

SYLLABUS SUBJECT TO CHANGE



CEDAR CREST
COLLEGE

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THS 231

THEATRE HISTORY- Ancient Greeks to Spanish Golden Age



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Course Description

THS 231-A survey of dramatic literature and historical influences from Ancient Greece to the Spanish Golden Age including a major writing component. Dramatic literature is a mirror of society and reflects not only history, but also cultural and social mores that have influenced our beliefs and truths in the western world.(3 credits- no prerequisite) **This course supports the WRI-2 and ARTS requirements.**

Course Format:

The course format is asynchronous online/ lecture/ discussion. Students will be evaluated regularly on their understanding of the historical periods, influence of drama, and play structures.

Course Objective:

The student will become familiar with a large body of dramatic literature from the history of theatre and be able to identify and write about major societal influences on drama, play structures and genres. Students will write three scholarly analyses of dramatic productions revivals.

Classroom Protocol- Civility, Communication and Character

This next section is meant to open up the conversation and establish some groundwork for everyone to have the best educational experience possible in this class.

Understand that certain behaviors are disruptive to the educational process. Generally, disruptive behavior in the online classroom is any behavior that interferes with the process of learning. It is the right of every student and faculty member to engage in a classroom experience free from disruptive behavior.

Course Outcomes

OUTCOME # 1 KNOWLEDGE

Students will demonstrate their basic understanding of the themes and content of thirteen plays as assigned which are representative of important influential works from dramatic literature from Ancient Greece to the Spanish Golden Age.

ASSESSMENT

Students will be quizzed on each of 13 plays. Quiz questions are objective.
Students will participate in online-class discussion;

OUTCOME #2 COMPREHEND

Students will demonstrate an understanding of the historical and cultural significance of the works read through quizzes, discussion and writing.

ASSESSMENT

Students will complete three essay tests in which they have answered 4 prompts, each time referencing material and readings from the course.

OUTCOME #3 APPLY

Students will demonstrate good analytical writing.

ASSESSMENT

Students will write three essay tests and 3 longer papers (approx 25 pages total including draft and rewrites). Students will submit drafts and re-writes of all papers. A writing rubric is used.

Required Text and films

Norton Anthology of Drama (Second Edition- Volume One Antiquity Through the Eighteenth Century) ISBN 978-0-393-92151-9 paper back

All readings are in the anthology or FREE online through Gutenberg Press or Google Books

FILMS- Shakespeare in Love (rent from Google Play or stream from Netflix or Prime)

CLASS FORMAT and TIME MANAGEMENT

Make notes to inform your essay writing and highlight significant passages in the text for later reference. You should listen well and take your own notes. Taking your notes is a more effective method of learning. The class moves through a large amount of material each week. Plan your reading each week to be prepared to take the weekly quizzes. You are responsible for reading all of the plays listed on the syllabus, even if you don't take the quiz. Questions about the plays will all be included on the tests.

CLASS RECORDING

Lectures are made available through the course website in Canvas (the College's Learning Management System). These recordings are used for educational purposes only and may not be shared with anyone else or posted anywhere online (outside of the Canvas course site). The dissemination of class recordings other than in Canvas is only permitted with the speaker's explicit written permission.

Student recordings of class must have prior instructor approval and are prohibited except for the purposes of an individual student making the recording to achieve course learning outcomes (e.g., a student studying lecture material to prepare for an exam).

Course Activities or Assignments	Equivalent Classroom Instructional Hours
weekly lectures	14
discussions	15
activities/films/quizzes ect	15
conferences	1
Total:	45

Assignments and Point Distribution (1000 points)

150 points	Weekly lectures and associated assignments
100 points	(13) objective question quizzes on plays (10 points for each quiz-) (take at least 10 quizzes to get full credit)
300 points	(3) essay tests (4 typed pages for each test)
150 points	discussion (3 responses per discussion are required to get full credit) (You must post an original response to the prompt before Monday of the next week and follow that up with a reply or reaction to two additional posts before the discussion ends on Wednesday at 10:00am; contribute to at least 10 separate discussions this term to get full credit)
300 points	THREE (4- page papers) (each paper -possible 50 pts for draft and 50 points for the final revision)
5 points-----	I will often post articles or assignments related to the course material- You may receive extra credit points for responding with a 150-word reflection (5 points for each extra credit reflection)

