Disclaimer
This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class.
Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.

THP 494/598: Theatre for Young Audiences Performance Lab

Spring 2023

M/W 9-11am FAC 133

F (flexible) 9-11am FAC 231

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Office: DGH 261
Office hours: M/W 1:30pm-2:30pm

Overview

This course explores Theatre and Dance for the Very Young (TDVY) as a performance practice, as well as creative research methodologies as a means to develop TDVY. For the purposes of this course, TDVY is defined as performance with/for 0-6 year olds, although we will work explicitly with 2-6 year olds in the creative research process. After completing the research and devising phases of this course, the semester will culminate in a series of performance dates for school groups to attend on campus.

This course operates under two assumptions:

- There is no singular way to create work for very young audiences and no singular canon that defines the field.
- Each of us is in the life-long process of developing our own unique performance aesthetic, and we can all learn from each other, share experiences, and grow as individual artists (playwrights, producers, directors, performers, etc.).

Learning Outcomes

Students will:

- Recognize and execute creative research methodologies while collaborating with a community partner
- Investigate devising techniques paired with creative research in order to create an original performance for a unique audience
- Grow their lens of performance work in both the TDVY and larger Theatre for Young Audiences fields and create connecting points within their own aesthetic preferences and experiences

Class Requirements

In order to collaborate with our community partner safely, each student must:

- Obtain an IVP Fingerprint Clearance Card
- Complete a TB test and provide documentation
- Complete CITI Training in accordance with IRB research integrity requirements

Class Requirements

The final grade will be determined by completion of the following assignments and objectives. Please note that final grades may be affected if attendance requirements are not fulfilled.

I. *Class Participation (250/150 points)*- In-class rehearsal and discussion are critical components of this course. For the purposes of this course, participation looks like active listening, critical thinking, being prepared for class/rehearsal, reflective conversation, and supporting your peers. Please see the participation guidelines at the end of this syllabus.

II. *Process Journal (200 points, four rounds of grading total at 50 points each)*- Students are asked to keep a journal (virtual or hard copy) throughout the course of the semester to reflect on the research, devising, and performance process. The instructor will collect and grade the journals four times across the course of the semester. Students should complete a minimum of one entry per week.

III. *Footage Analysis (150 points, three rounds at 50 points each)*- Students will be asked to evaluate research footage throughout the course of the rehearsal process. Students must submit two written analyses on a section of Play Lab footage that notes their general observations, relational and social emotional observations, coding notes, and initial seeds for devising translation. Students must also submit one written analysis on a section of recorded material from the return partner visit that notes their general observations, relational and social emotional observations, and thoughts towards devising adjustments.

IV. *Devising Lead Day (100/200 points)*- Students will each be assigned a section of a rehearsal to facilitate. Students are graded based on preparation, commitment & energy, clarity of facilitation, and on-the-spot negotiation/collaboration skills. 494 students will be asked to lead the devising process for a single moment and 598 students will be asked to lead a warm up and the devising process for two moments.

V. *Additional Project Role (100 points)*- Students will be asked to select an additional creative project role to support the rehearsal process and serve their unique interests. This could include, but is not limited to: designing graphic materials, writing marketing materials, building props or puppets, designing audio cues, etc. This role should serve as a growth point for the student and can be something they have or have not worked on in a previous production.

VI. *Final Performance (100 points)*- Students will receive a grade for completing the final performance process. Students are graded based on preparation, commitment to collaboration, completion of project, and growth across the rehearsal process.

VII. *Dreaming Forward Final Project (100 points)*- Students will design a brief final project that demonstrates knowledge from any aspect of the research and devising process. This project should serve as an initial seed for a potential future project rather than solely a reflection on the current project. Possible projects include:

A. Research Focus: Design your own Play Lab structure. This should include the potential community partner, research objective, and research design.
B. Performance Focus: Design your own TDVY production. This should include performance concept, intended collaboration with the age range, and aesthetic mapping.
C. EC Classroom Focus: Design your own Early Childhood Toolbox. This should include strategies for collaborating with this age range and classroom structures/tools/activities influenced by the Play Lab and/or rehearsal space.

