

Sul Ross State University
THEA 1310-2W1 Introduction to the Theatre

Summer II 2022
Web-delivered course
Office hours by appointment only
This course satisfies the creative arts core requirement.

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Course Description

Hello and welcome! I'm Marjie Scott, your professor for Intro to Theatre. I'm delighted you're enrolled in this course, and I look forward to working with you this summer.

This course is designed to ignite your interest in theatre. You may be someone with a lot of experience with theatre, or you may be someone with no experience. Either is just fine! My hope is that through the readings, viewings, discussions, and writing exercises in this course, you will develop an appreciation and understanding of theatre including its origins, formal elements, and the development of its genres in throughout history. You'll also learn about the role of different theatre personnel and the processes they employ to help create live theatre productions.

The readings and viewings for this course will introduce you to dramatic texts, provide you with fundamental knowledge of dramatic principles and theatrical styles, and address a range of contemporary social issues.

This course is intended as an introduction to theatre and does not require prior theatrical experience.

Required Texts

No textbook is required for this class. All readings will be provided for you and posted to Blackboard.

Materials Required:

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- 1) A working e-mail account. You are required to check your Sul Ross email account daily.
 - 2) A working Blackboard account.
 - 3) Access to Digital Theatre + (use the SRSU Library Database)

- 4) A device used for viewing – preferably a computer or tablet. It’s difficult to view recorded plays on a phone because the screen is so small. Do the best you can to access a computer or tablet.

Program Learning Outcomes *The graduating student will:*

- 1) Demonstrate knowledge of the various theatrical genres, styles, and works made throughout theatre history;
- 2) demonstrate the ability to analyze scripts;
- 3) demonstrate the ability to analyze all technical aspects of a theatrical production;
- 4) describe the theatre process and compose a functional definition for the theatre event;
- 5) name the basic responsibilities and roles of the playwright, director, actor and designer in the theatre production;
- 6) have a basic understanding of the difference between tragedy, comedy, melodrama, farce, epic and absurdist theatre and be able to apply them to productions;
- 7) describe the uniqueness of the theatre art;
- 8) demonstrate an understanding of the elements necessary to bring about a unified production;
- 9) identify a variety of theatre spaces; and
- 10) list and describe of the names and works associated with key figures (playwrights, directors, designers, performers) in the theatre.

Student Learning Objectives (SLOs)

Among other topics, students will:

- Articulate a working vocabulary of theatre terminology
- Evaluate a theatre performance for its formal qualities
- Demonstrate beginner knowledge of script analysis, including given circumstances, idea, character, plot, rhythm, language, and spectacle.
- Articulate the jobs of different types of theatre professionals
- Analyze the role that theatre plays in contemporary culture, particularly the ways in which theatre addresses issues of gender, race, ethnicity, sexuality, and class.

Marketable Skills (B.F.A. in Theatre)

1. Students will acquire strong oral and written communication skills.
2. Students will acquire strong analytical skills.
3. Students will acquire strong teamwork and collaboration skills.

Course Requirements

Written Responses: Throughout the term, you will view videos of staged productions and to write short critical analysis papers in response to these viewings. Your responses will be evaluated on the following criteria:

- 1) Clarity of response. Are responses clear and well-organized?
- 2) Thoroughness of response. Does the response answer the question completely?
- 3) Effective use of language. Did you use correct grammar, syntax, punctuation, and vocabulary?
- 4) Quality and relevance of supporting materials (i.e., examples or citations, if appropriate). Are the examples cited relevant to the question? If used, are citations credible and relevant to the question?

Readings and Viewings: I'll provide selected readings on theatre history and play analysis, as well as pdfs of some play scripts. You will also view several productions (recordings of live plays) and short videos on topics we'll be discussing throughout the term. Do your best to keep up with these readings and viewings.

Final Paper: For your final, you will write a 2-3-page typed, double-spaced paper detailing what you've learned about theatre in this course. You may discuss topics like: What is the role of the playwright? The director? The actor? The designers? Is theatre for entertainment only? Or does theatre educate and encourage human beings to think about our society and culture? Does it hold a mirror up to us and ask us to consider our behavior? More details on this assignment to follow on Blackboard.

NOTE: Several of the required readings and viewings in this course contain profanity, violence, nudity, and mature themes. There are some recordings that contain flashing lights. If this poses a risk to you, please contact the instructor.

ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine, Texas, 79832.

Libraries

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with

your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Course Calendar

(Please note: this calendar is subject to change at instructor's discretion)

Date	Assignment Due	Reading/Viewing Due
Wed, July 6	Review Syllabus.	
Thurs, July 7	<p>Discussion Board Topic: Share your experiences with live theatre. Also, write about what function or purpose live theatre serves in modern society, if any? Explain.</p> <p>Due by 10 pm CST.</p>	<p>Read: Chapter 1 of <i>The Creative Spirit</i> (under Readings tab on Blackboard)</p> <p>View: Unlocking Greek Theatre</p> <p>https://edu-digitaltheatreplus-com.wmlrsu.idm.oclc.org/content/workshops/unlocking-greek-theatre</p> <p>View: Spotlight On: The Playwright</p> <p>https://edu-digitaltheatreplus-com.wmlrsu.idm.oclc.org/content/workshops/spotlight-on-the-playwright</p>
Fri, July 8		<p>View: <i>Medea</i> (2013, Rose Theatre, Actors of Dionysus)</p> <p>https://edu-digitaltheatreplus-com.wmlrsu.idm.oclc.org/content/productions/medea</p>
Mon, July 11	Work on written response to <i>Medea</i>	<p>View: Spotlight On: The Actor and Spotlight On: The Director</p> <p>https://edu-digitaltheatreplus-com.wmlrsu.idm.oclc.org/content/workshops/spotlight-on-the-actor</p> <p>https://edu-digitaltheatreplus-com.wmlrsu.idm.oclc.org/content/workshops/spotlight-on-the-director</p>
Tues, July 12	Submit written response to <i>Medea</i> Due by 10 pm (CST)	
Wed, July 13	Written Assignment:	Read: Chapter 2 of <i>The Creative Spirit</i> (on Blackboard).