NOTE ABOUT GRADING- You have many opportunities to earn points toward your grade. I am a believer in distributing the evaluation over many assignments, rather than a few very heavily weighted assignments. The total points will be tallied in CANVAS. You will be able to see your progress. The percentage grade will also appear, but only total points will determine your final grade. All points count. CANVAS counts all points. Your point total may affect the way the percentage is calculated, but please know that only TOTAL points count in the end. LATE TESTS AND PAPERS LOSE 10 POINTS PER WEEK for EVERY WEEK THE ASSIGNMENT IS LATE

GRADING SCALE

925-1000 A	725- 774 C
900-924 A-	700- 724 C-
875-899 B+	675 -699 D+
825-874 B	624- 674 D
800-824 B-	0- 623 and below- F
775-799 C+	

Evaluation and Assessment

1. QUIZZES 100 points

Quizzes will open online on Mondays by 10 am and remain open until the following Monday at 9:59am. You will have 20 minutes to complete a timed, short-answer quiz. You are expected to read the actual play text and not an abridged version from Cliff Notes, Spark Notes or a synopsis. No make-up quizzes will be allowed for any reason. Complete the timed 20-minute quiz by the next Monday at 10am. Quizzes are OPEN BOOK.

2. TESTS Essay Tests 300 points

The three essay tests will cover information discussed in lectures including discussion, films, PPTs, plays and handouts. You will be given a series of prompts from which to choose. They will include references to the plays in each unit, films, and video clips. **All tests must be put in the appropriate DROPBOX by the DUE date with the following filename for example NAMEtest1.doc Emailed Papers cannot be accepted since they do not go through Turnitin.**

3. ESSAY PAPERS 300 points

NOTES ABOUT WRITING ASSIGNMENTS

3 (4- pages or about 1000-1200 words each)

Writing during the course of this semester includes drafts, rewrites, essays, and weekly response papers. You will have the opportunity to edit and revise your essay papers, so you always have the chance to drastically improve your grade.

Your essays must include an interesting introduction, thesis or claim, development of ideas and analysis of at least three major points, appropriate grammar and clear organization. The paper also must include at least three additional legitimate sources, but not the dictionary or Wikipedi. First drafts of papers will be graded on elements of grammar, style, content, and completeness(i.e. coverage of topic, sources, ect.) Second drafts will be graded on incorporation of changes, improvements and editing.

THE TOPIC. Contemporary Productions and Relevance

For this essay papers assignment, you will write three 4- page papers. For each paper, choose one of the play titles from the list of plays we have read for class. Research at least three (3) different productions of that play. Pay special attention to what the producing theatre companies say about their choice to present the play:

1. Why did they choose to revive/restage the play?
2. How did they make the play relevant to a contemporary audience?
3. What is unique about their production? (concept, theme, focus, casting)
4. Write about and compare the design elements for each production.
5. What did the reviewers say?- You must have at least one review from each production.

The essay must be an analysis of production and concepts, not a summary of the play or a random collection of information or facts about the play, plot or author or a string of quotations. The paper has to have a point or claim to prove. Your paper starts as an opinion, but you need to back it up. Your writing must include an analysis of the play and topic, not a synopsis of the play. A paper with numerous grammar and mechanical errors cannot receive full credit. Please take the time to read your paper aloud after you run spell and grammar check. Don't completely trust the spell check.

ALL PAPERS MUST HAVE AT LEAST 3 QUOTATIONS FROM THE PLAY and PRODUCTION BEING ANALYZED TO SUPPORT THE CLAIM/THESIS.

6. Revisions will be graded on incorporation of changes and editing as suggested by the instructor. Each portion of the essay will be evaluated and re-graded. The timely submission of your paper will ensure that you have adequate time to make revisions.

7. Do not, under any circumstances, download or copy a paper from the Internet. This is plagiarism and is easily detectable. I am interested in your ideas and ability to pull together an analysis. Please understand the rules regarding plagiarism. You may not submit a paper that has been submitted, at any time, for another class. You may not cite and string together the words or ideas of another author. You may not submit work that does not credit the words or ideas of another author. A paper with significant and obviously plagiarized material will receive no credit. Minor infractions that could be considered plagiarism may be noted as inadvertent draft errors, but you are expected to clarify sources on the revision. TURNITIN is used for the course and you will be able to see where you may need to work on giving the words of others appropriate credit. Do not overuse the words of others. This is still your paper and is not a literature review of someone else's research.

8. Format for Essay Papers

(minimum 1000-1200 words not including a bibliography). The argument or claim must be significant enough to support about 4- pages of writing. Start each paper with a significant statement or quotation that leads the reader into your thesis. Find the hook.

