



## **THE 1310 Intro to Theatre**

DUAL CREDIT: CADDO MILLS HIGH SCHOOL  
COURSE SYLLABUS: SPRING 2021

### **INSTRUCTOR INFORMATION**

**Instructor:** Halee Rice-Davis, M.S.  
**Class Location:** Room 200, CMHS  
**Office Hours:** By Appointment Only  
**Email Address:** [hdavis@caddomillsisd.org](mailto:hdavis@caddomillsisd.org)

### **COURSE INFORMATION**

**Required Text:**

*Experiencing Theatre* by Anne Fletcher and Scott Irelan, ISBN 978-1-58510-408-6

Other readings may be provided in class, or through D2L.

**Required Viewing:**

*Recipe of Life*, By Jaylan Fennell  
Directed by Jaylan Fennell  
Produced via live-stream.  
February 23-28

*Chumbox: Stories from the Web*, By Austin Roberts  
Directed by Rebecca Worley  
Produced via live-stream.  
April 13 - 18

**Live performances on Tuesdays and Fridays will begin at 7:30 p.m..** Ticket sales are only available online through the University Playhouse Marketplace: [marketplace.tamuc.edu/theatre](https://marketplace.tamuc.edu/theatre). Tickets may be purchased as a “Weekday” (Tuesday - Thursday) or “Weekend” (Friday - Sunday) Package. **Tickets for each package are \$5.** Patrons will receive access to both the live-streamed performance and the recording. For more information, please contact the Box Office at: [playhouseboxoffice@cp.tamuc.edu](mailto:playhouseboxoffice@cp.tamuc.edu)

**Course Description:** A survey of the fields of theatre designed to provide introductory knowledge of the phases of drama, performance, literature, and production procedures. Through instruction on the fundamentals of theatre and practical application of this knowledge to assignments and activities, students will develop the analytical skills required to think, speak, and write critically about theatre.

### **Student Learning Outcomes:**

1. Students will learn fundamental principles, vocabulary, and theories of Western theatre.
2. Students will develop creative capacities through various activities and exercises
3. Students will critically apply course materials to live performances and become knowledgeable, critical audience members

### **COURSE REQUIREMENTS**

- In-class exercises and assignments cannot be made up. Please dress comfortably for class, as some of our exercises will be physical. If you are unable to participate due to clothing choices, you will not receive credit for the day.
- You are required to see ONE play this semester at TAMU-C. You must turn in a copy of the program, signed by the house manager, in order to receive credit for attendance.
- You will be required to write an analysis of the above play you choose to attend. You will analyze the plays using language acquired through the text and class.
- Please note that activities cannot be made up. This means that attendance for this class is necessary. Please make it a point to come to class every single day.

### **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

**Attendance & Participation (20 points):** During this course, students are expected to participate in a variety of activities from the course textbook AND activities created by the instructor. These activities will take place during class-time. Activities cannot be made up, therefore your attendance is necessary. There are NO excuses for lack of participation for any of these activities. Failure to participate can result in a lower grade.

**Play Attendance (5 points):** During the semester, you are required to see ONE University Playhouse Production. The productions are listed above. Please note that this year's productions are virtual. You will receive credit for attending the performance by showing me a confirmation email for your purchased ticket. Please refer to the information above for further details about purchasing tickets.

**Play Analysis (10 points):** After seeing a TAMUC production, you are required to write a short (1.5-2 page) analysis of the play. The analysis should be written with standard margins, 12 point Times New Roman font, double-spaced, with your name and class in the HEADER section of the paper. The paper should use academic language and writing. The paper should analyze the elements of the production using theatrical vocabulary and concepts learned in class and from the text. We will go over the paper requirements in class. You CANNOT turn in an analysis paper unless you saw the production. There are no exceptions to this.

**Playwriting Scene (10 Points):** Each individual student will write a short play scene. The play must be prepared in the proper playwriting format, should reflect clear thought and care in construction, and should tell a clear story. The play will be between 3 and 5 pages in length. Detailed instructions will be given in class.