	<p>Respond to all questions at the end of chapter 2 from <i>The Creative Spirit</i>.</p> <p>Due by 10 pm.</p>	<p>View: Clips of the Beijing Opera (on Blackboard under viewings tab). These videos will give you an idea of the history and experience of the Beijing Opera.</p> <p>EXTRA CREDIT Viewing: <i>The Mysteries</i> (2011, Heritage Theatre). This viewing and written response are not required but may be done for extra credit.</p> <p>Written response is due no later than Monday, June 21 to receive extra credit.</p> <p>https://edu-digitaltheatreplus-com.wmlrsu.idm.oclc.org/content/productions/the-mysteries</p>
Thurs, July 14		<p>Read: Chapter 6 of <i>The Creative Spirit: The Designers</i></p> <p>View: Spotlight On: The Costume Designer</p> <p>https://edu-digitaltheatreplus-com.wmlrsu.idm.oclc.org/content/workshops/spotlight-on-the-costume-designer</p> <p>View: Spotlight On: The Set Designer</p> <p>https://edu-digitaltheatreplus-com.wmlrsu.idm.oclc.org/content/workshops/spotlight-on-the-set-designer</p> <p>View: Spotlight On: The Lighting Designer</p> <p>https://edu-digitaltheatreplus-com.wmlrsu.idm.oclc.org/content/workshops/spotlight-on-the-lighting-designer</p> <p>View: Spotlight On: The Sound Designer</p> <p>https://edu-digitaltheatreplus-com.wmlrsu.idm.oclc.org/content/workshops/spotlight-on-the-sound-designer</p>
Fri, July 15	<p>Written Assignment: Submit response to <u>either</u> question # 1 <u>or</u> question #2 at the end of chapter 6 of <i>The Creative Spirit</i>.</p>	

	<p>You only need to respond to one, not both.</p> <p>Response due by 10 pm CST</p>	
Mon, July 18		<p>Read: Chapter 7 of <i>The Creative Spirit</i>: (Understanding Style: Realism)</p> <p>View: <i>All My Sons</i> by Arthur Miller (Apollo Theatre, Directed by Howard Davies)</p> <p>https://edu-digitaltheatreplus.com.wmlrsu.idm.oclc.org/content/productions/all-my-sons-digital-theatre</p>
Tues, July 19	Work on written response to <i>All My Sons</i>	
Wed, July 20	Work on written response to <i>All My Sons</i>	
Thurs, July 21	<p>Submit written response to <i>All My Sons</i></p> <p>Due by 10 pm CST</p>	
Fri, July 22		<p>Read: <i>Pipeline</i> by Dominique Morisseau</p> <p>View: <i>Pipeline</i> (2019, Lincoln Center's Mitzi E. Newhouse Theatre, Directed by Habib Azar, Lileana Blain-Cruz)</p> <p>https://edu-digitaltheatreplus.com.wmlrsu.idm.oclc.org/content/productions/pipeline</p>
Mon, July 25	Work on written response to <i>Pipeline</i>	
Tues, July 26	Work on written response to <i>Pipeline</i>	
Wed, July 27	Submit written response to <i>Pipeline</i>	

	Due by 10 pm CST	
Thurs, July 28	Discussion Board Topic: Respond to BOTH questions #1 and #3 at the end of chapter 11 of <i>The Creative Spirit</i> . You do <u>NOT</u> need to respond to question #2.	Read: Chapter 11 of <i>The Creative Spirit</i> View: Unlocking Musical Theatre https://edu-digitaltheatreplus.com.wmlrsu.idm.oclc.org/content/workshops/unlocking-musical-theatre
Fri, July, 29		View: <i>The Wind in the Willows</i> (2017, London Palladium, Directed by Rachel Kavanaugh and Tim Van Someren) https://edu-digitaltheatreplus.com.wmlrsu.idm.oclc.org/content/productions/the-wind-in-the-willows
Mon, Aug 1	Work on written response to <i>The Wind in the Willows</i>	
Tues, Aug 2	Work on written response to <i>The Wind in the Willows</i>	
Wed, Aug 3	Submit written response to <i>The Wind in the Willows</i> Due by 10 pm CST	
Thurs, Aug 4	Work on final paper	
Fri, Aug 5	Work on final paper	
Mon, Aug 8	FINAL – Your final for this course is write a 2-3 page typed, double-spaced paper detailing what you’ve learned about theatre in this class.	

	Assignment details on Blackboard.	
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Grading

Assignments are valued as follows:

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| 1) Other Written Assignments | 20% |
| 2) <i>Medea</i> paper | 10% |
| 3) <i>All My Sons</i> paper (midterm) | 15% |
| 4) <i>Pipeline</i> paper | 20% |
| 5) <i>Wind in the Willows</i> paper | 20% |
| 6) Final Reflection Paper | 15% |

Grading Criteria:

A = Exceptional. Demonstrates mastery of material beyond expectation. Professional quality of work. Highest level of scholarship.

B = Above average. Demonstrates mastery of material. Work is of better-than-expected quality, but not quite professional. High level of scholarship.

C = Average. Demonstrates proficiency with material. Work is of amateur quality. Ordinary level of scholarship.

D = Below Average. Less than proficient with material. Work shows errors, careless mistakes, or is just plain wrong. Poor scholarship

F – Failure. Material incomplete. Work grossly negligent or incomplete. No evidence of scholarship present.