9. The paper must be typed in WORD 12pt font and double-spaced with 1" margins. The paper or essays must be saved in the following manner :

NOTE- YOUR PAPERS or TESTS WILL NOT BE GRADED UNLESS YOU SAVE THE DOCUMENT AS FOLLOWS:

LASTNAMEpaper1draft.doc

or LAST NAMEpaper2revision.doc

or LAST NAMEtest1.doc

I am more interested in your ideas and ability to make and support a claim, that I am in any particular style or format. Be consistent within the paper though. I do prefer MLA style .

Cite all sources in a bibliography, including the play(s) and author(s). No footnotes are required.

All papers must be put in the required DROPBOX by the DUE date. I will return your papers electronically with edits and suggestions for improvement.

The TURNITIN feature in CANVAS is activated for all tests and papers. You can double check yourself to make sure you have properly cited and credited all sources.

ALL PAPERS WILL BE GRADED SHOWING COMMENTS AND EDITS and RETURNED THROUGH CANVAS or in the CANVAS upload with comments directly in frame. YOU ARE RESPONSIBLE TO REVIEW THE SUGGESTIONS AND SUBMIT A REVISION WITHIN TWO WEEKS OF RECEIVING THE GRADED PAPER. NOTE: YOU MUST DOWNLOAD(if it has been returned to you in WORD) or OPEN THE PAPER TO SEE THE COMMENTS.

HERE IS A SAMPLE OF HOW THE RUBRIC IS USED FOR PAPERS

Requirements SCORE	5	4	3	2	1	0	
Thesis/claim	Clear , original and compelling	Clear, but too broad	Not linked clearly to the play content	vaguely articulated in the opening paragraphs	Not an actual claim	Missing- no thesis	4
Introduction	Provocative hook offering an original approach	original idea, but lacks sufficient detail	Simplistic or limited in scope or too broad	Does not set up the thesis or is unrelated to thesis	lacks clarity; vague	missing	4
Structure	Strong, clear points with topic sentences and compelling transitions or comparative original analysis and language; use of textual evidence from the script to support analysis	stays on topic with relevant original analysis and evidence; not always clear use of textual evidence from script; clear transitions	Lacks originality Occasional deviation from thesis. Frequent repetition; transitions are abrupt and topic sentences are not clear; evidence does not adequately support thesis	Some disconnected thoughts and some off -topic references No transitions. Limited evidence to support thesis; Limited points	Lacks a central focus or central idea ; offers vague analysis or no textual evidence	Unorganized and lacks textual evidence to support thesis	3
Grammar	mature, vivid language and vocabulary; uses appropriate formats; mature sentence structure and variety	Some minor grammatical errors and overall mature language and sentence structure ; some formatting errors	Poor word choice and numerous errors. Writing and word choice lack variety; simplistic sentence structures	Poor word choice, weak vocabulary; many errors Some awkward sentence structure; Major formatting errors	extensive spelling and poor proof reading; extensive run-on sentences, commas splices or fragments	Massive errors alter the meaning of sentences or make analysis unintelligible	4
Analysis	Mature persuasive original analysis supports the central idea	Analysis supports original central idea , but lacks depth or sophistication	Too much synopsis or paraphrasing, but some attempt at simple analysis; Avoids emotional appeals	Mostly a synopsis and does not offer a persuasive original analysis; tends toward moralizing, personal values and	Lacks direction ; tends toward moralizing, personal values and emotional appeal	No evidence of analysis /or offers only a synopsis	3

				emotional appeal			
minimum 1000 words	1200 words	1000 words	800 words	600 words	400 words	Less than 200 words	5
Quotations and explicit examples from supporting plays plus second source	Relevant multiple examples that support original thesis and are vital 3 significant quotations from the play	Supports central thesis but examples are not compelling or original or the best choices; 3 significant quotations from the play	Citations are not significantly connected to the analysis but are related; only 2 significant quotations from the play	Play Citations choices do not support central idea of thesis or are weak or irrelevant; 1 QUOTATION	Generally insufficient examples to support the writing	NO CITATIONS FROM SCRIPT	4
Minimum 3 additional sources- not a previous published essay on the play	Relevant, credible and compelling- cited and quoted in the essay	Relevant and credible, but not a significant work to support thesis focus; cited and quoted in the essay	Related but undocumented source or not incorporated into the essay in any significant way	Marginally related to thesis, but does not adequately connected to an original analysis	Mentioned but not incorporated into the essay	none	3
Creativity& originality	Mature and creative style; demonstrates originality and creates interest	Original approach to the topic, but does not sustain with an original analysis throughout the paper	Mature writing style, but lacks originality overall or does not sustain stylistic approach	Elementary writing; lacks originality;	Does not sustain a consistent style throughout; lacks originality	Lacks originality and coherence	3
Conclusion	Draws together major points in a creative, clear conclusion significant to support thesis	Draws together the major points; lacks compelling ending	Conclusion is too simplistic or too short to summarize the claim	Offers a summary but does not draw conclusions-, does not address the analysis or is off topic	Conclusion is off topic or unrelated to paper	No conclusion	4
TOTAL: SCORE							41/50

