



Course: HONORS Scriptwriting & Play Analysis
 Fall 2023; 2nd block, 10:50-12:20
 e-mail: taylork@gcsnc.com

Course Description

This course will explore the role of the theatre artist as playwright:

The roles of the theatre artist: PLAYWRIGHT [as . . .]

Creator- **devising the framework** within which all the other collaborators work. Creating the given circumstances of the play, the inhabitants of the world of the play, the environment of the play, and the dynamic tension that drives the piece forward or upward or inward.

Architect-- **creating the floorplan** from which the structure is built

National Standard for the Arts #1

NC Essential – Communication, Analysis

NCSCOS goal 1

Course Credit: one unit

Teacher office hours: Mr. Taylor will be in the office from 8:30-9:00 am daily and other times by appointment.

Attendance Requirement: Please see the student handbook for current policies. All work and learning should be made up in a reasonable time (days absent plus 2) or by arrangement with the teacher.

Tardies: (after 3) require WISE PM and documentation.

Academic Performance:

Good grades are required to be eligible to participate in all after-

school rehearsals. All cast lists must go through an academic check and be approved by administration.

Class Participation:

Students will be expected to be open learners and demonstrate enthusiasm through fully participating in group discussions at an engaged level. Each student's opinion will be valued and honored.

Students **MUST** complete all written assignments. You will compile a file full of writing starters, snippets of monologue and dialogue, and play starters.

The semester will culminate with the creation of original 10 minutes or longer plays and an evening of original performances.

Course Objectives:

- To continue to learn essential theatre vocabulary
- To develop reading & analysis skills.
- To read, understand and relate the basic content and structure of a play.
- To understand and convey the function of a playwright.
- To understand, discuss, and explore the form and structure of scripts.
- To write monologue and dialogue.
- To examine and use playwriting techniques used to develop characters, plots and theme (such as asides, soliloquies, allegory, symbol, mood, and metaphor).
- To understand and use the functions of characters in plays (such as foil, protagonist, antagonist, incidental and agent of fate).
- Learn and relate how the central dramatic question shapes a play.
- To have multiple opportunities to write, hear, and perform your work and the work of others.
- To practically apply knowledge in formal & informal production.
- Practical application through NOW: Night of Original Work.

Organization:

All written assignments will be submitted on CANVAS. You may take notes on your laptop or in a notebook but should be prepared to present them for review if asked. All assignments and deadlines will be posted on CANVAS.

Bell-ringer: Each class period will begin with a prompt for a “quick-write”—these may simply be to explore an idea or technique, to spark a creative flow, or spawn a larger piece of work.

All quick-writes must be completed for daily credit. All of these must be made up if absent or tardy

In-Class work and Homework:

Students will be asked to complete some in-class tasks as well as homework. These assignments will be graded. Homework is due the

day after it is assigned unless otherwise noted. Assignments will usually be submitted on CANVAS.

Texts: There will not be a textbook for this course. You will be given notes and handouts on the various assignments and individual materials will be signed out to you as needed.

Reading Requirement: You will also be asked to do some reading of dramatic texts. Choices should come from the department library or be approved by Mr. Taylor.

Peer Evaluation: You will be filling out rubric/comment forms on peer’s work.

Course Evaluation: Quizzes, quick-writes & homework are averaged into the composite grade once.

- Tests & some expanded writing assignments are averaged twice.
- Projects are weighted according to length, duration, and difficulty.
- Weekly participation grades count as quizzes.

Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below.

Orchestra seating or the best seat in the house or *What do I need to survive this class and keep Mr. Taylor clapping!*

