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THE 1310-TAB Intro to Theatre

COURSE SYLLABUS: Spring Term 2 2023

INSTRUCTOR INFORMATION

Instructor: Micah McBay

Office Location: Online

Office Hours: Email or Telephone or Virtual by Appointment

University Email Address: Micah.McBay@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24 Hours or Less

COURSE INFORMATION

Materials

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class.

The primary text for this course is [Theatrical Worlds](#), edited by Charlie Mitchell and published by the University Press of Florida. This open source text is available as a free download; click on the title above and then click on the link "PDF" in the bar at the top of the page (you will need a pdf viewer such as [Adobe Acrobat Reader](#), available as a free download as well). You can purchase a print copy for \$25 through the [University Press of Florida](#). There also are numerous, very inexpensive used copies for sale on [Amazon](#) if you do want a print copy. If you have any difficulties accessing the text, please don't hesitate to let me know.

You also will read two plays, available for free through the links below:

[Medea](#), by Euripides

[Trifles](#), by Susan Glaspell

Finally, you will be exploring numerous video clips, including interviews, production excerpts, TED Talks, documentaries, etc., as well as three full productions that are freely available via YouTube.

COURSE DESCRIPTION

A survey of the fields of theatre activity designed to provide introductory knowledge of all phases of drama, literature, performance, theatre facilities and equipment, and production procedures.

QEP Global Course:

This course has been selected as a Global Course – tied to the QEP. The university QEP seeks to prepare students for an interconnected world. In relation to the QEP, students completing this course will be able to

(LO1) demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems), (LO2) apply knowledge of the interconnectedness of global dynamics, and/ or (LO3) view themselves as engaged citizens within an interconnected and diverse world. This course will provide information, activities, experiences, and opportunities to accomplish at least one of the QEP learning outcomes.

Upon initial submission, the instructor will provide constructive feedback to the student. The student will have an opportunity to improve the essay based on the feedback prior to submitting a final version. The instructor will grade and respond, offering additional feedback for improvements.

STUDENT LEARNING OUTCOMES

The competencies you will demonstrate in this course are as follows:

Competency 1: Students will identify the foundational characteristics of theatre.

Competency 2: Students will express contextualized and tolerant interpretations of the historical foundations of Western theatre as well as different types of dramatic literature.

Competency 3: Students can describe major artistic positions, and their collaborative work, in the theatrical discipline.

Competency 4: Students will evaluate creative works of the human imagination, applying appropriate disciplinary standards of judgment and vocabulary.

Competency 5: Students can describe world theatre and its relevance in a global society.

Competency 6: Students will apply knowledge gained in this course to broader contexts.

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Instructional Methods: This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Email your instructor as soon as you complete your pre-test so the instructor can access and grade your work.

Student Responsibilities or Tips for Success in the Course: To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

ASSESSMENT

Pretests and Posttests

The pretests and posttests for this theatre course assess your knowledge of all phases of drama, literature, performance, theatre plants and equipment, and production procedures.

IMPORTANT: This course **cannot** be completed in a matter of days. The quizzes and essays often require significant, time-consuming work both on your part to complete and on the part of the instructor to grade. You are *always* welcome to complete and submit quizzes, discussion, posts, essays, etc. **at any point as you work forward in the content.** For example, I will not grade or respond to Competency 2 work/quizzes until Competency 1 has been completed.

Plan your time accordingly. **Deadlines will not be extended for any reason**, but you will be welcome to re-enroll in the course in future terms.

Pretest

The purpose of the pretest is to provide a baseline understanding of your knowledge in the competency. The pretests (five total) are required for the course, although the scores do not count toward your final grade. **Once you complete and submit a pretest, the instructor will grade it, providing feedback where appropriate. You may take the Posttest once you have completed the Pretest. It is your choice whether to wait on feedback from the instructor or to go ahead and take the Posttest.**

Posttest

The posttest is an assessment of your knowledge of the material required for the competency. **A score of 80 points or higher is required on every competency to pass, including competency 6, even though it has no posttest.** In order to access the posttests for all competencies, you must first complete and submit the pretest. Once it is graded, you will receive a password to access the first posttest attempt. You cannot take the second or third posttest quizzes for that competency without completing and submitting the first posttest. **Once you begin a posttest, you will have 3 hours to complete and submit it.**

If you score an 80 or higher on the first posttest attempt for a competency, you do not need to take the other attempts and can move on to the next competency. If you score less than 80 points on the first two posttest attempts in a competency, you will have an opportunity to review the material and re-take the competency posttest. You may take the posttest up to three times. If you have not passed the competency in three attempts, you will fail the course.