4. ONLINE DISCUSSION POSTS-150 points

Each week a quote or a specific theme associated with the play for the week will be posted along with a prompt. You are expected to make thoughtful comments. The forum will be open from Monday to the next Wednesday—this is the 10 days associated with the forum topic. Participation online includes thoughtful comments or questions about the literature or history of the periods being studied as a reflection of the associated prompt. It does not include merely “I agree”. For each post for which a play reading is assigned, be prepared to share something online with the class that is significant about the play. This can be something you want to know more about or something that you feel is central to understanding the play. Your opinion is valued. You must post three times - once by Monday 10am and then again before Wednesday 10am. This is a discussion. You are expected to read and comment on what your peers have to say. You do not have to comment on everyone’s post. I will read all the posts and occasionally offers viewpoints, but I am more interested in the discussion with your peers.

5. Weekly Assignments and Readings

Read the assigned play for the quiz and online discussion. All readings will also be reflected in the prompts associated with ESSAY tests.

WEEKLY ASSIGNMENT

- 1 Review syllabus; writing and topics; course website
Introduction to the Greeks; themes; Greek play structure;
Weekly assignment; **forum posts**
- 2 Video - *Origins of Theatre*-Aeschylus; video- *Agamemnon* ;
QUIZ 1 Agamemnon ; forum posts
Weekly assignment
- 3 lecture Greek theatre architecture; Sophocles;
(video *Oedipus the King*)
QUIZ 2 Oedipus the King ; forum posts
Weekly assignment
- 4 Lecture Euripides; video (*Medea*);
QUIZ 3 Medea; forum posts
Weekly assignment
- 5 Lecture Aristophanes and structure of comedy ; *Lysistrata*
QUIZ 4 Lysistrata ; forum posts
Weekly assignment
- 6 Lecture Intro to Roman theatre /architecture/ *Pseudolus*
Forum clips/Roman comedy/
QUIZ 5 Pseudolus ; forum posts
Weekly assignment
- 7 Lecture on Writing
Lecture Intro to medieval theatre
Weekly assignment; **forum posts**

ESSAY TEST I DUE Greek and Roman

- 8 Lecture medieval theatre/ Hrosvitha& Hildegard von Bingen
QUIZ 6 Dulcitius; forum posts
video : *From Sanctuary to Stage*
Weekly assignment
- 9 **QUIZ 7 The Second Shepherd's Play ; forum posts**
video- *Early English Drama ; Everyman*
Weekly assignment

- 10 Lecture ;**Everyman video**
QUIZ 8 Read *Everyman* -forum posts ;
Weekly assignment
- DRAFT of PAPER 1 DUE**
- 11 Lecture Italian Renaissance; commedia del arte;
Italian stage design; **commedia video**
Lecture Intro to Elizabethan Theatre; **forum posts**
Weekly assignment
- ESSAY TEST II Medieval Theatre DUE**
- 12 Lecture Elizabethan theatre architecture;
video clips *Dr. Faustus*
QUIZ 9 *Dr. Faustus*; forum posts
Weekly assignment
- 13 Lecture Shakespearean comedy; **12th Night**
video *Shakespeare in Love*
QUIZ 10 *Twelfth Night*; forum posts
Weekly assignment
- 14 Lecture HAMLET and Shakespeare
QUIZ 11 *Hamlet* ; forum posts –3 Hamlets
Lecture Intro to Spanish Theatre; Lope de Vega
QUIZ 12 *Fuente Ovejuna* ; forum posts
Weekly assignment
- 15 **DRAFT of PAPER 2 DUE**
Lecture Calderon and Spanish drama
QUIZ 13 *Life is a Dream* forum posts
Weekly assignment

ESSAY TEST III DUE and revisions due FINAL WEEK

This syllabus is a guide.

THERE IS NO FINAL EXAM