



THE 1310 - Intro to Theatre

COURSE SYLLABUS

Fall, 2023

INSTRUCTOR INFORMATION

Instructor: Tabitha Ray, MFA

Office Hours: by Email or Appointment

University Email Address: Tabitha.Ray@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: one school day

COURSE INFORMATION

Materials

Required Texts:

Amadeus by Peter Shaffer

<http://www.shilo.org.uk/amadeus/AmadeusScript.pdf>

A Midsummer Night's Dream by William Shakespeare

https://tamuc.primo.exlibrisgroup.com/permalink/01TEXAM_COM/lf8qr8/alma991000421649706041

A Doll's House by Henrik Ibsen (We will be using Simon Stephens' version in class)

The Crucible by Arthur Miller

PDF provided by instructor on D2L

Rockets and Blue Lights by Winsome Pinnock

https://tamuc.primo.exlibrisgroup.com/permalink/01TEXAM_COM/lf8qr8/alma991006781625206041

Rent by Jonathan Larson

PDF provided by instructor on D2L

Play scripts are available on Amazon, Nick Hern Books, Bloomsbury Publishing, and Scribd.

Recommended Texts:

Experiencing Theatre by Anne Fletcher and Scott R. Irelan

https://tamuc.primo.exlibrisgroup.com/permalink/01TEXAM_COM/7i396/alma991006702621806041

The Theatre Experience by Edwin Wilson

PDF available on D2L

Additional Resources:

Theatre: A Way of Seeing, (7th edition) by Milly Barranger

Fundamentals of Theatrical Design: A Guide to the Basics of Scenic, Costume, and Lighting Design, by Karen Brewster and Melissa Shafer

Literary Theory for Beginners, by Mary Klages and Frank Reynoso

Software Required

- Internet Access; Access to D2L via MyLeo
- Word-processing software (Microsoft Word, Google Docs, etc.)

Materials Required:

- Something with which to take notes (computer/pen & paper etc)
- 3x5 Index cards (bring to every class)
- Scratch Paper
- Pens/Pencils

COURSE DESCRIPTION

This course focuses on creating an enduring understanding and appreciation of theatre through hands-on explorations of the theatrical process, a comprehensive study of theatre practitioners, a chronological survey of theatre history, and the attendance of live theatrical events.

STUDENT LEARNING OUTCOMES

Demonstrate an academic mastery of theatrical terms

Assessment: minute papers, production and script analysis worksheets, production response papers, mid-term exam

Identify and analyze theatre as an art-form

Assessment: class discussions, production and script analysis worksheets, production response papers, minute papers, midterm exam, panel project, final performance project

Articulate tenets of major dramatic theories

Assessment: class discussions, minute papers, mid-term exam

Identify historic and cultural climate shifts resulting in the evolution of dramatic movements

Assessment: minute papers, midterm exam

Explore and expand students' creative aptitudes

Assessment: final performance project, in-class exercises, panel project

COURSE REQUIREMENTS

Minimal Technical Skills Needed:

Students must be able to navigate myLeo email, myLeo Online D2L, and word processing software.

Instructional Methods:

This course is taught face to face. Student learning continues outside of the classroom through the attendance of on-campus performances.

Class Behavior Policy:

Students are expected to conduct themselves in a manner that demonstrates respect for their classmates and their instructor. **Rude, abusive, or disruptive behavior will not be tolerated.** The first infraction will result in a verbal warning and an after class conference. If repeated infractions occur, the instructor reserves the right to dismiss any student from the classroom. Additionally, if the instructor determines that a student's behavior is particularly egregious, the instructor reserves the right to dismiss the student from class **even if they have not received a prior warning.** If the student wishes to return to class, they must schedule a meeting with the instructor and the appropriate disciplinary authorities.

Students are also expected to comply with all policies listed in the student guidebook:

http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuid_ebook.aspx

Late Work Policy: All assignments must be submitted by the assigned date and time. For example, if a student misses a minute paper given at the beginning of class because they are tardy they will not be allowed to make it up. **As a general policy, I rarely accept late work.** The intention of the no-late work policy is to encourage students to develop time management skills critical for professional success. If late work is accepted, the instructor may assign a grade penalty to the assignment. Late work exceptions are made at the discretion of the instructor if extenuating circumstances arise.