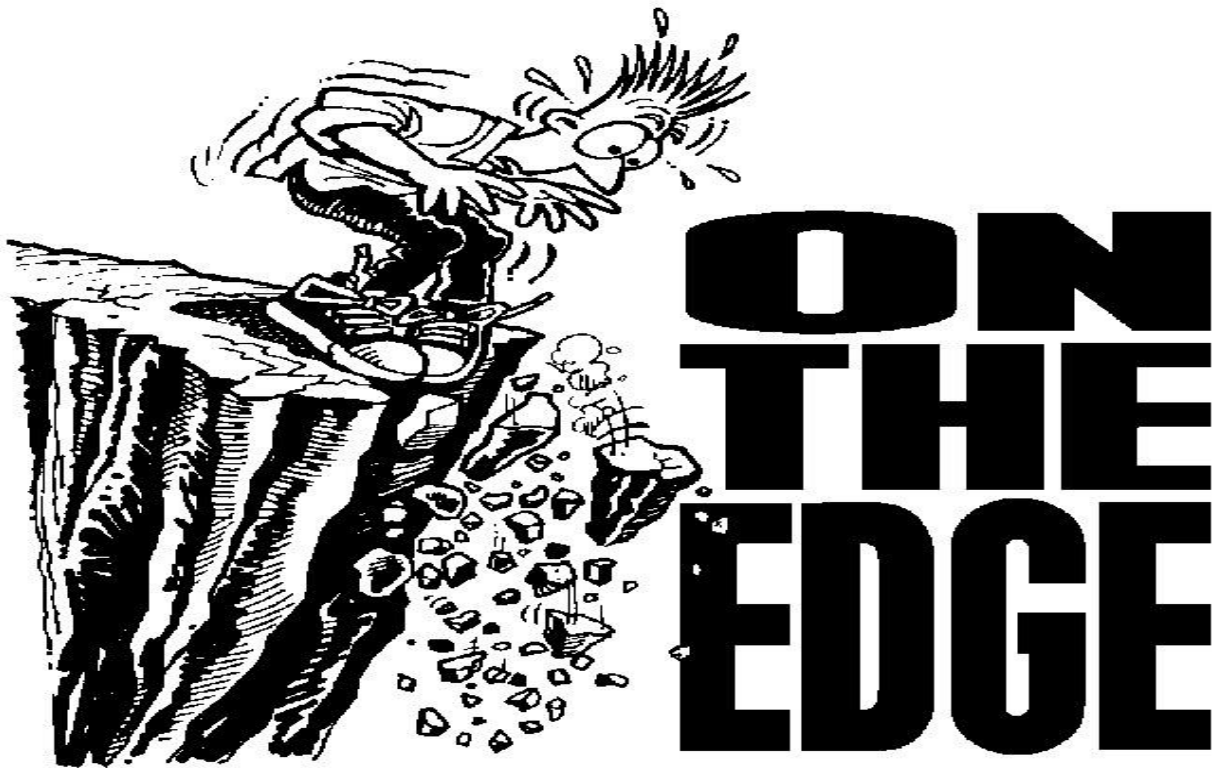


- You will need to bring your laptop to every class.
- You will also want a notebook and folder for various tasks.
- All tests, quizzes, & writing assignments should be completed on CANVAS.
- You should maintain an assignment pad or calendar. Use the CANVAS calendar to review all tasks.
- Materials for special projects will be discussed at the introduction to each unit.
- ***All work will be submitted on CANVAS if possible. If you have a problem, send it to my email instead.***

House Rules: or What can I do to stay out of trouble, keep the class on track and make Mr. Taylor smile?



- To be on time for class, you must in your seat and starting bell ringer when the bell rings. If remote, you must be "in the room" on time.
- Class time is important, so it is imperative that we keep on task and avoid distractions:
 - Be in class on time.
 - Be prepared with notebook, pens and GCS laptop.
 - Please do NOT talk unless recognized by the teacher
 - Please leave the room only in an emergency
 - The bells are a signal for the teacher; students should not pack up or exit until dismissed by Mr. Taylor.
 - Water only will be permitted in this class. Please finish other food and drink before coming into the class.
 - All students are expected to keep up with assignments. Check CANVAS daily and keep a calendar or *to do* list as needed.
- ***When you are absent:***
 - You have the number of days absent *plus 2*.
 - If you feel swamped, special extension arrangements may be made with Mr. T.
 - It is advisable to see the teacher for assignments; do not depend on your peers. Everything will be recorded in CANVAS.
 - Make sure to plan to make up tests & quizzes.
 - Late Work Policy: if present when work is assigned its due the day you return. May turn in late work for reduced credit.
 - Extra credit is available any time *except during the last week of a grading period*.
 - Tutoring and help sessions are available upon request



CLASS RULES

1. Follow directions the first time they are given.
2. Stay on task.
3. Follow all class procedures.
4. Follow all school rules.
5. Demonstrate respect and courtesy for peers and adults.

