rehearse with scene partners
- Plan the "nuts and bolts" of videorecording
- Submit a journal

Journal 5 Probe

Recall your favorite teacher. Describe the performance aspects of his/her teaching that made him or her so memorable

WEEK 7:

WHAT HAPPENS IN CLASS

- HSR coaches scenes

HOMEWORK

- Learn lines
- Rehearse with scene partners
- Plan the "nuts and bolts" of videorecording
- Video and submit your scene

SUBMITTING YOUR SCENE

CLICK ON THE LINK BELOW TO GO TO THE PAGE WHERE YOU CAN SUBMIT YOUR GROUP'S SCENE.

REMEMBER, YOU ARE SUBMITTING ONLY ONE FILE OR ONE URL FOR YOUR GROUP'S SCENE.

WEEK 8:

WHAT HAPPENS IN CLASS

- We watch and evaluate scenes
- HSR summarizes what has happened during the first half of the semester
- HSR overviews what will happen during the second half of the semester

HOMEWORK

Go to the movies. Happy SPRING BREAK!

WEEK 9 SPRING BREAK

NO CLASS --- SPRING BREAK

WEEK 10

WHAT HAPPENS IN CLASS WEEK 10

- In class activities and discussion: Reading People
- Watching movies to understand character
- What to look at and talk about in your Review

HOMEWORK

- Watch 5 Videos
- Read 1 Guideline
- Submit 1 Assignment

VIDEOS TO WATCH

- A Chat With Michael Caine
- Anatomy of a Scene 'Argo'
- Anatomy of a Scene 'Compliance'
- Example of a movie review---Silver Linings Playbook
- HSR Review of Silver Linings Playbook

GUIDELINE TO READ

Read *VIDEO OF MY FILM REVIEW* guideline.

SUBMIT YOUR MOVIE REVIEW

CLICK THE LINK BELOW TO SUBMIT YOUR MOVIE REVIEW

WEEK 11:

WHAT HAPPENS IN CLASS WEEK 11

The focus of today's class is The Psychological Gesture and Metacognition in Action.

- Watch 2 Videos**
- Participate in activities related to these concepts**

VIDEO: HSR: PowerPoint of The Psychological Gesture Activities in Action

VIDEO: HSR: Understanding Metacognition

HOMEWORK

- Watch 4 videos
- Read 1 Guideline
- Submit 1 Assignment
- Submit 1 Journal

VIDEOS TO WATCH

- HSR: INTRODUCTION TO THE PSYCHOLOGICAL GESTURE
- Michael Chekhov Technique --- Graham Dixon on Psychological Gesture
- Marjo Riika Psychological Gesture
- Michael Chekhov Technique DVD Series (Short Trailer)
- HSR: PowerPoint of The Psychological Gesture Activities in Action

GUIDELINE TO READ

Read *YOUR PSYCHOLOGICAL GESTURE* guideline.

SUBMITTING MY PSYCHOLOGICAL GESTURE ASSIGNMENT

CLICK ON THE LINK BELOW TO GO TO THE MY PSYCHOLOGICAL GESTURE ASSIGNMENT

Journal 6 Probe

Look at yourself in the mirror. Who are you and how did you get this way?

WEEK 12:

WHAT HAPPENS IN CLASS

- Assign groups and discuss Creative Project
- Work in groups on your Creative Project

HOMEWORK

- Read 1 Guideline

GUIDELINE TO READ

Read *GROUP CREATIVE PROJECT* guideline.

WEEK 13:

WHAT TO DO THIS WEEK

- Work in groups on your *GROUP CREATIVE PROJECT*

HOMEWORK

SUBMITTING *GROUP CREATIVE PROJECT* ASSIGNMENT

- Finish making the video of your *GROUP CREATIVE PROJECT*
- Save the video on a flash drive
- Bring the flash drive to next week's class.
- REMEMBER:** This flash drive will **NOT** be returned.

WEEK 14:

WHAT HAPPENS IN CLASS

- Hand in flash drive containing video of *GROUP CREATIVE PROJECT*
- Watch videos of Creative Projects

GUIDELINE TO READ

Read *In---Role Presentation* guideline.

ASSIGNMENT TO SUBMIT

Submit your autobiography. It must be submitted prior to your presentation which happens next week.

Click the link below to submit your autobiography assignment

Journal 7 Probe

Describe how your performance has evolved because of this class. Be specific.

WEEK 15:

WHAT HAPPENS IN CLASS

Individual Presentations in Role

Debrief about the course