Recording of Lectures:

Students are expected to attend class to take notes. If you intend to record lectures, you must ask the permission of the instructor and the class. Video recording is prohibited. Exceptions made for students who have made arrangements via the Office of Student Disability Resources and Services.

Cell Phone and Laptop Policy:

Cell phones must not become a nuisance during class. If the instructor determines that a student is causing a disturbance with their cell phone, the instructor may dismiss the student from class. If a student is dismissed, the student may not make up missed work. Laptops are to be used for classwork only.

Student Responsibilities or Tips for Success in the Course:

- **Be on time-** We will have a class activity and a minute paper in most classes. You will be unable to fully engage with the activity if you are late. Likewise, You may miss information pertinent to the minute paper.
- **Participate-** You will receive a participation grade for this course. Allow yourself to be immersed in activities and interactive assignments.
- **Turn cell phones off-** Generally speaking, you do not need to be on your cell phone in class. If you are

expecting an emergency call, please speak to the instructor before class.

- **Plan ahead-** Use the calendar in the syllabus to plan for assignments. Avoid last minute scrambles!
- **Complete all assignments and readings on time-** I rarely accept late work. If late work is accepted, I may assign a grade penalty to the assignment.

Major Course Assignments and Examinations

Participation Evaluation (50 points)

Students are expected to constructively contribute to the in-class dialogue and participate in in-class activities. Students who choose to disrupt or disengage from class will have points deducted from their daily participation grade.

Minute Papers (100 points)

Students must engage with class lectures and activities and complete all assigned readings prior to class. To assess content mastery, students will be asked a question about the material for that class period. They will have approximately five minutes to answer the question on a 3x5 notecard. There will be twenty minutes papers over the course of the semester worth up to five points a piece. The student will turn in minute papers to the instructor during class time.

Minute Paper Grading Scale:

0- Does not demonstrate any content mastery

1- Demonstrates a vague understanding of material (student hits upon one correct element, more wrong than right)

2- Demonstrates an incomplete understanding of material (student gets several pieces of information correct)

3-Demonstrates moderate content mastery (a few details may be wrong or missing, more right than wrong)

4- Demonstrates almost total content mastery (nearly perfect, missing a detail)

5-Demonstrates total content mastery (perfect)

Script Analysis Worksheets (102 points)

The student will read and analyze six plays over the course of the semester. Each script analysis worksheet is worth seventeen points. These worksheets are to be turned in via D2L. Due dates are listed in the course calendar.

Students will respond to the questions listed below in complete sentences:

Analyzing the Script:

1. Who are the main characters?
2. What do the main characters want (what are their goals)?
3. What are the obstacles getting in the way of the main characters' goals?
4. What is the inciting incident?
5. Describe the rising action:
6. What is the climax of the play?
7. Describe the resolution:
8. Describe an element in the script that you did not understand or that you wanted to know more about. Briefly research this element. List your findings below.
9. Briefly research the playwright. List two interesting facts you learned:
10. Describe a scene you are looking forward to watching in the production. Why are you excited to see this scene?
11. Supplemental Question-

Production Analysis Worksheets (102 points)

The student will watch and analyze six recorded plays over the course of the semester. Each production analysis worksheet is worth seventeen points. These worksheets are to be turned in via D2L. Due dates are listed in the course calendar.