Discussions

You are required to contribute to **five** out of six “discussions” on strategic topics raised in the readings/videos. Each post should be **no less than 100 words and no more than 250**. Feel free to participate and post as often as you like, but you only will be graded on the initial post in each topic. These are worth 10 points each for a total score of 50. This score is added to your essay score (worth 50 points) in Competency 6 for the total score (out of 100) for that competency. There are a total of six discussion topics and you can select five to contribute to (there will be no extra points if you contribute to a sixth or post multiple posts in a topic).

Although termed “discussions,” the six topics available actually are meant to serve as crowd-sourced “wikis,” with students creating a body of knowledge in each that can be accessed by everyone in the course for further ideas, insights, and information.

You are expected to use proper spelling, grammar, punctuation, etc., so carefully compose your responses, and you might consider composing them in MS Word first, with spell and grammar check, and then cutting and pasting.

I understand that some people are stronger writers than others, but it is expected that your written assignments in this course, including these discussions, have been reasonably edited for spelling and grammatical mistakes. Habitual typos and nonsensical sentences will result in lowered scores.

Posts should refer to material covered in the course readings and videos. They give me the chance to hear from you about your take on the course content. They also give you a chance to check in with what other students (or me, if you are the first student to post) in the class are thinking about the same material. It is expected that you answer the questions and prompts thoughtfully – if you use personal anecdotes (and you definitely can!), be sure to contextualize them as they pertain to the prompt, the course material referenced and the class.

RUBRIC:

Contributes meaningful and new ideas	5 pts
Utilizes proper mechanics, coherence, and etiquette	5 pts
Total	10 pts

Essay

For competency 6, students will prepare and submit an essay of **500 words** to address: How did this course better prepare you, as an organizational leader, for a global, interconnected world? How does the practice of theatre, and those who create it, connect to your own work as a leader and collaborator? You will be able to submit two drafts before submitting the final draft.

Leadership

Does the essay demonstrate an understanding of leadership in theatre practice, e.g. through the work of the director? 10 pts

Connections to Broader Contexts

Does the essay address how theatre connects to leadership in other contexts/sectors? 10 pts

Global Understanding

Does the essay include connections between theatre, leadership, and a global world? 10 pts

Organization

Is the essay well structured, with an interesting opening in an introductory paragraph that states the thesis and gives a brief overview of the points that will support the thesis, several paragraphs covering the main points, and a good conclusion that does more than restate the main points? 10 pts

Mechanics

Has the essay been edited for spelling, grammar, tense, number, commas, semicolons, etc.? Does the student present his/her points in a clear, articulate manner? See Grammar/Style Checklist. 5 pts

Word Count

Does the assignment largely meet the word requirement? 5 pts

Total**50 pts****GRADING**

A score of 80% or higher on both the Culminating Project and Posttest is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

Item	Worth
Competency 1 Posttest	100 points
Competency 2 Posttest	100 points
Competency 3 Posttest	100 points
Competency 4 Posttest	100 points

The syllabus/schedule are subject to change.

Competency 5 Posttest	100 points
Competency 6 Posttest	100 points
5 Discussions (10 pts. Each)	50 points

Item	Worth
Essay	50 points
Total	700 points

Grading Scale

A = 90%-100% (630-700 points)

B = 80%-89% (560-629 points)

F = 79% or Below (559 points or below)

Acceleration Process

Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Student may only request permission to accelerate in one course at a time. Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.

Process

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of "A" or "B."
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

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 the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:

Visit the [Virtual Classroom Requirements Webpage](#).

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.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all

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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 on the [Brightspace Support Webpage](#).

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your "myLeo" mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

All emails from students should include:

- **Course name and subject in the subject line (ex. ORGL 3322 – Posttest)**
- **Salutation**
- **Proper email etiquette (no "text" emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.

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 online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

TAMUC Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

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 Policy](#)
[Undergraduate Student Academic Dishonesty Form](#)

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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.