



Instructionally Related Activities Report Form

SPONSOR: Catherine Burriss

PROGRAM/DEPARTMENT: Performing Arts

ACTIVITY TITLE: Spring Performing Arts Production – Shakespeare’s *Twelfth Night*

DATE (S) OF ACTIVITY: March 25-April 3, 2015

Please submit via email to the IRA Coordinator along with any supporting documentation at david.daniels@csuci.edu within 30 days after the activity.

Thank you for your commitment to engaging our students!

A. ADDRESS THE FOLLOWING QUESTIONS:

- (1) PROVIDE A DESCRIPTION OF THE ACTIVITY;
 - (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
 - (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
 - (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY’S WEAKNESSES?
 - (5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
 - (6) WHAT DID YOU LEARN FROM THE PROCESS?
 - (7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)
 - 8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.
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B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

C. IMAGES FROM ACTIVITY:

Finally, attach to your email up to 6 images demonstrating student participation (under 2 MB total) with captions/titles. Please attach these photos in .JPEG format directly to email. Thank you!

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

As the culminating experience of the PA / ART 391 Production course, *Twelfth Night* served as a vital component of the learning experience for all PA majors and minors, as well as providing an opportunity for students of all majors to participate in a high-impact, project-based, learning practice. It addressed the PA Program Learning Outcomes providing students with an opportunity to collaborate with peers from a diverse range of artistic and cultural backgrounds to produce a live stage performance. Although it is a required course only for PA majors, enrollment by students from other majors was high. Student participation included performing on stage before a live audience, designing scenic elements for the show, assisting the director and stage-manager, researching the performance/production history, coordinating stage-costuming and accessories, running the front-of-house, and writing programs and publicity. Students worked on the technical preparation, rehearsal, and performance of Shakespeare's *Twelfth Night* that culminated in a nearly sold-out run of public performances for CI students, faculty, staff, and the general community.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

The learning objectives of PA 391 place students at the center of the learning experience; they include the development of expertise and practical experience in a production, the evaluation and reflection (in writing) on the creative process, and the application of multiple aspects of performance in production. These goals were accomplished through the collaborative process of preparation and performance central to all performing arts. *Twelfth Night* featured the work of 28 CI students from 9 different majors through their designs, performances, and other production work that was vital to the show's success. Capstone students from the Art program designed publicity materials and programs; PA majors, minors, and other CI students acted, sang, and played instruments on stage, assisted backstage, ran lights and sound during the show, and helped make costumes and props. Students from ENGL 410 Shakespeare's Plays were among nearly 400 students from PA and across the disciplines that attended rehearsals and performances.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

As with most productions at CI, *Twelfth Night* proved to be a life changing experience for many students involved. They pushed themselves to achieve levels of performance, commitment, textual analysis, physical expression, and vocal skill, that many of them never thought they were capable of. Moreover, since this production was set in the 1970s and employed contemporary music and a "show-within-a-show" frame that helped orientate the audience to the conventions of Shakespeare's theatre, the experiences proved to both cast and audience members that Shakespeare can be accessible and meaningful in the twenty-first century, despite typical reservations about the language, characters, and settings being too distant and difficult to understand.

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

I think the show was a little too long. I wish I had been able to edit it down more extensively, in order to provide us more rehearsal time. It took five weeks of our nine-week rehearsal period to study the text, which all agreed was completely necessary, but it did make the physical staging a bit rushed.

Also, the options for audience parking changed at the start of the semester, meaning that we could no longer rent a lot and have cars counted, but we had to purchase discounted permits ahead of time, with no refund available. We grossly over-estimated the number of cars that would need permits, suggesting the old system had us overpaying, and the new system is similarly flawed.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

Next time I direct a work of classical theatre here, I would like to create a Special Topics or perhaps a University 498 course the semester prior, in order to involve students more thoroughly in the background study of the text and context and in the artistic decision-making process leading up to a full production.

In the future, we will limit the advanced purchase of parking permits for audience use.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

I learned that our students are creative, resilient, and capable of more than they imagined. OK, I knew that already, but this experience reaffirmed it!

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

Please see attached SRTs for the course. Below are some selected and anonymized quotes from students' process papers (a reflective writing assignment required for the course):

"I feel like I've grown as a person and as an actress from my experience in this show."

"Never in a million years would I have pictured myself in a Shakespearean production and actually enjoying it. Because I took a chance with this production, it has inspired me to take more chances and seize more opportunities for myself. I just keep saying, you'll be happy that you did it in the end. And I am SO HAPPY that this production was a part of my life. So. Happy."

“I am [...] happy to announce that I will be taking away confidence as I leave this show. I am taking away confidence in myself as a person, as an actor, and as friend. I am truly grateful for this show for those last three things, they were amazing lessons to learn and appreciate.”

[...]if there is anything that I have taken from being a student at CSU Channel Islands it's that theater, music, and dance are all guided by the same motivation of performance; every performer lays out the most intrinsic of human emotions and experiences by artistically opening themselves to the audience.”

“Working as a crew member for Twelfth Night was a very rewarding opportunity that did have some challenges but overall gave me an amazing life changing experience.”

(8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

During the ongoing budgetary crisis, and in an attempt to reduce overall costs, monies acquired from the IRA were used only for equipment, independent contractors, and supplies that were essential for the students to carry out their work. Despite a larger than anticipated cast size, the activity came in under budget.

B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST (PERSONALLY IDENTIFIABLE INFO REMOVED)

The attendee lists are long (20+ pages), not digitized, and consist primarily of personally identifiable information, as necessitated by the ticketing service used. I am happy to make them available upon request from the IRA board. To give a sense of levels of attendance while keeping participants anonymous, I provide a summary below:

Date	CI Students	Other Students	Faculty/ Staff	General Public	Show total
3/26/15 8pm	65	8	5	16	94
3/27/15 8pm	39	7	5	17	68
3/28/15 2pm	33	6	2	25	66
3/28/15 8pm	55	6	4	13	78
4/1/15 8pm	80	0	3	11	94
4/2/15 8pm	67	16	4	17	104
4/3/15 8pm	47	10	16	26	99
Totals:	386	53	39	125	603

C. PLEASE INCLUDE UP TO 6 IMAGES AS ATTACHMENTS TO YOUR SUBMISSION





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