The roles of the Theatre Artist

The roles of the theatre artist:

ACTOR [as . . .]

Communicator-- **using body and voice** to effectively transmit the story

Sleuth-- **going underneath the words** of the text to find the intentions behind the words -- the meaning behind the manifestation.

Data analyzer -- **compiling a reality** and a truth for a character from all the clues in the text -- putting it all together and constructing a hypothesis from the data.

National Standard for the Arts #2

NCSCOS goal 2

The roles of the theatre artist:

DIRECTOR [as . . .]

Interpreter-- analyzing and **constructing meaning** from script.

Storyteller-- **creating pictures** (with actors' bodies in relation to set, costumes, props, light) that effectively communicate the story on stage.

Creator-- **choosing elements** (lines, colors, shapes, textures, patterns--movement, sound, levels, sizes, relationships, architecture, material) to enhance the story (or to tell it)

Communicator--**making known** his intentions to members of the team. This is manifested in relationships with actors, designers, and everyone else involved in the project.

Synthesizer--**synthesizing** the ideas of the creative team and unifying them into a cohesive whole.

Guide--**guiding** members of the creative team to explore avenues they might otherwise not attempt.

National Standard for the Arts #4

NCSCOS goal 4

The roles of the theatre artist:

DRAMATURG [as . . .]

Editor-- or "hole finder" --**searching the text** and the constructed world of the play for holes and pieces of the puzzle that don't fit.

Researcher-- **looking again** (re-searching) for any inconsistencies or incongruent elements that are structural, historical, or factual.

National Standard for the Arts #5,6,7

NCSCOS goal 5,6,7

The roles of the theatre artist:

AUDIENCE [as . . .]

Co-creator -- meeting the piece and **creating/constructing meaning** from the story told -- collectively constructing meaning with the artistic team.

Participant-- **actively participating** in the piece imaginatively, verbally (laughter, snickers, snores, coughs, applause), intellectually, emotionally (empathetic and sympathetic experiences with character on stage), and physically.

National Standard for the Arts #7,8

NCSCOS goal 7,8

The roles of the theatre artist:

DESIGNER [as . . .]

Creator-- **choosing elements** (lines, colors, shapes, textures, patterns--sound, levels, sizes, relationships, architecture, material) to tell the story visually, aurally, olfactorily, and tactilely.

Architect-- **creating the blueprint** off which other members of the team work.

National Standard for the Arts #3

NCSCOS goal 3

The roles of the theatre artist:

PLAYWRIGHT [as . . .]

Creator-- **devising the framework** within which all the other collaborators work. Creating the given circumstances of the play, the inhabitants of the world of the play, the environment of the play, and the dynamic tension that drives the piece forward or upward or inward.

Architect-- **creating the floorplan** from which the structure is built

National Standard for the Arts #1

NCSCOS goal 1

WEAVER HONOR CODE

Weaver students are expected to demonstrate exceptional character. As a reminder about the importance of integrity, students must agree to abide by our code of honor:

"I will abide by the Weaver Honor Code. I will not give or receive unpermitted assistance in the preparation of any work or assessment that is to be used by the instructor as the basis of grading."

Student signature _____

Circle course:

Freshmen Theater
Directing

Sophomore Theater
Tech Theater

Junior Theater
Script Writing & Analysis

Print Student Name: _____

Email: _____ circle one: student or parent email

Student phone: _____ parent phone: _____

By signing below, I confirm:

- That I have received the syllabus and policies for the course indicated above
- That I understand the requirements and expectations of the course
- That I understand the expectation to earn only B's and above in my program courses and such a grade is necessary to achieve the *Curriculum Achievement Medal (CAMY)* awarded at graduation.

(Credit towards CAMY is determined by each major program; see your advisor for more information on the requirements of your program).

Student signature: _____

As the parent or guardian, I understand my student's responsibility to all the above

Parent/guardian signature: _____