Students will respond to the questions listed below in complete sentences:

Watching the Production:

1. Describe the actors playing the main characters. In your opinion, did they successfully portray their characters?
2. Describe a costume choice that was particularly effective.
3. Describe a lighting choice that was particularly effective.
4. Describe a sound cue that was particularly effective.
5. Describe a scenic element that was particularly effective.
6. Describe a moment in the play that saddened, shocked, or delighted you. Why were you moved?
7. How did your expectations of the scene you read compare with the scene in the production? Did anything else surprise you in the production?
8. In your opinion, was there an element in the production that was not effective?
9. Describe an element in the production that you did not understand or that you wanted to know more about. Briefly research this element. List your findings below.
10. Would you recommend this production to a friend? Why or why not?
11. Supplemental Question-

Panel Discussion Projects (there are two, 400 points total)

Students will attend TAMUC's productions of *A Year With Frog and Toad* and *The Thanksgiving Play*. *A Year with Frog and Toad* runs from 10/10 to 10/15. *The Thanksgiving Play* runs from 11/14 to 11/19. Students will divide into groups and focus on one of the following production topics:

Costumes/Scenic Design/Sound/Lights

1. Describe a costume choice that was particularly effective.
2. Describe a lighting choice that was particularly effective.
3. Describe a sound cue that was particularly effective.
4. Describe a scenic element that was particularly effective.
5. Please develop three thoughtful questions for our guest panelists relating to your assigned topic.

Acting/Directing/Production History

1. To which genre of literature does the play belong?
2. Where else has this play been produced? How is TAMUC's production similar/dissimilar?
3. Describe the characters. What do they want? What are the main obstacles to getting what they want?
4. Review each of the four actors. Why were they suited for their roles? What made their choices effective or ineffective?
5. Please develop three thoughtful questions for our guest panelists relating to your assigned topic.

Each group will present their findings to the class and to our guest panelists:

10/18/23 *A Year With Frog and Toad*, 11AM, Mainstage Theater

11/29/23 *The Thanksgiving Play*, 11AM, Mainstage Theater

The groups must have at least two detailed visual aids and should be prepared to answer questions regarding their presentations. A few examples of acceptable visual aids: power-point presentations, models of scenic/design elements and short presentations from the play. Each presentation must be at least fifteen minutes in length and each group member is responsible for contributing to the presentation.

****Each student is also required to submit a response paper to accompany their presentation**.**

Students are to respond to all the questions listed on the script and production analysis worksheets in paragraph form. These papers are to be turned in via D2L.

Formatting Requirements:

- 1) Font: Times New Roman, 12-point font size.
- 2) Margins: Standard. (Don't try to get tricky.)
- 3) Line alignment: Standard (Don't try to get tricky.)
- 4) Spacing: Double-space everything.
- 5) Reference Citations in Text using MLA formatting
- 6) Proofread your papers. Spell check, spell check, spell check!

DO NOT copy and paste ANYTHING from the internet (no matter how small) into your paper. That is plagiarism. This paper is YOUR response to the production-no outside research is needed.

****To receive credit, you must attach your ticket stub to your response paper****

Midterm Exam (50 points)

The student will be given one comprehensive midterm exam on 11/8/23.

Final Performance Project (100 points)

The students will divide into groups and create a theatrical piece responding to one of the eight productions we have watched and discussed over the course of the semester. This piece should include student-written text as well as text from the original play re-interpreted to express the students' point of view. Pieces may also include dance, puppetry, music and other forms of expression. Student groups must produce a written script which must be memorized in the final performance. Each member of the group should contribute equally to the piece. Thought should be given to costuming and staging. Each piece should be at least fifteen minutes long.

Each group must submit a written script during class time on 12/13/23.

Performances will occur during our scheduled final time: 12/13/23 10:30AM-12:30PM

GRADING

Letter Grade	Points Earned
A	800-904
B	700-799
C	600-699
D	500-599
F	0-499

Interaction with Instructor Statement

All emails from students should include:

- Course name and subject in the subject line
- Proper email etiquette (no “text” emails – use proper grammar and punctuation)
- Please be concise

Student Resources

<https://myleoonline.tamuc.edu/d2l/home/17951>

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 their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

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

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty Form](#)

Use of Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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.

