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# HOW TO GIVE FEEDBACK TO STUDENT PLAYWRIGHTS

## Instructor

NICHOLAS PAPPAS

## Materials

Video modules, Handouts, Transcripts, MP3 Files, PDF of Powerpoint Slides, Completion Certificate

## Course length

6 modules  
1 hours, 23 minutes of video  
3 credit hours

## Course Description

The two big questions we're going to answer in this course are: What is feedback? And, What is useful feedback? Now, if you asked a hundred people to answer these two questions, you'll likely get a hundred different answers, but at its core, all the answers will focus on giving notes that will improve the work, which, in this case, is our student's plays. And, as a teacher, that's what your hope is, right? To help your students improve as writers, one work at a time.

We want our students to write, and to grow through their writing. If we want our students to get better, we need to get better. Understanding the definition of feedback, and understanding how to provide useful feedback is the key to all of us getting better.

Join Nick Pappas in this course designed to give you the tools to help your student writers find their voice.

## About the Instructor

Nicholas C. Pappas is a director, playwright, and dramaturge. His plays include *The Ballad of 423 and 424* (Heideman Award; Actors Theatre of Louisville), *Fatty* (Berkeley Rep's Ground Floor), *Including Shooter* (called "best play of the season" by critic Peter Filichia), and *The Dreams in Which I'm Dying* (Deb Aquila reading series with the American Theater Group). He has been published by *Dramatics Magazine* and *Playscripts*. Nicholas has done dramaturgical work at The Center Theatre Group, San Francisco Playhouse, Berkeley Rep, South Coast Rep, TheatreFolk, and for several college programs. He has directed for San Francisco Playhouse, Moorpark College, San Francisco State University, and others. A graduate of San Francisco State University's MFA program, he teaches at Moorpark College and is currently in development on several television and film projects. Keep up to date at [nicholascpappas.com](http://nicholascpappas.com).

## Course Curriculum

### Module 0: Introduction 6:14

An overview of the course goals and structure of the modules included.

### Module 1: Change Your Thinking 16:11

We're going to look at why we should move beyond the words "good and bad" in our feedback responses.

### Module 2: The Evaluate, Analytic, and Descriptive Modes of Response 13:58

We're going to define these three modes of response, explore how we use them, and then we're going to turn them upside down.

### Module 3: The Acid Burn and the Value of Asking Questions 17:12

We're going to explore Acid Burns and what kinds of feedback questions help make the best second drafts.

### Module 4: The Feedback Workshop 26:19

This is the most important module because we're going to bring all the modules together and I'm going to walk you through the feedback process I use with my student writers.

### Module 5: Wrap Up 3:24

This module wraps up the course.

# Standards Connections

## National Core Arts Standards

### Select, analyze, and interpret artistic work for presentation - Grade 6

TH:Pr4.1.6.b - Experiment with various physical choices to communicate character in a drama/theatre work.

### Select, analyze, and interpret artistic work for presentation - Grade 7

TH:Pr4.1.7.a - Consider various staging choices to enhance the story in a drama/theatre work.

TH:Pr4.1.7.b - Use various character objectives in a drama/theatre work.

### Select, analyze, and interpret artistic work for presentation - Grade 8

TH:Pr4.1.8.a - Explore different pacing to better communicate the story in a drama/theatre work.

TH:Pr4.1.8.b - Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

### Perceive and analyze artistic work - Grade HS Proficient

TH:Re7.1.HS1.a - Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

### Organize and develop artistic ideas and work - Grade HS Proficient

TH:Cr2.1.HS1.b - Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

## California VAPA Standards (2019)

### 6.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

6.TH:Pr4.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

6.TH:Pr4.b - Experiment with various physical choices to communicate character in a drama/theatre work.

### 7.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

7.TH:Pr4.a - Consider various staging choices to enhance the story in a drama/theatre work.

7.TH:Pr4.b - Use various character objectives in a drama/theatre work.

### 8.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

8.TH:Pr4.a - Explore different pacing to better communicate the story in a drama/theatre work.