Grade Breakdown

Final grades will be based on the following distribution of points:

Class Participation (494/598)	250/150 Points
Process Journal	200 Points
Footage Analysis	150 Points
Devising Lead Day (494/598)	100/200 Points
Additional Project Role	100 Points
Final Performances	100 Points
Dreaming Forward Final Project	100 Points
Total	1000 Points

Grading Scale

98-100% = A+ | 94-97%=A | 90-93%=A- | 87-89%=B+ | 83-86%=B | 80-82%=B- | 77-79%=C+ | 70-76%=C | 60-69%=D | 0-59%=E

Course Schedule

All assignments are due by the beginning of class on the day for which they are assigned and should be submitted through Canvas. The instructor reserves the right to change or alter the syllabus to meet the individual and unique needs of the course.

Date	In Class Activity	What to Prepare
Week One: Welcome and Foundational Work		
January 9	Intros, Agreements, Syllabus Overview, Scheduling, A Look at the Whole Process	
January 11	Early Childhood Deep Dive / A Tour of TDVY	
January 13	Tour the Child Development Lab (CDL)	
Week Two: Devising Workshop and Play Labs		
January 16	No Class- MLK Jr. Day	
January 18	Devising Workshop: Moment Building and the Devising Process (Neutral), Prepping for the Play Labs: everyone's roles, what to expect, question generation	Complete CITI Training by this date
January 20	Play Lab Day One @ CDL	
Week Three: Play Labs Cont.		
January 23	Play Lab Day Two @ CDL	
January 25	Play Lab Day Three @ CDL	Begin prep for Footage Analysis #1 and Devising Lead Day
January 27	No Class	
Week Four: Coding & Devising		
January 30	Play Lab Reflections, Coding the Footage, Devising	Journal Pick Up #1, Check in about additional roles
February 1	Devising	

February 3	Devising	
Week Five: Devising		
February 6	Devising (Student A Devising Lead)	Footage Analysis #1 due
February 8	Devising (Student B Devising Lead)	
February 10	Devising (Student C Devising Lead)	
Week Six: Devising		
February 13	Devising (Student D Devising Lead)	Footage Analysis #2 due
February 15	Devising	
February 17	TBD	
Week Seven: Devising		
February 20	Devising, Select CDL material	
February 22	Return Visit to CDL with Material	
February 24	No Class	
Week Eight: Devising and Return to CDL		
February 27	Devising, Adjust Material from Visit	Journal Pick Up #2, Footage Analysis #3 Due
March 1	Build Intro and Closer, Final Devising Day	
March 3	No Class	
Week Nine: Spring Break		
March 6	No Class- Spring Break	
March 8	No Class- Spring Break	
March 10	No Class- Spring Break	
Week Ten: Piecing it Together		

March 13	Full Material Review	
March 15	Begin Moment Pairing & Building Transitions	
March 17	Moment Pairing & Building Transitions	
Week Eleven: Piecing it Together Cont.		
March 20	Moment Pairing & Building Transitions	
March 22	Moment Pairing & Building Transitions	Journal Pick Up #3
March 24	TBD	
Week Twelve: Begin Full Runs in Order		
March 27	Stumble Through	
March 29	Stop and Start Run Through	
March 31	TBD	
Week Thirteen: Tech		
April 3	Full Run with Notes	
April 5	Full Run with Notes (Invited Audience)	
April 7	TBD	
Week Fourteen: Performances (Schedule TBD)		
April 10	TBD	
April 12	TBD	
April 14	No Class	
Week Fifteen: Performances (Schedule TBD)		
April 17	TBD	
April 19	TBD	
April 21	No Class	

Week Sixteen: Performances (Schedule TBD)		
April 24	TBD	
April 26	TBD	Journal Pick Up #4
April 28	No Class	
Finals Week		
Monday May 1	Final Project Due by 5pm, No In-class Meeting	

Course Administration and Policies

* Indicates course-specific policies not applicable to the broader ASU learning community

***494/598 Distinctions:** Graduate students enrolled in the course's 598 section have different requirements than undergraduate students enrolled in the 494 section. Please note these differences when preparing for class and completing assignments.

***Attendance:** Since a great deal of our learning will take place in class, attendance and participation in class are essential. Each student has three absences to use at their discretion (emergencies, family events, illness, etc. No explanation is required). Any additional absences will result in a one-step grade deduction of the final grade (e.g. B to B-). If you must miss class, please contact anyone impacted by your absence as soon as possible. Arriving more than ten minutes late to class or departing more than ten minutes early three times counts as one absence. It is your responsibility to obtain information about the missed class from a peer. No exceptions to this policy will be made except in extreme circumstances that are discussed and approved with the instructor.