**Quizzes (5 points each):** Over the course of the semester you are required to read the textbook and you will take three separate multiple-choice quizzes. The information in each quiz will come directly from the textbook AND from lectures in class. These quizzes will take place during class, so it is important that you attend on quiz days.

**Partner Scene (15 points):** Around the midpoint of the semester, you and a partner from this class will present a short acting scene for the class. You and your partner will be responsible for selecting a scene to act out and instruction on acting techniques will occur prior to your performance date. The scene must be fully memorized, staged, and costumed appropriately. Detailed instructions will be given in class.

**Written Monologue (5 Points):** Students will write a one page-long monologue (double spaced, Times New Roman, and 12 pt. font). This monologue should portray a personal experience for the student. It can be tragic or comedic. The content of this monologue should be school-appropriate.

(this is a dual credit class) and should include material that the student is not afraid to share.

**Costume Rendering (5 Points):** Students will be assigned a prominent character in pop culture and a concept in which they must apply to their costume rendering. This rendering must have FULL color and display time and effort. The instructor will lead students through a variety of techniques to apply to their renderings.

**Monologue Performance (15 points):** Every student will be assigned a monologue written by another student to perform for their class. This monologue must be fully memorized. Acting techniques discussed in this course should be applied to this performance. The monologue must appear to be well-rehearsed and clear character choices must be apparent.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### Interaction with Instructor Statement

#### **Contacting Me:**

Please feel free to visit me anytime before or after school, or between classes. I am here to help! Communicate, communicate, communicate! The easiest and most reliable way to contact me is via email.

#### **Email Policy:**

Before sending me an email with a general course-specific question, review your syllabus/look at the handouts/check myLeo Online/ask a classmate first. If your question has already been addressed in one of those places, then you will have the answer you need. If your question does not exist, please feel free to email me.

When emailing me: Please make your emails clear and concise, written with proper grammar in order to assure my earliest attention. In addition, please follow some common "email etiquette" procedures in order to keep our electronic communication effective and efficient. Specifically:

- Write a relevant subject line (e.g., "Theatre History question," or "THE 340 meeting request")
- Address me by name (ie: "Dear Professor Davis" or "Hi Mrs. Davis" or just "Mrs. Davis")
- Bonus: "meaningless niceties" are never a bad idea!
- Concisely state what it is you need. If it can't be communicated in a concise manner, perhaps request an appointment. If requesting an appointment, give me times that you are available in the initial email!!! My office hours are posted above.
- Use a "sign-off" ("Thank you" is always good) and sign your name.

Not following these guidelines potentially puts you at the bottom of my list for response time.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

#### **Late Arrivals:**

Students must be on time for every class. Entering a class late or leaving early is disruptive to the flow of the class and indicative of a less than disciplined/committed student. Please be on time out

of consideration to your learning process and the processes of others. Also, you are expected to stay until you are dismissed from class.

### **Cell Phones and Laptops:**

Please turn off all cell phones upon entering the classroom. Please do not check messages or engage in text messaging during class. This is disruptive to the flow of the course. You are welcome to take class notes on a laptop or other electronic device; however, these devices should only be used for taking notes over the current discussions/activities – and you must type very quietly and turn off all sound so as not to disturb other class members. If I suspect that laptops are being used for other purposes, I will ban them from the classroom.

### **Late Work:**

I do not accept late work.

### **Extra Credit:**

The instructor reserves the right to offer extra-credit to all students, and to gauge its application appropriately and uniformly for all.

### **Incompletes:**

Under normal circumstances, an Incomplete (I or X) will NOT be given for a final grade in this course. Per University policy, students who because of circumstances beyond their control are unable to attend classes will, upon approval of their instructor, receive a mark of X (incomplete) in all courses in which they were maintaining passing grades at the time of the request for an incomplete.

### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

## Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

### [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### [Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### Course Outline/Calendar

<b>Week 1:</b>  	1/11 & 1/12  1/13 & 1/14  1/15	Introduction to course / Syllabus Distribution  What is Theatre? <b>READ: Intro - Pg. 8</b>  What is Theatre?, Activity #1 <b>READ: Pg. 8 - 13</b>
<b>Week 2:</b>  	1/18 & 1/19  1/20 & 1/21  1/22	<b>(MLK DAY 1/18)</b> What is Theatre?, Activity #2 <b>Read: Pg. 14 - 20</b>  Playwriting & Types of Plays, Activity #3 <b>Read: Pg. 21 - 25</b>  Playwriting & Types of Plays, Activity #4 <b>Read: Pg. 26 - 38</b> Introduction to Playwriting Assignment
<b>Week 3:</b>  	1/25 & 1/26  1/27 & 1/28  1/29	<b>Quiz #1</b> , Designers and the Scenographic Imagination, Activity #5 <b>Read: Pg. 39-48</b> Designers and the Scenographic Imagination, Activity #6 <b>Read: Pgs. 48-54</b> Designers and the Scenographic Imagination, Activity #7 <b>Read: Pgs. 54-68</b>
<b>Week 4:</b>  	2/1 & 2/2  2/3 & 2/4  2/5	Work Day for Playwriting Scenes  Work Day for Playwriting Scenes  <b>Playwriting Scenes Due</b> , Share scenes & Discussion
<b>Week 5:</b>  	2/8 & 2/9  2/10 & 2/11  2/12	<b>(No school 2/8)</b> Costume Rendering Lecture & Exploration, Activity #8 Costume Rendering Workday  Costume Rendering Workday
<b>Week 6:</b>  	2/15 & 2/16  2/17 & 2/18  2/19	<b>Costume Rendering Due</b> , Costume Rendering Presentations Performer, Director & Production Dramaturg, Activity #9 <b>Read: Pgs. 69-80.</b> Introduce Partner scene. Performer, Director & Production Dramaturg, Activity #10 <b>Read: Pgs.80-85.</b>



<b>Week 7:</b>	2/22 & 2/23 2/24 & 2/25 2/26	Performer, Director, & Production Dramaturg, Activity #11. <b>Read: Pgs. 86-91.</b> <b>Quiz #2</b> , Partner Scene Work Day.  Partner Scene Work Day
<b>Week 8:</b>	3/1 & 3/2 3/3 & 3/4 3/5	<i>Recipe of Life</i> Discussion, Activity #12 & Partner Scene Work Day  Partner Scene Work Day  Partner Scene Work Day
<b>Week 9:</b>	3/8 - 3/12	<b>***SPRING BREAK***</b>
<b>Week 10:</b>	3/15 & 3/16 3/17 & 3/18 3/19	<b>Scene Performances</b>  <b>Scene Performances</b>  Scene Performance Reflections
<b>Week 11:</b>	3/22 & 3/23 3/24 & 2/25 3/26	Seeing and Writing about Live Theatre, Activity #13 <b>Read: Pgs. 92-103</b> Seeing and Writing About Live Theatre, Activity #14  Introduce Written Monologue Assignment, Activity #15
<b>Week 12:</b>	3/29 & 3/30 3/31 & 4/1 4/2	Musical theatre, Activity # 16  <b>(No School 4/1)</b> Musical Theatre, Activity #17  <b>(No School 4/2)</b> Written Monologue Work Day
<b>Week 13:</b>	4/5 & 4/6 4/7 & 4/8 4/9	Outreach, Activity #18 <b>Read: 105 - 116</b>  Outreach, Activity #19  Monologue Work Day

<b>Week 14:</b>	4/12 & 4/13 4/14 & 4/15 4/16	<b>Written Monologue Due</b> , <i>Chumbox</i> Discussion  History of Theatre & Culture, <b>Reading on D2L</b>  History of Theatre & Culture, Activity #20 <b>Reading on D2L</b>
<b>Week 15:</b>	4/19 & 4/20 4/21 & 4/22 4/23	<b>Performance Analysis Due</b> , History of Theatre & Culture, Introduce Monologue Performance <b>Quiz #3</b> , Monologue Assignments & Work Day  Monologue Work Day
<b>Week 16:</b>	4/26 & 4/27 4/28 & 4/29 4/30	Monologue Word Day  Monologue Work Day  Monologue Work Day
<b>Week 17:</b>		<b>FINAL EXAM: Monologue Performances</b>