8.TH:Pr4.b - Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

### Prof.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

Prof.TH:Pr4.b - Shape character choices using given circumstances in a drama/theatre work.

### Prof.TH:Re7 Perceive and analyze artistic work.

Prof.TH:Re7 - Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

### Acc.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

Acc.TH:Pr4.a - Discover how unique choices shape believable and sustainable drama/ theatre work.

### 6.TH:Cr2 Organize and develop artistic ideas and work.

6.TH:Cr2.a - Use critical analysis to improve, refine, and

evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

### Prof.TH:Cr2 Organize and develop artistic ideas and work.

Prof.TH:Cr2.b - Investigate the collaborative nature of the actor, director, playwright, and designers and their interdependent roles in a drama/theatre work.

### 6.TH:Cr3 Refine and complete artistic work.

6.TH:Cr3.a - Receive and incorporate feedback to refine a devised or scripted drama/theatre work.

### 8.TH:Cr3 Refine and complete artistic work.

8.TH:Cr3.a - Practice collaboration, analysis and reflection to refine a devised or scripted drama/theatre work.

8.TH:Cr3.b - Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

### Prof.TH:Cr3 Refine and complete artistic work.

Prof.TH:Cr3.c - Refine design choices using technical theatre elements to support the story and emotional impact of a devised or scripted drama/theatre work.

### Adv.TH:Cr3 Refine and complete artistic work.

Adv.TH:Cr3.b - Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

## Colorado Academic Standards - Drama and Theatre Arts

### Sixth Grade

DT.6.2.1.b - Students Can: Experiment with various physical and vocal choices to communicate character in a drama/theatre work.

### Seventh Grade

DT.7.2.1.a - Students Can: Experiment various staging choices to enhance the story in a drama/theatre work.

DT.7.2.1.b - Students Can: Apply various character objectives in a drama/theatre work.

### Eighth Grade

DT.8.2.1.a - Students Can: Explore different pacing to better communicate the story in a drama/theatre work.

DT.8.2.1.b - Students Can: Apply and justify various character objectives and tactics in a drama/theatre work to overcome an obstacle.

### High School - Fundamental Pathway

DT.H1.1.2.b - Students Can: Investigate the collaborative nature of the actor, director, playwright, and designers to explore their interdependent roles in a drama/theatre work.

DT.H1.3.1.a - Students Can: Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

### High School - Professional Pathway

DT.H3.3.1.a - Students Can: Respond to what is seen, felt, and heard in a drama/theatre work to analyze artistic choices and justify meaningful feedback based on historical, cultural, and personal context.

## Common Core

### Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of

the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.CCRA.L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Writing

CCSS.ELA-LITERACY.W.9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Florida Sunshine State Standards

### Critical Thinking & Reflection

TH.68.C.1.2 - Develop a character analysis to support artistic portrayal. Create, refine, and sustain complex and believable

TH.912.C.1.2 - Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

TH.912.C.1.7 - Justify personal perceptions of a director's vision and/or playwright's intent.

TH.912.C.2.7 - Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

TH.912.C.2.8 - Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

### Innovation, Technology & the Future

TH.912.F.1.1 - Synthesize research, analysis, and imagination to create believable characters and settings.

### Organizational Structure

TH.68.O.3.3 - Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.

### Skills, Techniques & Processes

TH.68.S.2.1 - Discuss the value of collaboration in theatre and work together to create a theatrical production.

TH.912.S.1.5 - Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.

TH.912.S.3.9 - Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

## Georgia Performance Standards - Theatre Arts

### Grade 6 - Creating

TA6.CR.1 - Organize, design, and refine theatrical work., a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process., b. Interpret a character's motivation by understanding the relationship between their background and their behavior., c. Identify the variety of relationships between characters., d. Identify, define, and classify character traits., e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance., f. Use resources to identify and create technical elements of theatre.

### Grade 7 - Creating

TA7.CR.1 - Organize, design, and refine theatrical work., a. Identify and rehearse effective communication skills., b. Compare and contrast character types and relationships by analyzing character motivations, objectives, and goals., c. Compare the physical, emotional, vocal, and social dimensions of a character., d. Investigate the role and responsibility of the cast and crew., e. Identify and model ensemble skills in the rehearsal process., f. Utilize staging and blocking choices to enhance the performance., g. Compare, contrast, and design elements of technical theatre., h. Utilize theatre vocabulary throughout the rehearsal process.