Some absences are, however, unavoidable. Excused absences for classes will be given without penalty to the grade in the case of (1) a university-sanctioned event [ACD 304-02]; (2) religious holidays [ACD 304-04; a list can be found here https://eoss.asu.edu/cora/holidays]; (3) work performed in the line-of-duty according [SSM 201-18]; and (4) illness, quarantine or self-isolation related to illness as documented by a health professional.

Anticipated absences for university-sanctioned events, religious holidays, or line-of-duty activity should be communicated to the instructor by email ahead of time. Absences for illness, quarantine or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible by email.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that may include participation in classes remotely, access to recordings of class activities, and make-up work. If there is a disagreement as to whether an absence should be accommodated, the instructor and student should contact the academic unit chair immediately for resolution.

***Late work**: Let me know beforehand if you think you will need to submit work late. I am willing to work with you if necessary, but you will likely find that your time in the course is best managed by turning assignments in on time.

***Participation:** Please support your learning and respect your peers through active, engaged, and informed participation during all aspects of the course. Please see the participation guidelines at the end of this document.

***Communication with me:** I urge you to communicate with me to ask questions, make

comments, or to alert me to circumstances affecting your work in this class. Email is the best form of communication for me. Contact information is on the first page of this syllabus. Please be aware that I may not be able to respond to emails immediately. If you have not received a reply within 48 hours, please feel free to check in again. Please also note that I infrequently respond to email over the weekend, during scheduled breaks, and after hours.

Instructor Absence Policy: Students should wait for an absent instructor 15 minutes in class sessions of 90 minutes or less, and 30 minutes for those lasting more than 90 minutes, unless directed otherwise by someone from the academic unit.

Anti Discrimination Statement: The Herberger Institute of Design and the Arts at Arizona State University upholds, values, and cherishes student and faculty diversity, no matter the circumstance. As members of the ASU community, we are charged with challenging injustices and social inequities of any kind through education. These values are an integral part of our standing as an institution and must be upheld by all members of the ASU community, including but not limited to all Herberger Institute of Design and the Arts staff, faculty and students. The call is clear and present at ASU for every member of our community to do their part in fostering a culture of Inclusive Excellence that contributes meaningfully to lasting equity for all. For students and faculty alike, this culture of Inclusive Excellence creates role models, broadens perspectives, combats negative stereotyping and enables artists, designers and makers of the 21st century to think creatively, critically and, above all, compassionately about our impact on the world at large.

This course and Arizona State University welcomes all students regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class. Each of us bear intersectional perspectives that are born out of our backgrounds and identities, and each of us has a contribution to make towards our culture of Inclusive Excellence. As your instructor, I expect that all of my students abide by the following community agreements:

- to bring a willingness to deeply inspect your own assumptions about the world, identifying areas in which you may need to unlearn implicit biases and behaviors
- to help others learn by respectfully voicing your thoughts and reactions, acknowledging that they are partial to and shaped by the way you make sense of the world
- to demonstrate a curious and eager inquiry into how others make sense of the world

Diversity of experiences, backgrounds and opinions are essential to cultivating a rich academic environment which in turn strengthens our capacity to be ethical and empathetic creative-thinkers. I aim for students of all backgrounds to be well served by this course and that the diversity students bring to this class be viewed as a resource, strength and benefit. The materials of this course, including readings and assignments, will reflect this commitment to diverse and inclusive knowledge. If a student feels that there has been a discrepancy between my teaching practices and the university's commitment to Inclusive Excellence, you are encouraged

to discuss your concerns directly with me. I value your learning experience and welcome all opportunities to enrich the efficacy of this course for all student groups. Here are resources available to all students to report incidents of bias, harassment, and other forms of discrimination inside and outside the classroom:

- Unsure of whether the concern you experience or witness falls under the criteria of bias, harassment, and other forms of discrimination? You can fill out the Herberger Institute Community of Care form at herbergerinstitute.asu.edu/caring describing the situation. One of the members of the Herberger Institute Behavioral Response Team will connect with you.
- Anyone who believes that they have been subjected to discrimination, harassment, or retaliation in violation of this policy, or who believes that this policy has been violated, should report the matter immediately to the Office of University Rights and Responsibilities or the Dean of Students office or directly fill out an incident report.
- Unless a person is restricted by law from doing so, any employee who is informed of or has a reasonable basis to believe that sexual harassment has occurred, shall immediately report all information regarding the occurrence(s) to the Office of University Rights and Responsibilities or theTitle IX Coordinator or the Dean of Students office.
- More reporting pathways are available to students on the University's Prohibition Against Discrimination, Harassment, and Retaliation policy page.

