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THTR 499.01: Senior Project

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Senior Project – THTR 499 – 01 – 1 Credit

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Aim

The purpose of the senior project is to demonstrate through application and reflection the skills the student has mastered near the end of their studies at UM's School of Theatre & Dance. Students might also consider the direction they see themselves headed after graduation and offer plans and approaches to future work that is in some way connected to their college Theatre experience.

Outcomes

By the end of the semester the student will:

- Have created a plan for a senior project;
- Have sought out a faculty advisor willing to offer feedback on the project and paper;
- Have connected their classroom and production experiences to the skills they find valuable
- Reflected upon courses and experiences in performance;
- Have engaged their personal interests, research skills, and performance based work on a new and deeper level commensurate with a college graduate; and,
- Have written a clear and concise description of the project and work undertaken.

Content

General Principles for Senior Projects

The Senior Project is the final demonstration of each student's achievements during his/her undergraduate study. It is a major project in terms of hours, effort, and quality of expected result. The Senior Project is a requirement for graduation. **It is a project that requires prior approval of the School of Theatre & Dance faculty.**

All Acting, Education Endorsement Preparation, and BA Theatre students must register for, and complete, the course (THTR 499) prior to graduating.

Process

A Senior Project Proposal Form must be submitted to the THTR 499 course instructor for approval by the date indicated on the Moodle schedule. Any subsequent changes or modifications to the Senior Project must be submitted to the student's assigned project advisor and 499 instructor, who will bring the new or modified proposal to the Acting/Directing Division for approval.

The determination of a particular project as being part of the Senior Project does not prevent the student from earning academic credit for that activity. Normally, the Senior Project should not include work for which the student is paid.

All work in fulfillment of a Senior Project is usually done during the regular academic year and on the campus of The University of Montana. Students must remember that faculty supervision and observation are required at all stages of the Senior Project and the responsibility for a con-

nection with the faculty advisor lies in the initiative of the student. For the purpose of making a final evaluation, the advisor must observe:

1. Pre-planning
2. Rehearsal/Preparation
3. Performance/Execution.

The advisor must be given the opportunity to critique the student's work and see the results of the critique in subsequent rehearsal/performance situations. It is the student's responsibility to communicate process scheduling to his/her advisor.

During the first weeks of December or May, the Acting/Directing BA and BFA students will attend Senior Project Juries with faculty. The project will be discussed with the student, as well as related reflection on their process and progress. Each Jury will be held by appointment and shall last five-ten minutes.

BA Theatre Senior Project

Consistent with the view of the BA as a liberal arts degree, the BA Senior Project can be either:

- An academic paper in a focused area of study (for example: a specific area of theatre history, a theory of performance, or a dramaturgical analysis of a professional production) of approximately ten pages.
- A production-related assignment requiring both, an eight-ten page paper chronicling the execution of the project and a professional resume.

All projects will be overseen by an assigned advisor from the appropriate division. No senior project shall be an undo burden on school and faculty resources. The faculty and advisor reserve the right to deem that a project is of appropriate rigor, breadth, and scope.

BA Education Endorsement Preparation Senior Project

Consistent with this degree requirements and aim, the student works with a faculty member in this area to develop an experience for young a person that seeks to use theatre as a pedagogical tool. This culminating experience seeks to harness the power of the theatrical in the service of education and is typically a service-learning project which gives both sides the opportunity to learn from the other. A paper, approximately ten pages, is part of the BA Education Senior Project.

BFA Acting Senior Project

The BFA Senior Project is a thorough and specific ten-page self-assessment paper. This paper must be accompanied by a professional resume and current headshot (headshots may be emailed to the Acting/Directing faculty). The paper must deal critically with the actor's strengths and areas for growth and should include a discussion of faculty feedback over the years. The following questions should also be addressed in the paper:

- Describe your work when you first came to the program. What were your goals?
- What was your philosophy and experience? What did you want/need to learn?
- Describe how you have addressed your goals and deficits. In what ways have you grown as a performer?
- How have your classes informed your stage work (Acting, Voice & Speech, Physical Performance, Dramatic Literature, Theatre History, Directing)?
- How do you approach creating a character now? What specific techniques do you use? What steps do you take in the process?
- What has been your strongest acting work here? What made that performance strong?
- What performance or role here do you feel was weak? What would you do differently if you were to approach it again?
- Where are you with the craft now? What are your Strengths? What do you need to work on?
- How will you address these issues in the future, outside of the institution?

Grading

Attendance/Online Participation: 30%

Writing/Research: 70%

*Students must complete the work by the end of the semester they have enrolled in the course. There are no continuing grades (N) or incompletes (I) offered.

School of Theatre and Dance Handbook

All students in theatre courses must have an in-depth knowledge of the practices and procedures outlined in the School of Theatre & Dance Handbook. The Handbook is available online at the link above.

Disability Services for Students (DSS):

If you have a disability for which accommodations are needed please contact me in the first week of the semester. Please visit the website linked above for more information.

Student Conduct Code

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code located at the link above.