TA7.CR.2 - Develop scripts through theatrical techniques., a. Create ideas for stories., b. Analyze the theme and structure of a play., c. Use the dramatic writing process to generate a script., d. Utilize dramatic conventions in the scriptwriting process (e.g. stage directions, dialogue, scenes).

### Grade 7 - Connecting

TA7.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Compare and contrast theatre with other art forms., b. Articulate relationships between theatre and life., c. Utilize a multi-disciplinary approach to create original theatre., d. Describe the careers and professional responsibilities associated with theatre production (e.g. director, stage manager, designer, technician, playwright, actor).

### Grade 8 - Creating

TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome), c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

### Grades 9-12 - ACTING LEVELS I-IV - Creating

TAHSA.CR.1 - Organize, design, and refine theatrical work., a. Use script analysis in the development and presentation of formal and informal theatre performances., b. Examine various theories of dramatic structure., c. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

TAHSA.CR.2 - Develop scripts through theatrical techniques., a. Examine theatre practices regarding the

development, structure, layout, and format of scripts., b. Use improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts., c. Perform formal and informal monologues and scenes based on published and original scripts.

#### **Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Creating**

TAHSAD.CR.1 - Organize, design, and refine theatrical work., a. Examine various theories of dramatic structure., b. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

TAHSAD.CR.2 - Develop scripts through theatrical techniques., a. Utilize theatrical conventions to produce scripts based on personal experiences, imagination, literature, and history.

#### **Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Creating**

TAHSFT.CR.1 - Organize, design, and refine theatrical work., a. Recognize and/or employ realistic and conventional speech patterns within dialogue or dramatic verse., b. Incorporate dramatic elements through improvisation., c. Recognize and interpret artistic choices in performance.

TAHSFT.CR.2 - Develop scripts through theatrical techniques., a. Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process., b. Assess the need for script analysis, concept development, and directorial and technical concerns of a theatrical script., c. Construct and critique elements of dramatic structure, character, and dialogue., d. Create and perform scenes for audiences.

#### **Grades 9-12 - MUSICAL THEATRE LEVELS I-IV - Creating**

TAHSMT.CR.1 - Organize, design, and refine theatrical work., a. Analyze various theories of dramatic structure in a musical and explain how text, music, and movement can be used to advance the plot of a musical., b. Engage in and apply meaningful cultural, literary, and historical research to support formal or informal theatrical performance.

## **North Carolina Essential Standards 2024**

### **Beginning High School Create**

B.CR.1.2 - Create scenarios that communicate character, setting, plot, and conflict.

### **Intermediate High School Present**

I.PR.2.1 - Develop scenes for formal or informal presentations.

### **Accomplished High School Create**

AC.CR.1.2 - Create a variety of scripted extended scenes or performance pieces reflecting specific situations, styles, or genres.

### **Advanced High School Present**

AD.PR.1.1 - Implement justified choices made in response to feedback and specific criteria.

## **North Carolina Essential Standards 2010**

### **Beginning High School Standards - Communication**

B.C.1.3 - Understand how to read and write scripts that communicate conflict, plot, and character.

### **Intermediate High School Standards - Communication**

I.C.2.2 - Interpret scenes through formal and informal

presentations.

### **Proficient High School Standards - Communication**

P.C.1.3 - Create original works, such as monologues, scenes, or performance pieces.

### **Advanced High School Standards - Communication**

A.C.1.3 - Use constructive criticism to improve original works both written and read orally.

## **Texas Essential Knowledge and Skills for Theatre Arts**

### **HS 117.315 LI - Creative Expression: performance**

C.2.F - create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms.

### **HS 117.316 LII - Creative Expression: performance**

C.2.F - create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms.

### **HS 117.317 LIII - Creative Expression: performance**

C.2.E - write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme.