***Navigating Conflict and Challenges in this Course:** Discomfort is a normal part of learning, including encountering and discussing challenging content, hearing differing opinions, and disagreeing respectfully. With the awareness that discomfort is a part of growth and learning, if you are dealing with a challenge you aren't sure how to address, you are encouraged to use the following pathways to resolution.

Tier 1: Address concerns or challenges directly with the individual involved, such as the instructor, TA, or your fellow students. This is often the best way to maintain a strong working community.

Tips for managing concerns directly:

1. If you need assistance initiating a conversation, reach out to one of the resources below. Your wellbeing comes first.
2. Consider framing your concern in light of how the specific action impacted you or others, such as "When I hear many people talking at once in raised voices, I have a harder time focusing." For tips on how to raise or respond to a concern effectively, see this link:
3. It is ok to exit the space, take a break, or ask for assistance from one of the resources below first. While we encourage students to go directly to their instructors for assistance, it is not your responsibility to address every issue on your own.

Tier 2: If you need help strategizing how to bring up an idea, need, or concern, you can contact your class's elected peer representative. Similar to our production team safety captains, this role provides students with a designated peer to help think through challenges, keep your concerns confidential, and convey ideas to the instructor if desired.

Tier 3: If you are uncomfortable addressing the issue using the above options or are unable to resolve the issue, you may follow up with the Assistant Director of Theatre, Kristin Hunt (kmhunt7@asu.edu), to help strategize an effective way to address the issue.

Tier 4: If you are unsuccessful using the prior tiers of resolution, the Director of the School of Music, Dance and Theatre, Heather Landes (halandes@asu.edu) can assist you in determining the best approach for your issue.

Tier 5: If none of the above contacts feel right for the issue, you can contact the Herberger Institute Associate Dean of Students, Stephani Etheridge Woodson (swoodson@asu.edu). Alternatively, especially for issues surrounding bias, access, or inclusion, you can also contact Dr. Melita Belgrave, Herberger Institute Associate Dean for Culture and Access (melita.belgrave@asu.edu).

Additional option: For a list of resources to support student wellbeing, see the Community of Care page here: https://students.herbergerinstitute.asu.edu/student-life/community-of-care.

Academic Integrity and Student Honor Code: The ASU student honor code affirms the commitment of ASU to uphold the values, principles, and ethics of academic integrity. All students are expected follow the code which states,

> *"We, the students of Arizona State University, have adopted this code as an affirmation of our commitment to academic integrity and our participation in ethical education. We embrace the duty to uphold ASU's Honor Code, and in light of that duty,We promise to refrain from academic dishonesty. We pledge to act with integrity and honesty to promote these values among our peers. We agree to always abide by the Sun Devil Way and uphold the values of the New American University."*

Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Integrity Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Plagiarism is defined as deliberately passing off someone else's words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the ASU Student Academic Integrity Policy (http://provost.asu.edu/academicintegrity), "[e]ach student

must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments." This policy also defines academic dishonesty and sets a process for faculty members and colleges to sanction dishonesty. Violations of this policy fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignments
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding Academic Integrity Policy violations and inappropriately collaborating
- Falsifying academic records

I sanction any incidents of academic dishonesty in my courses using University and HIDA guidelines. Should you have any question about whether or not something falls subject to this clause, feel free to contact me or review the university policy on academic integrity at the above link. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

Student Learning Community Conduct: ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states, The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums. In addition, all students should be aware of their Rights and Responsibilities at Arizona State University.

