COURSE DESCRIPTION
I have spent much of my career as an actor and literary manager in the theatre. I believe that plays are amongst the most powerful forms of expression that not only reflect the ideas of playwrights, but also have the power to move others to action. I decided to teach this course in new play development to give our newest students the opportunity to define the issues that are most important to them, and give them the tools to communicate them creatively through the power of theatre.

In this seminar we will pay special attention to the 10-Minute play format, which has become a staple of many regional theatre and playwriting organizations around the country. All students who participate in this workshop will share their ideas through writing plays.

The workshop sessions will allow students the freedom to share their writing with the class, and receive feedback from the class and the instructor. Nothing is off limits. The class will avoid shallow, thumbs up/thumbs down criticism, and learn to explore their peer’s work from an approach of dramaturgical inquiry. What is the playwright trying to achieve? How, specifically, does the writing succeed, fail, confuse, inspire? Students will be encouraged to think about one or two ideas that they would like to explore deeply, and in the course of the semester develop a stage play that is unique, inherently theatrical, deliberate and satisfies the playwrights’ original impulse to write.

Students in the class must be willing to read (act) each other’s plays in an informal round table setting. Everyone in the class should check egos at the door, and be willing to help fellow playwrights by offering constructive criticism and participating in the readings without the fear of looking bad. Remember that the focus of the workshop is on the work of the playwright, not the quality of the acting.
COURSE GOALS

• Improve critical thinking by developing evaluative, problem-solving, and expressive skills.
• Develop intellectual curiosity and better understand the role of a student in an academic community.
• Become better observers and chroniclers of humanity and of the times in which you live.
• Express ideas that are of major social importance by adapting them into a dramatic form.
• Experiment with the dynamic relationship between audience and performer.
• Create a positive relationship with the dramatic arts.
• Become better collaborators and communicators, receiving and providing feedback on the work created for the class.
• Write a 10-Minute play.

COURSE REQUIREMENTS

1. **ACH Program Attendance Requirement**: ACH students are required to attend two ACH events during the Spring semester. Students should visit the ACH website (http://www.stonybrook.edu/ucolleges/ach/) for updated information about the events.

   **University Scholar students are strongly encouraged to attend ACH programs, but are not required. Scholars have their own event requirement, which includes at least one Scholars (for-credit) event and one ACH (for-credit) event per semester, or two Scholars (for-credit) events.**

2. **Class Attendance & Participation**: Students are expected to attend and participate in every class, by being on time, presenting their work, being active listeners, giving feedback to peers and adding to conversations.

3. **Required Reading**: The professor will provide handouts, and students will be asked to read examples of short plays.

4. **Assignments**: All students required to finish at least one 10-minute play, must complete weekly exercises (usually written). Students are required to attend the department of Theatre Arts production of Antigone (April 17-27), and are encouraged to see all on-campus theatrical activity.

5. **Spring Commons Day**: All students in a Freshman 102 Seminar are required to attend a Spring Commons Day Event on Wednesday, March 26, 2014. For more information about this day visit: http://ucolleges.stonybrook.edu/spring-commons-day
6. **Computer use:** Students are expected to regularly check Blackboard and their e-mail account for information and correspondence with the instructor and Undergraduate Colleges.

**EVALUATION AND GRADING PROCEDURES**
Each Freshman 102 Seminar is a 1-credit course. Students may receive a grade between A-C or a U (Unsatisfactory). *Student must attend all classes, complete all assignments, and actively participate in class discussion in order to receive an A.*

**ACADEMIC INTEGRITY**
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

**AMERICANS WITH DISABILITIES ACT**
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

**CRITICAL INCIDENT MANAGEMENT**
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

**COURSE EVALUATIONS**
Each semester Stony Brook University asks students to provide feedback on their courses and instructors through an online course evaluation system. The course evaluation results are used by the individual faculty, department chairs and deans to help the faculty enhance their teaching skills and are used as part of the personnel decision for faculty promotion and tenure.

Stony Brook contracts with an outside vendor to administer the surveys and all results are completely anonymous. No individually identifiable data are ever reported back to the university.
or instructor. Students who have completed previous evaluations can view all faculty ratings at: [tlt.stonybrook.edu/evaluate](tlt.stonybrook.edu/evaluate)

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**ACH 102: UNDERGRADUATE COLLEGE SEMINAR**  
**7-WEEK SCHEDULE**  
**SPRING 2014**

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<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1/27</td>
<td>Who are you? What are your ideas? What is the role of Theatre in your culture? What is a play? Stage directions. In class reading of short play. The most important thing…</td>
<td>Obituary</td>
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<td>2/3</td>
<td>Creating character. Character descriptions/analysis.</td>
<td>The Yellow Swing</td>
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<td>2/10</td>
<td>Place. It's not about what it means, it's about how it works. Form and content. The 10-minute play. Dialogue. Formatting.</td>
<td>10-minute play proposal</td>
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<td>2/17</td>
<td>Telling a story.</td>
<td>1st Draft</td>
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<td>2/24</td>
<td>Review and refine. Editing. Structure.</td>
<td>2nd Draft</td>
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<tr>
<td>3/3</td>
<td>Distilling your message</td>
<td>Final Draft</td>
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<tr>
<td>3/10</td>
<td>Final Presentations</td>
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