



# CUL 233

## Theatre and Performance Practice

S2 Day 2017

*Department of Media, Music, Communication and Cultural Studies*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Yuji Sone

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Y3A 191E

Tuesdays: 12-2

Credit points

3

Prerequisites

15cp at 100 level or above

Corequisites

Co-badged status

Unit description

What is involved in making theatre and performance in the twenty-first century? This unit introduces students to theatre and performance practices, giving students experience in aspects of contemporary performance making and production. This unit is a studio-based, practice unit. It complements the department's other performance studies units.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Recognise various styles of performance practices, including verbatim theatre and devised theatre, in relation to wider social, cultural and artistic contexts.

Interpret developments in the history of performance practice, and apply an understanding of them to performance making.

Conceptualise and produce practical experiments while developing communication skills.

Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.

Explore unit themes independently and collaboratively in response to project aims and

demands.

## General Assessment Information

### Assessment

Assessment tasks are aligned to the unit Learning Outcomes. Timely submission of written assessment tasks is a unit requirement or penalties apply. 10% per day (including weekends) will be deducted for all late submissions unless a Disruptions to Studies request (including a request for an extension) is approved. In this course, there are assessment tasks that are based on the student's attendance and participation in class activities.

### Attendance and Participation:

You are required to attend all tutorials. As participation in the process of learning is linked to and underpins the unit Learning Outcomes, you will need to either apply for Disruptions to Studies to cover any missed tutorials (if the disruption is greater than three consecutive days) or supply appropriate documentation to your unit convenor for any missed tutorial (if less than three consecutive days).

### Independent Work:

Students are expected to work independently outside of scheduled tutorial times when they are working on their performance experiments. CUL233 students will need to do their own reading of relevant texts or online materials outside class time.

### Group Exercises:

Students are expected to work in groups for tutorials. Students in this unit must be willing to work within a group and to assume responsibility for the group's progress. Students are encouraged to wear comfortable clothes and shoes for practical exercises and workshops.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Reflective journal</u></a>	30%	No	Week 4, 5, 6
<a href="#"><u>Commitment to performance</u></a>	35%	No	W6, W8, W12
<a href="#"><u>Research essay</u></a>	35%	No	November 09

### Reflective journal

Due: **Week 4, 5, 6**

Weighting: **30%**

Each student is expected to document his or her research and learning processes for the group performance experiments in W6 in an online journal on CUL233 iLearn in W4, 5, and 6. The detailed instructions for this task will be provided in class.

Journal entries (3 weekly entries x 10% = 30%) will be assessed in terms of quality of description, relevance, analysis, effort, and presentation. Refer to the assessment rubrics on iLearn for more information.

Feedback and grades for this assessment task will be provided in class in W8 by the tutor.

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## Commitment to performance

Due: **W6, W8, W12**

Weighting: **35%**

Students will work on two group performance experiments. The first one will be presented in W6. For the second project, there will be initial individual presentations in W8 and the final group presentations in W12. Students' commitment to their projects will be assessed individually in W6 (10%), W8 (10%), and W12 (15%). [Total: 35%]

Each student's engagement and contribution to the two group performance experiments will be assessed in terms of delivery, content, and collaboration. More detailed information, including the rubrics for this assessment task, will be provided in class and available from iLearn.

Feedback and grades for the first two tasks will be provided in class and for the final presentation as part of the comments for the final essay on Turnitin.

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- Interpret developments in the history of performance practice, and apply an understanding of them to performance making.
- Conceptualise and produce practical experiments while developing communication skills.
- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.
- Explore unit themes independently and collaboratively in response to project aims and

demands.

## Research essay

Due: **November 09**

Weighting: **35%**

In the final written assignment (1,500-word essay), students discuss notable approaches in performance practices with reference to relevant theories and debates that are introduced in this unit, and to their own experiments. Students will submit their essays to Turnitin.

Student essays will be assessed in terms of organisation, protocols, analytical thinking, and thematics. More detailed information, including the rubrics for this assessment task, will be provided in class and available from iLearn.

Feedback and grades for this task will be provided on Turnitin.

On successful completion you will be able to:

- Recognise various styles of performance practices, including verbatim theatre and devised theatre, in relation to wider social, cultural and artistic contexts.
- Interpret developments in the history of performance practice, and apply an understanding of them to performance making.
- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.
- Explore unit themes independently and collaboratively in response to project aims and demands.

## Delivery and Resources

### Classes

	Date	Time	Location
Session 2	Thursday class	10am-12pm	Y3A 187
	Thursday class	1pm-3pm	Y3A 187

### Required Reading

There is no Unit Reader for CUL233. A full list of recommended readings is available on iLearn.

### **Recommended readings**

Brown, Paul (ed.). 2010. *Verbatim: staging memory and community*. Strawberry Hills, N.S.W. : Currency Press.

Reference Number: [PN2081.V4 V47 2010](#)

Cantrell, Tom, and Mary Luckhurst (eds.). 2010. *Playing for real: actors on playing real people*. Houndmills, Basingstoke, UK and New York: Palgrave Macmillan.

Reference Number: [PN2061 .P5755 2010](#)

Balme, Christopher B. 2008. *The Cambridge Introduction to Theatre Studies*. Cambridge : Cambridge University Press.

Reference Number: (Electronic version available via Cambridge Books Online)

### **Technology Used and Required**

The unit uses the following technology: iLearn and Turnitin

## **Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

### **Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

### **Results**

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.m](#)

[mq.edu.au](http://mq.edu.au).

MMCCS Session Re-mark Application <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

### Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Interpret developments in the history of performance practice, and apply an understanding of them to performance making.

- Conceptualise and produce practical experiments while developing communication skills.
- Explore unit themes independently and collaboratively in response to project aims and demands.

### **Assessment task**

- Commitment to performance

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### **Learning outcomes**

- Conceptualise and produce practical experiments while developing communication skills.
- Explore unit themes independently and collaboratively in response to project aims and demands.

### **Assessment task**

- Commitment to performance

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### **Learning outcome**

- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.

### **Assessment task**

- Research essay

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them



competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Recognise various styles of performance practices, including verbatim theatre and devised theatre, in relation to wider social, cultural and artistic contexts.
- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.
- Explore unit themes independently and collaboratively in response to project aims and demands.

## **Assessment tasks**

- Reflective journal
- Research essay

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Recognise various styles of performance practices, including verbatim theatre and devised theatre, in relation to wider social, cultural and artistic contexts.
- Interpret developments in the history of performance practice, and apply an understanding of them to performance making.
- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.
- Explore unit themes independently and collaboratively in response to project aims and demands.

## **Assessment task**

- Research essay

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Interpret developments in the history of performance practice, and apply an understanding of them to performance making.
- Conceptualise and produce practical experiments while developing communication skills.
- Explore unit themes independently and collaboratively in response to project aims and demands.

### Assessment task

- Commitment to performance

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Interpret developments in the history of performance practice, and apply an understanding of them to performance making.
- Conceptualise and produce practical experiments while developing communication skills.
- Absorb, understand and apply discipline-specific knowledge and skills in oral, written and creative practice forms.
- Explore unit themes independently and collaboratively in response to project aims and demands.

### Assessment tasks

- Reflective journal
- Commitment to performance
- Research essay

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- Conceptualise and produce practical experiments while developing communication skills.
- Explore unit themes independently and collaboratively in response to project aims and demands.

### Assessment task

- Commitment to performance

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Conceptualise and produce practical experiments while developing communication skills.
- Explore unit themes independently and collaboratively in response to project aims and demands.

### Assessment task

- Commitment to performance