



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
 DRAM 368, Performance Creation

Instructor Module 1 Instructors Module 2 Office Email Office Hours	Adrienne Wong Caitlind Brown and Wayne Garrett TBD adrienne Wong88@gmail.com / caitlindremotecontrolbrown@gmail.com , wayneparrett@gmail.com By Appointment
Day(s),time(s) and location of Class	Tuesdays and Thursdays: 10:00 – 11:50 Venue: CHD 015 Module 1 (Jan. 11 – Feb. 17) Module 2 (Mar. 1 – Apr. 12)
Out of class activities	None
Learning resources: required readings, textbooks and materials	Required readings and viewings (video and/or audio recordings) will be listed on D2L and available either through the TFDL or public-access online sources. Module 1 will require use of basic recording and editing equipment and software. Recording via smartphone is acceptable. Basic sound editing using Audacity and basic recording techniques will be addressed in class. Please contact Adrienne if you do not have access to a recording device or a computer. The first three weeks of this course will be conducted online, and subsequent weeks will be determined by University of Calgary health policy. For online learning, students will need access to a computer with a webcam and microphone, internet access with enough bandwidth to support video conferencing, and a minimum upload speed of 8mbps. Go to speedtest.net to determine internet speeds.
Prerequisites	Admission to a Drama degree program
Supplementary fees	None
Course description	An introduction to performance creation. Participants will be introduced to hybrid methods and strategies used to create new works that explore complex topics, engage the audience as participants, and imagine flexible possibilities towards positive change. Module 1 will focus on creation and storytelling using sound and incorporating everyday technologies. Module 2 will focus on installation-based public art creation at the intersection of performance and visual art.
Course learning outcomes	By completing this course, successful students should be able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge and experience with a variety of devising, creation, and project development techniques and methodologies. 2. Describe the art movements and performance genres introduced in the class and understand their own work within this continuum of practice.

	<p>3. Demonstrate an ability to identify tools and strategies to create new performances used in class and then apply these to their own work.</p> <p>4. Demonstrate an ability to offer and receive constructive feedback and critique within the frameworks introduced in class.</p>
Course schedule	<i>See Course Schedule document.</i>
Assessment components	<p><i>Assessment for Module 1 and Module 2 will be made by each module's respective instructors. Students' grades for DRAM368 will be the composite of the grades in each Module.</i></p> <p><u>1. Participation</u> Value: 20% (10% per module) Due Date: Every Class Type: Participation Description: Students will be evaluated on their engagement with the Critical Response Process framework introduced in Module 1 as the foundation for critical exchange. The quality of exchanges with others, attendance, and engagement with class discussion are also considered in this component. Participation will be evaluated on the basis of specificity, rigour, and generosity.</p> <p><u>MODULE 1 - 40%</u></p> <p><u>2. Listener Responses</u> Value: 6% Due Date: Throughout the term; please see schedule distributed on January 11 Type: These can take the form of written responses, or oral responses captured on video or audio, shared via our D2L site. Audio video responses must be five minutes or less. Description: Short response to the listening material answering the questions on the worksheet provided in D2L. Listener responses will be evaluated on the quality of engagement with the listening material.</p> <p><u>3. Audio Sketches</u> Value: 9% Due Date: Throughout the term; please see schedule distributed on January 11. Type: Audio material presented in class. Description: There will be three short audio assignments (5 minutes or less). These sketches will be assessed on the quality of engagement with the course materials and activities, and the quality of the student's self-reflection.</p> <p><u>4. Compare/Contrast</u> Value: 10% Due Date: Please see schedule distributed on January 11. Type: Written assignment, 750-1000 words. Audio or video submission will also be accepted with prior permission from the instructor. Description: Students will compare and contrast the video and audio documentation of the same performance in order to better understand how live performance and audio presentation differ and what the strengths are of each format. Essays will be assessed based on the quality of analysis, clarity of argument, choice of evidence, and presence of insight.</p>

5. Project: ALPHA and BETA tests

Value: 15%

Due Date: Please see schedule distributed on January 11.

