CAPILANO UNIVERSITY

COURSE OUTLINE	
TERM: FALL 2024	**COURSE NO: THTR 131**
INSTRUCTOR:	**COURSE TITLE: Improvisation: Foundations to Performance**
OFFICE: **LOCAL:** **E-MAIL:** @capilanou.ca	**SECTION NO(S):** **CREDITS: 3.0**
OFFICE HOURS:	
COURSE WEBSITE:	

Capilano University acknowledges with respect the Lil̓wat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Sḵwx̱wú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT
Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES/CO-REQUISITES
None.

CALENDAR DESCRIPTION
This is an introductory workshop course in which students will explore techniques and skills of improvisation. Students will investigate foundational principles of improvisation, including spontaneity and narrative structure, through theatre games, exercises and performances. This course is open to all CapU students.

COURSE NOTE
THTR 131 is an approved Culture and Creative Expression course for Cap Core requirements.
THTR 131 is equivalent to ACTR 101. Duplicate credit will not be granted for this course and ACTR 101.

REQUIRED TEXTS AND/OR RESOURCES
Required texts will vary by instructor. Please see course syllabus for details.

COURSE STUDENT LEARNING OUTCOMES
On successful completion of this course, students will be able to do the following:
- Explore, identify and embody techniques of improvisational performance;
- Display an understanding of narrative structure;
- Reflect on personal progress and observations of the work;
- Prepare project performances using improvisation techniques.

Students who complete this Culture and Creative Expression course will be able to do the following:

- Engage in creative processes including conception, investigation, execution and ongoing critical analysis.
- Identify, analyze and critique the elements of a form of expression using its specific vocabulary.
- Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed.
- Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical).

COURSE CONTENT

The content and week-by-week breakdown of the course will vary by term and instructor. The following is a sample:

Week	Content	Readings
1	Introduction to Improv. What is Improv? Learning to listen, importance of reacting. Icebreaker exercises to become familiar and comfortable with each other and the concept of improvisation.	
2	Spontaneity and Creativity. Acting on an impulse. Warm-up exercises to develop spontaneity and creativity. Games that encourage quick thinking and quick reaction times.	
3	Character and Emotion. Exercises to develop character work and emotional range. Moving beyond improv as only games to elicit comic responses, but also as story-telling and expression of an individual's full emotional range.	
4	Scene and Environment. Examining the environment of a scene and how that shapes a scene. Games on focussing, creating and inhabiting a particular environment. Examining scene perspective: engaging in scene and then re-telling it from different cultural, character and/or belief perspectives.	Price, Stephen. "The *Rashomon* Effect." *The Criterion Collection,* 2012.
5	Narrative Structure. Strengthening story-telling skills. Games that help students learning how to build a story: the who, what, when, where why of a scene.	
6	Introduction to long-form improv. Practicing putting together scenes and stories in a longer format. Moving from a 1-minute sketch to a 5 minute or longer scene that has a beginning, middle and end.	
7	Advanced Scene Work. Exercises to develop more complex scenes. Games that require students to build scenes with different tones and emotional ranges.	
8	Advanced Character work. Exercises to develop more complex characters. Games that require students to develop characters with greater depth and complexity.	Salesses, Matthew. *Craft in the Real World.* Pg 63 – 83, "Redefining Craft Terms: Character Arc." Catapult, NY, 2012.
9	Advanced Story-telling. Exercises to develop more complex story-telling skills. Games that require students to build longer narratives with multiple arcs and plots lines. Students' personal stories, histories and experiences may be utilized in their own work to explore in improv setting. Historical perspectives explored to enable students to become author of their own stories and narratives.	

10	Genre Work. Introducing different genres in improv, such as comedy, drama, horror or mystery. Games and exercises to explore specific genres, such as telling different stories but through the lens of a different genre.	
11	Improv and Audience. Exercises to develop performance skills. Staging improv for an audience. Games and exercises students to engage with and incorporate an audience.	
12-13	Practice and develop advanced techniques. Exercises further developing scene work, character and story-telling. Games and exercises that challenge students to develop their own style of improv. Learning the courage to create and freedom to fail.	
14-15	Exam week. Presentations of projects: students perform for an audience incorporating all skills they have learned throughout course. Finishing final projects and assignments, such as reflective journal.	

EVALUATION PROFILE

Exercises and improv games…….......………………………………....20 - 30%
Project Performance(s)...20 - 40%
Written Assignments ....15 - 40%
Attendance and participation 15%
TOTAL 100%
*no single assignment may be worth more than 35%

ASSIGNMENTS

The assignments for this course are determined by the instructor in accordance with the learning outcomes outlined above. The following is a sample. Please refer to the course syllabus for a detailed breakdown.

Exercises and improv games

In-class exercises and games represent a significant portion of a student's work and learning. These may include but are not limited to ice breaker games, story-telling games and exercises meant to build and strengthen a student's spontaneity.

Project Performances

Over the course of the semester, students will perform one or more graded improvisations for the class to exhibit their learning and understanding of the concepts and skills necessary for improvisation. Specific requirements and expectations for each performance will be reviewed by the instructor.

Written Assignments

Students will write one or more reflective responses to aid in the recognition and understanding of improvisation skills and the progress of their work through the material. This may include but is not limited to short essays, responses to a specific topic, or journal entries.

Attendance and Participation

Because this is a practical, workshop course where the skills taught are being exercised in class, attendance and active participation is a vital part of student learning. Students are required to attend all classes and associated activities. The expectation of Theatre instructors is that classroom is a

respectful place where everyone has an equal voice and all comments and critiques are shared in a collaborative manner.

GRADING

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades
Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments
Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs etc.
Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

Attendance
Students are expected to attend all classes and associated activities.

English Usage*:*
Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices*:*
Students may use electronic devices during class for note-taking only.

On-line Communication
Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success
Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: https://www.capilanou.ca/student-life/

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: https://www.capilanou.ca/about-capu/governance/policies/

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:
- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:
- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct
All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

> Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page https://www.capilanou.ca/about-capu/governance/policies/)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.