## **Alberta, Canada**

### **Playwriting - Drama 20**

- 1 - demonstrate understanding of the basic structure of a play
- 10 - define conflict
- 11 - construct a conflict between two characters (protagonist and antagonist)
- 12 - construct a scene with two contrasting characters
- 13 - give and accept constructive criticism
- 2 - define and identify plot, character, thought and diction
- 3 - demonstrate understanding of script format
- 4 - generate and collect ideas that have dramatic possibilities
- 5 - write a scenario
- 6 - identify character types and their functions and attributes
- 7 - demonstrate understanding if and write exposition
- 9 - define character objectives

### **Junior Goal III Objectives**

develop the ability to analyze and assess the process and the art

### **Senior Goal I Objectives**

apply imaginative and creative thought to problem-solving situations

demonstrate a sense of inquiry and commitment, individually and to the group

demonstrate a sense of responsibility and commitment, individually and to the group

### **Senior Goal II Objectives**

gain knowledge of disciplines that enhance dramatic process and product

## **British Columbia (2018)**

### **GRADE 6 - ARTS - Reasoning and reflecting**

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

#### **GRADE 7 - ARTS - Reasoning and reflecting**

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

#### **GRADE 8 - ARTS - Reasoning and reflecting**

Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

#### **GRADE 9 - DRAMA - Reasoning and reflecting**

Develop and refine ideas and technical skills to improve the quality of performance pieces

#### **GRADE 9 - DRAMA - Communicating and documenting**

Revise, refine, analyze, and document performance pieces and experiences to enhance presentation in a variety of ways

#### **GRADE 10 - DRAMA - Reason and reflect**

Apply feedback to develop and refine ideas

#### **GRADE 11 - DRAMA - Reason and reflect**

Receive and apply constructive feedback to develop and refine ideas

#### **GRADE 12 - DRAMA - Explore and Create**

Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance

#### **GRADE 12 - DRAMA - Reason and reflect**

Receive, provide, and apply constructive feedback to refine dramatic works

Use self-reflection and awareness of audience to refine ideas

## **Ontario, Canada**

#### **Grade 7 - Reflecting, Responding and Analyzing**

B2.1 - construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences

#### **Grade 8 - Reflecting, Responding and Analyzing**

B2.1 - construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both the local and global level

#### **Grades 9 & 10 - Foundations - Responsible Practices**

C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

#### **Grades 9 & 10 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom**

B.3.1 - identify and describe skills, attitudes, and strategies they used in collaborative drama activities (e.g., brainstorming, active listening, and cooperative problem-solving skills; strategies for sharing responsibility through collaborative team roles)

#### **Grades 9 & 10 - Reflecting, Responding and Analyzing - The Critical Analysis Process**

B.1.1 - use the critical analysis process before and during drama projects to identify and assess individual and peer

roles and responsibilities in producing drama works (e.g., identify and assess the contribution of leadership and supporting roles, group dynamics, and cooperative problem solving to their process of creating drama works)

#### **Grade 11 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom**

B.3.1 - identify the collaborative skills and techniques they used to produce ensemble drama works, and explain how they can be applied in a variety of other contexts

## **Virginia Standards Of Learning (2020)**

#### **Grade Six**

6.1 - The student will apply creative thinking to theatre.

#### **Grade Seven**

7.2 - The student will demonstrate a creative process for theatre.

#### **Grade Eight**

8.1 - The student will refine creative problem-solving, ensemble-building, and improvisational skills by devising and improvising theatrical works.

#### **Theatre Arts I: Introduction to Theatre**

TI.2 - The student will apply a creative process for theatre.

#### **Theatre Arts II: Dramatic Literature And Theatre History**

TII.1 - The student will write an original script utilizing an accepted script format and revise based on feedback.

#### **Theatre Arts III: Intermediate Acting & Playwriting**

TI.1.1 - The student will demonstrate playwriting.

TI.1.2 - The student will apply the creative process for theatre.

#### **Theatre Arts IV: Advanced Acting And Directing**

TIV.1 - The student will evaluate and refine original scripts for performance.