Course Calendar

Date	Class Activity/Assignment
8/28/23	No Class
8/30/23	Group Activity
	Lecture- Introduction to Course, What is Theatre? What is a Play?
9/1/23	Group Activity
	Lecture- Reading a Play vs. Watching a Performance, Analyzing Story Structure, Genres
	<p>Complete Exercise 11 together as a class</p> <p>Bring <i>Amadeus</i> by Peter Shaffer to class</p> <p>Assignment: Read Peter Shaffer's <i>Amadeus</i>, Complete Script Analysis Worksheet, complete assigned readings on D2L (there are two)</p>
9/4/23	Labor Day- No Class
9/6/23	Group Activity

	Lecture- The Origins of Theatre, Theatre of the Ancient Greeks (part one), Aristotle's Poetics (part one)
9/8/23	<p>Group Activity</p> <p>Discussion: Amadeus by Peter Shaffer (script)</p> <p>Lecture- Theatre of the Ancient Greeks (part two), Aristotle's Poetics (part two)</p> <p>Assignment Due: Script Analysis Worksheet- Peter Shaffer's Amadeus, complete assigned readings on D2L (there are two)</p> <p>Assignment: Watch Peter Shaffer's Amadeus, Complete Production Analysis Worksheet</p>
9/11/23	<p>Group Activity</p> <p>Lecture-Playwriting (one), Theatre of the Middle Ages</p>
9/13/23	<p>Group Activity</p> <p>Lecture- Playwriting (part two), Shakespeare (part one)</p> <p>Assignment: Read Shakespeare's A Midsummer Night's Dream, Complete Script Analysis Worksheet, complete assigned reading on D2L</p>
9/15/23	<p>Group Activity</p> <p>Lecture-Devised Theatre, Shakespeare (part two)</p>
9/18/23	<p>Group Activity</p> <p>Lecture- Shakespeare (part three)</p>
9/20/23	<p>Group Activity</p> <p>Discussion: Amadeus by Peter Shaffer (production)</p> <p>Lecture- Scenic and Lighting Design (part one)</p> <p>Assignment Due: Production Analysis Worksheet- Amadeus</p>
9/22/23	<p>Group Activity</p> <p>Discussion- Shakespeare's A Midsummer Night's Dream (script)</p>

	<p>Lecture- Scenic and Lighting Design (part two)</p> <p>Assignment Due: Script Analysis Worksheet- Shakespeare's <i>A Midsummer Night's Dream</i>, complete assigned reading on D2L</p> <p>Assignment: Watch Shakespeare's <i>A Midsummer Night's Dream</i>, Complete Production Analysis Worksheet</p>
9/25/23	<p>Group Activity</p> <p>Lecture- Costume, Puppetry and Sound Design (part one), The Royal Era: French Neoclassicism</p>
9/27/23	<p>Group Activity</p> <p>Lecture- Costume, Puppetry and Sound Design (part two), The Royal Era: British Restoration</p>
9/29/23	<p>Group Activity</p> <p>Discussion- Shakespeare's <i>A Midsummer Night's Dream</i> (Production)</p> <p>Lecture- The Actor (part one), Realism (part one)</p> <p>Assignment Due: Production Analysis Worksheet- Shakespeare's <i>A Midsummer Night's Dream</i></p> <p>Assignment: Read Henrik Ibsen's <i>A Doll's House</i>, Complete Script Analysis Worksheet, complete assigned reading on D2L</p>
10/2/23	<p>Group Activity</p> <p>Lecture- The Actor (part two), Realism (part two)</p>
10/4/23	<p>Group Activity</p> <p>Lecture- The Actor (part three), Realism (part three)</p>
10/6/23	<p>Group Activity</p> <p>Discussion- Henrik Ibsen's <i>A Doll's House</i> (script)</p> <p>Assignment Due: Script Analysis Worksheet- Henrik Ibsen's <i>A Doll's House</i>, complete assigned reading on D2L</p>