Herberger Institute Professionalism Standard: Further, Herberger Institute students are expected to adhere to the Herberger Institute Professionalism standards. Professionalism entails a set of skills critical for workplace and creative successes, and professional behavior creates an atmosphere promoting safe and high-quality spaces for constructive learning as well as individual and community well-being. The institute expects students to show professional behavior with clients, members of the community, and others in the university environment (e.g., classrooms, clinics, labs, studios) including members of the faculty and administration, other students and staff. Students are expected to conduct themselves in a professional manner, including arriving on time with an open attitude to learning, engaging in ethical behavior, resolving conflicts in an appropriate manner at all times, holding partnership information

confidential, and using prudence in written and verbal communications. Professionalism includes:

- self-control
- respectful communication
- following all university and studio safety protocols and behavioral expectations
- attendance and punctuality
- honesty and integrity

Copyright: Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. The course content, including lectures and other handouts, is copyrighted material. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see ACD 304–06, "Commercial Note Taking Services" for more information). THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.

Statement on ASU's Community of Care standards: The Herberger Institute for Design and the Arts complies with the spirit and the letter of ASU's community of care standards with regard to social distancing, masking, and student, faculty, and staff safety and well being. https://eoss.asu.edu/communityofcare

Threatening or disruptive behavior: Self -discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment. Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Threatening, violent, or disruptive behavior will not be tolerated in this class, and will be handled in accordance with ASU policy (SSM 104-02).

For more information please visit:

https://eoss.asu.edu/dos/srr/PoliciesAndProcedures and
https://eoss.asu.edu/dos/safety/ThreateningBehavior.

Withdrawal: If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially canceled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit https://students.asu.edu/drop-add

Special Accommodations: Your instructor will make any reasonable adaptations for limitations due to any disability documented with the Student Accessibility and Inclusive Learning Services (SAILS), including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the SAILS to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the SAILS (https://eoss.asu.edu/drc); Phone (480) 965-1234; TDD (480) 965-9000). Students who feel they will need disability accommodations in this class but have not registered SAILS should contact SAILS immediately. Students should contact the Center on the campus that your class is being held. Campus-specific location and contact information can be found on the SAILS website. SAILS offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the above website for eligibility and documentation policies (https://eoss.asu.edu/drc). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me as soon as possible so that your needs can be addressed effectively.

Title IX and Mandated Reporter Policy: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish to discuss any concerns confidentially and privately.

Policy on Sexual Discrimination: Policy on sexual discrimination as described in ACD 401, "Prohibition Against Discrimination, Harassment, and Retaliation", including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Student Services & Resources:

You will find a list of student resources at https://eoss.asu.edu/resources

Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

Novel Coronavirus Information and Updates:

You will find information and Frequently Asked Questions here

https://eoss.asu.edu/communityofcare

You will find Novel Coronavirus updates and announcements here

https://eoss.asu.edu/health/announcements/coronavirus

Non-emergency Student Care process:

If you are concerned for your own or a fellow student's well-being, please review the information and complete the form at herbergerinstitute.asu.edu/caring and the HIDA Care Team will reach out. FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)

Academic Calendar and Important Dates:

The academic calendar can be found here https://students.asu.edu/academic-calendar

Guidelines for Participation

The following are basic benchmarks I use to determine participation grades – you can also consider them my general grading principles, since similar standards govern your grades on your reflections and written work. The following guidelines are not absolutes – each student is different, and each type of participation is different. I reserve the right to use my discretion when assigning grades, and pledge to do my best to be fair and helpful to all students who are committed to improving their performance in the class (note that there is a difference between being interested in improving one's performance and simply being interested in improving one's grade).

A: This student almost never misses class, always completes assignments, and comes to class prepared. They are willing to try new activities, take risks, and communicate with the instructor if they need an accommodation. They are willing to take the lead in discussion periodically, posing interesting questions or offering structured feedback to their peers when invited. They avoid dominating discussion, instead participating mindfully in discussion with other students, considering their ideas, and responding thoughtfully. The student shows passion for the work of the class and is committed fully to our work while in the classroom. They are respectful of their scene partner's time during outside of class rehearsals.

B: This student does most of what an A student does, but may be slightly deficient in one area – for instance, they may be a conscientious thinker who tends not to listen to other students or otherwise dominates conversation. They may attend every class and do all the assignments, but avoid ever taking the lead in discussion or participating in certain activities.

C: Vocal participation may be frequent but superficial. The student may let shyness keep them from participating as fully as they might. At times the student may seem to have not done the assignment, though they usually come prepared. Or, this student may have done good work while in class, but have a problem with lateness or absences.

D: The student has serious lateness issues OR, the student always attends class but very rarely participates, and only in superficial ways.

E: The student has demonstrated repeated behaviors that are a serious impediment to others' learning, OR, the student attends most classes but never participates.