Type: Material presented in class

Description: Students will create their own performance integrating the audio format. The project has two phases: 1) ALPHA prototype (5%) and 2) BETA presentation (10%). The project will be assessed on the quality of engagement with the course materials and activities, technical proficiency (timeliness, hitting cues and marks, etc.) and the quality of the student's self-reflection.

MODULE 2 - 40%

6. Content Responses

Value: 6%

Due Date: Throughout the term, please see schedule distributed on March 1.

Type: These can take the form of written responses, or oral responses captured on video or audio, shared via D2L. Audio video responses must be five minutes or less.

Description: Short response to the readings, videos, and other reflection material answering the questions on the worksheet provided in D2L. Listener responses will be evaluated on the quality of engagement with the material.

7. Performance Artwork

Value: 12%

Due Date: March 15 and March 17

Type: Performance artwork presented in class, live or by video.

Description: Students will research and develop a performance artwork and present it to the class. The performance should relate to a historical performance art piece. The assignment takes place in two phases: 1) a short in-class research presentation of the historical precedent (5%). 2) A maximum 10-minute performance artwork (7%), created independently or in a small group. Performance art may be live or pre-recorded on video. Each student will be assessed on the thoroughness of their research, inventiveness, understanding of the original performance as interpreted through the new performance, and engagement with the material.

8. Imaginary Performative Object

Value: 12%

Due Date: March 29

Type: Live slide presentation, PowerPoint or equivalent

Description: Students will imagine a hypothetical performative object for a real place, presented to the class in a 10-minute slide presentation. Each student should be prepared to speak to the site, concept, material, and public impact of the object, particularly the object's engagement with the audience-as-participant. Each student will be assessed on inventiveness, understanding of the course content, and the quality of the relationship between the object, the site, and the audience.

9. Group Public Intervention

Value: 10%

Due Date: April 12

Type: Group performance intervention

	<p>Description: Students will co-develop a public intervention for the University of Calgary campus. Each student will be asked to develop a seed idea and present it to the class (5%). Through a process of discussion and consensus, the group will select one idea to develop and enact as a group (5%). Each student will be assessed on their engagement with the group, contributions to the public intervention, and their understanding of course content, as reflected through seed ideas as well as the public intervention.</p>
Assessment expectations	<p><u>Guidelines for Submitting Assignments</u> Written assignments will be submitted via D2L</p> <p><u>Criteria That Must Be Met to Pass</u> Students must complete all assignments and participate in class to pass this course.</p> <p><u>Expectations for Writing:</u> Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work, <i>except where otherwise noted in the 'Assessment' section</i>. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p> <p><u>Late Assignments</u> Late assignments will be down-graded one letter grade per day late. That is to say work that would be evaluated at an A will be down-graded to an F after six days late.</p> <p><u>Expectations for Attendance and Participation:</u> Please refer to the Undergraduate Calendar E.# Attendance for details. Attendance and participation will be noted. Students are expected to contribute to a positive learning environment.</p>
Grading scale	<p>For the course as a whole, letter grades should be understood as follows, as outlined in section F.1.Grading System and Transcripts of the Calendar: https://www.ucalgary.ca/pubs/calendar/current/f-1.html.</p> <ul style="list-style-type: none"> • A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations. • The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.
Guidelines for Zoom Sessions	<p>Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.</p> <p>To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.</p> <p>The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated</p>

	<p>with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/.</p> <p>If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).</p> <p>The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.</p>
Academic Accommodation	<p>It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.</p> <p>Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf).</p> <p>Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a Protected Ground other than Disability should communicate this need in writing to their Instructor.</p> <p>SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.</p>
Academic integrity, plagiarism	<p>Academic Misconduct refers to student behavior which compromises proper assessment of a student’s academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.</p> <p>For information on the Student Academic Misconduct Policy and Procedure please visit: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf and https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf. Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.</p>
Internet and electronic communication device	<p>The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time.</p>

	Students are responsible for being aware of the University's Internet and email use policy, which can be found at https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf .
Intellectual Property	Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.
Copyright	All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html .
Freedom of Information and Protection of Privacy	Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.
Student Support	Please visit this link for important information on UCalgary's student wellness and safety resources: https://www.ucalgary.ca/registrar/registration/course-outlines