	<p>Assignment: Watch Henrik Ibsen's <i>A Doll's House</i>, Complete Production Analysis Worksheet</p> <p>Lecture-The Director (part one), Antirealism/Styles (part one)</p>
10/9/23	<p>Group Activity</p> <p>Meet with Panel Group</p> <p>Lecture: Audience Etiquette, Roll of the Audience</p>
	<p>10/10/23 <i>A Year With Frog and Toad</i> opens</p>
10/11/23	<p>Meet with Panel Group</p>
10/13/23	<p>Discussion- Henrik Ibsen's <i>A Doll's House</i> (production)</p> <p>Assignment Due: Production Analysis Worksheet- Henrik Ibsen's <i>A Doll's House</i></p> <p>Assignment: read Arthur Miller's <i>The Crucible</i>, Complete Script Analysis Worksheet, complete assigned reading on D2L</p> <p>Meet with Panel Group</p>
10/16/23	<p>Group Activity</p> <p>Meet with Panel Group</p>
10/18/23	<p>Panel Presentation- <i>A Year With Frog and Toad</i></p>
10/20/23	<p>Group Activity</p> <p>Discussion: Arthur Miller's <i>The Crucible</i> (script)</p> <p>Lecture-The Director (part two), Antirealism/Styles (part two)</p> <p>Assignment Due: Script Analysis Worksheet- Arthur Miller's <i>The Crucible</i>, complete assigned reading on D2L</p> <p>Assignment: Watch Arthur Miller's <i>The Crucible</i>, Complete Production Analysis Worksheet</p>
10/23/23	<p>Group Activity</p>

	Lecture-The Director (part three), Antirealism/Styles (three)
10/25/23	Group Activity Lecture: Stage Management, Musicals (part one)
10/27/23	Group Activity Discussion: Arthur Miller's <i>The Crucible</i> (production) Lecture: Dramaturgs, Musicals (part two) Assignment Due: Production Analysis Worksheet- Arthur Miller's <i>The Crucible</i> Assignment: read Jonathan Larson's <i>Rent</i>, Complete Script Analysis Worksheet, complete assigned reading on D2L
10/30/23	Lecture: The Production Process, Musicals (part three)
11/1/23	Lecture: Musicals (part four)
11/3/23	Discussion: MODERN CLASSIC (Script) Lecture: Theatre Today (part one) Assignment Due: Read Jonathan Larson's <i>Rent</i>, Script Analysis Worksheet, complete assigned reading on D2L Assignment: Watch Jonathan Larson's <i>Rent</i>, Complete Production Analysis Worksheet
11/6/23	Lecture: Theatre Today (part two) Review for Midterm
11/8/23	Midterm
11/10/23	Discussion- MODERN CLASSIC (Production) Assignment Due: Watch Jonathan Larson's <i>Rent</i>, Production Analysis Worksheet

	Assignment: Read Winsome Pinnock's <i>Rockets and Blue Lights</i>, Complete Script Analysis Worksheet, complete assigned reading on D2L
11/13/23	Meet with Panel Group 11/14/23 The Thanksgiving Play opens
11/15/23	Meet with Panel Group
11/17/23	Meet with Panel Group Discussion- Winsome Pinnock's <i>Rockets and Blue Lights</i> (script) Assignment Due: Read Winsome Pinnock's <i>Rockets and Blue Lights</i>, Complete script Analysis Worksheet, complete assigned reading on D2L Assignment: Watch Winsome Pinnock's <i>Rockets and Blue Lights</i>, Complete Production Analysis Worksheet, Meet With Panel Group
11/20/23	Discuss and Assign Final Scenes Meet with Panel Group
11/22/23	Thanksgiving Break- No Class
11/24/23	Thanksgiving Break- No Class
11/27/23	Discussion- Winsome Pinnock's <i>Rockets and Blue Lights</i> (production) Assignment Due: Watch Winsome Pinnock's <i>Rockets and Blue Lights</i>, Production Analysis Worksheet Meet with Panel Group, Workshop Final Scenes
11/29/23	Panel Presentation-Thanksgiving Play Meet With Scene Partners
12/1/23	Workshop Final Scenes
12/4/23	Workshop Final Scenes
12/6/23	Workshop Final Scenes
12/8/23	Workshop Final Scenes
12/13/23	

10:30AM-12:30PM Final Day, Final Scene Performances

The syllabus/schedule is for planning purposes only and is subject to change.