

THR 560 Collaborative Production Agreement
Department of Theatre

THR 560 Collaborative Production (3). Seniors collaborate as a theatre company to create an original production that integrates several of the following areas: improvisation, playwriting, acting, directing, dramaturgy, design, technical production, and stage management. Collaboration of group project approved in advance with advice, approval, and supervision by at least one instructor.

Semester: _____

Working Title of Proposed Collaborative Production:

Professor: _____

Attach a detailed description of Collaborative Production Proposal that explains how the learning outcomes for Goal 6 and Collaboration will be completed and documented (see rubrics below).

Attach a proposed Schedule of work and responsibilities with due dates over the semester.

Signatures of Collaborating Students:

_____ Date _____

_____ Date _____

_____ Date _____

_____ Date _____

_____ Date _____

_____ Date _____

Approval of Professor: _____ Date _____

Approval of Dept. Chair: _____ Date _____

Core Goal #6: Gain the ability to integrate knowledge and think creatively.

Learning Outcome 1: Upon reaching this goal, students will be able to: *Analyze and combine information from different areas within and across disciplines to approach and explain existing questions and problems from new perspectives, to pose new questions, and to generate new ideas.*

Learning Outcome 2: Upon reaching this goal, students will be able to: *Think, react, and work in imaginative ways that produce innovative expressions and original perspectives.*

	Exceeds Expectations 4	Expected 3	Satisfactory 2	Unacceptable 1
Acquiring Competencies	Creates and evaluates an entirely new object, solution or idea that is appropriate to the discipline(s).	Adapts and evaluates an exemplar/model of the discipline(s) to his/her own specifications.	Reproduces and evaluates an exemplar/model appropriate to the discipline(s).	Fails to comprehend the basic exemplars/models appropriate to the discipline(s).
Connections within/across Disciplines	Independently connects examples, facts, or theories from more than one area within and/or across disciplines.	When prompted, connects examples, facts, or theories from more than one area within and/or across disciplines.	When prompted, presents examples, facts, or theories from more than one area within and/or across disciplines.	Fails to present examples, facts or theories from more than one area within and/or across disciplines.
Transfer	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one area to a new area (with in and/or across disciplines) to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one area in a new area (within and/or across disciplines) to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one area in a new area (within and/or across disciplines).	Unable to use skills, abilities, theories or methodologies gained in one area in a new area (within and/or across disciplines).
Taking Risks	Actively incorporates new directions or approaches to the assignment in the final product.	Explores some new directions or approaches to the assignment.	Stays strictly within the guidelines of the assignment.	Does not meet the minimum requirements of the assignment.
Examining Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.	Acknowledges alternate, divergent, or contradictory perspectives or ideas.	Seems unaware of alternate, divergent or contradictory perspectives or ideas.
Innovative Thinking	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.	Simply repeats available ideas.

Collaborative Rubric (Adapted by Monica Stufft from the “Teamwork VALUE Rubric” and “Creative Thinking VALUE Rubric,” in *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*, ed. Terrel L. Rhodes. Copyright © 2010 by the Association of American Colleges and Universities.)

	Capstone 4	3	Milestones 2	Benchmark 1
Contributes to production activities	Helps production members move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas, but does not advance the work of the group.
Facilitates the contributions of other production members	Engages production members in ways that facilitate their contributions to activities by both constructively building on or synthesizing the contributions of others, as well as noticing when someone is not participating and inviting them to engage.	Engages production members in ways that facilitate their contributions to meetings by constructively building on or synthesizing the contributions of others.	Engages production members in ways that facilitate their contributions to meetings by restating the views of other production members and/or asking questions for clarification.	Engages production members by taking turns and listening to others without interrupting.
Individual contributions	<p>Completes all assigned tasks by deadline;</p> <p>Work accomplished is thorough, comprehensive, and advances the production;</p> <p>Demonstrates consistent willingness to take risks;</p> <p>Engages in creative problem-solving by considering multiple options, developing a clear plan, and articulating reasons for choosing the particular solution.</p>	<p>Completes all assigned tasks by deadline;</p> <p>Work accomplished is thorough and advances the production;</p> <p>Incorporates some risk-taking;</p> <p>Selects from various options and develops a clear plan for solving problem.</p>	<p>Completes all assigned tasks by deadline;</p> <p>Work accomplished advances the production;</p> <p>Considers taking risks;</p> <p>Considers and rejects less acceptable approaches to solving problems.</p>	<p>Completes all assigned tasks by deadline;</p> <p>Work accomplished;</p> <p>Stays strictly within guidelines or comfort zone;</p> <p>Only a single approach is considered and is used to solve the problem.</p>
Fosters constructive team climate	<p>Supports a constructive production climate by doing <i>all</i> of the following:</p> <ul style="list-style-type: none"> • Treats production members respectfully by being polite and constructive in communication; 	<p>Supports a constructive production climate by doing any <i>three</i> of the following:</p> <ul style="list-style-type: none"> • Treats production members respectfully by being polite and constructive in communication; 	<p>Supports a constructive production climate by doing any <i>two</i> of the following:</p> <ul style="list-style-type: none"> • Treats production members respectfully by being polite and constructive in communication; 	<p>Supports a constructive production climate by doing any <i>one</i> of the following:</p> <ul style="list-style-type: none"> • Treats production members respectfully by being polite and constructive in communication;

Capstone**4**

- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the ensemble and the production;

- Motivates production members by expressing confidence about the importance of the task and the ensemble's ability to accomplish it;

- Provides assistance and/or encouragement to production members in a manner that proactively helps the completion of their assigned tasks.

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- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the ensemble and the production;

- Motivates production members by expressing confidence about the importance of the task and the ensemble's ability to accomplish it;

- Provides assistance and/or encouragement to production members in a manner that proactively helps the completion of their assigned tasks.

Milestones**2**

- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the ensemble and the production;

- Motivates production members by expressing confidence about the importance of the task and the ensemble's ability to accomplish it;

- Provides assistance and/or encouragement to production members in a manner that proactively helps the completion of their assigned tasks.

Benchmark**1**

- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the ensemble and the production;

- Motivates production members by expressing confidence about the importance of the task and the ensemble's ability to accomplish it;

- Provides assistance and/or encouragement to production members in a manner that proactively helps the completion of their assigned tasks.