THEA 1010 Introduction to Theatre

CENTRAL COMMUNITY COLLEGE

INSTRUCTOR

COURSE INFORMATION

An introduction to the forms and functions of the dramatic arts within an historical perspective. Includes an introduction to basic theatre skills as well as an introduction to a range of dramatic literature.
Contact Hours: Class- 45 Practical Lab- 0 Clinical- 0 Internship- 0

Homework Expectations:
For each hour of classroom time, typically you can expect two hours of homework per week.

Credits: 3
Total Hours: 45

CLASS INFORMATION

TEXTBOOKS

Textbook information may be found in **WebCentral** through My Services, Services for Students, Academic Planning, Student Planning, Go to Plan & Schedule, Timeline tab or use this quick link:

[Student Planning Timeline Tab](#) > Sign In, if applicable > Navigate to Term > Click on Course Name > Scroll to the bottom of the **Section Details** popup window > Click the link to **Bookstore Information**

GRADING INFORMATION

98-100	A+
90-97	A
87-89	B+
80-86	B
77-79	C+

70-76	C
67-69	D+
60-66	D
≤59	F

Grades: Your final grade will be based on your point total from the following course requirements:

Quizzes, tests, and exams: 45%

Chapter reading and quiz reviews: 15%

Essays and papers: 15%

Assignments and reflections: 25%

Before moving forward with our class, please note;
- You are required to find and attend a live play this semester. It is best to start searching early. You will be writing a paper based on the show you see.

Critical Review Paper: This paper's purpose is to see if you can apply critical thinking skills to a live production you are required to see during the semester. The specific criteria and expectations will be given to you later in the semester. The paper must be, at least, 900 words in length, typed, double-spaced, employ left-margin only justification with one-inch margins, have all play titles underlined or italicized, use size 12 Times New Roman font, be stapled together, be free of typographical, spelling, and grammatical errors,

Final Project: This 1,200 word paper will ask you to compare the themes in a piece of dramatic literature with the learning objectives from our Global Awareness (Humanities) rubric.

Unless Prior Communication with the Instructor occurs Before a Due Date for Coursework Occurs, **No Late Coursework will be Accepted**

Your instructor will assign due dates to all coursework. Remember, this is an instructor-paced course which means the instructor will require coursework at different deadlines listed in Moodle throughout the entire semester and not just on the final day of the semester. Due dates, as mentioned, are listed in their respective reading review assignment, quiz/exam, writing/reflection exercise, and paper in Moodle. If you have questions regarding the due date of course activities, it is your responsibility to contact the instructor Before the assigned due date passes. If instructor receives no contact from student, instructor assumes student understands all course due dates. Reminder: No Late Coursework will be Accepted Unless the Student Communicates with the Instructor Prior to the Coursework Being Due. Even then, communication does not guarantee late work will be accepted.

ACADEMIC DISHONESTY

We will go over ways to quote and credit material! Plagiarism is the attempt to substitute the writing of another person for your own. This includes ideas, phrases, definitions, and descriptions. All work in this course must be of you own individual effort. Academic dishonesty could result in failure for the course and possibly further disciplinary action. Protect yourself. Cite your work. If you use a communal PC, be sure to save your work on a private disk. Do not

let others read your work before it is graded.

• Intentional plagiarism results in an automatic zero (0) for the assignment
• Unintentional plagiarism results in an automatic zero for the assignment with an opportunity to redo the assignment with the highest possible grade being a C.
• Repeated plagiarism results in a failing grade (F) for the course.
• The instructor reserves the right to fail a student for academic honesty on the first offense if circumstances seem appropriate (has cheated in other course, copied an entire paper from another source, etc.)

EXPLICIT CONTENT POLICY

Theatre explores numerous and varied perspectives, viewpoints, and ideas. Plays/productions are truly reflections of their time. Therefore, as students of theatre, it is anticipated that you will approach this course with an open and curious mind. Some plays will have profanity, violence, sexual language and/or acts, racial slurs, and other explicit content. Please refrain from passing judgment on the moral value of the plays/productions, but rather try to determine what is being explored, what issues are being raised, and how do the plays reflect the time in which they were written or produced. Students are not encouraged to use explicit content in their written work or in class unless it is NECESSARY to describe or analyze a play or theatrical work. Hate speech in any form will not be tolerated. Please try to keep an open mind when analyzing explicit material.
NOTE: I reserve the right to change, add, or delete material from this syllabus.

ONLINE - COMMUNICATION

In a cyber community, you present yourself and learn about others through written words. You don't need to be a prize-winning author or poet to successfully communicate in an online community, however you do want to present yourself in a positive light and to communicate your thoughts and ideas effectively.

The following guidelines will help you ensure that you are properly understood, get your points across effectively, avoid getting anybody annoyed, and avoid looking like a "beginner" on the net.

1. Format your posting so that it is easy to read. Use short paragraphs separated by blank lines. Don't write everything in uppercase (capital) letters. It is more difficult to read and, even worse, in an online environment it means you are SHOUTING.

2. Be brief. Plan your messages ahead so that you don't ramble.

3. Be clear. Don't use abbreviations or acronyms that others may not understand. Read your messages over before sending them.

4. Check your spelling. People will not take you seriously, no matter how brilliant your ideas, if your writing is full of misspellings. Use your computer's Spell Check features; then read over what you have written to catch errors that Spell Check misses.

5. When you are interacting with others online, remember that things may "sound" harsh or less friendly when the reader cannot see your smile or the twinkle in your eye. Read your messages over to be sure they are diplomatic and polite.

ONLINE - LEARNER ROLE AND RESPONSIBILITIES

You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. You matter and what you do does make a

difference. You will have an opportunity to share your unique ideas and experiences with your student peers and instructor. The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings.

ONLINE - INSTRUCTOR ROLE AND RESPONSIBILITIES

As your instructor, I am responsible for providing an environment in which an opportunity for learning exists. I will work with you and assist you in your quest for understanding. I cannot make you learn anything. As a resource person and facilitator, I will organize the course, schedule learning activities, and evaluate the short-run "products" of your learning process. Recognizing that even asynchronous online communication is time sensitive, I will monitor threaded discussions and respond to queries within 48 hours of the time they were posted. Since the Writing and Thinking Skills and Individual Reflections are significant pieces of writing, it may take a little longer to assess them. I will be giving your work, as well as that of your fellow learners, careful consideration.

INSTRUCTOR PACED ONLINE COURSE

Important Note: Instructor-Paced, Online Course. This means All Homework, Papers, Speeches, Quizzes, and/or Exams will be administered at the Instructor's Pace. This means that not all of these coursework items may not necessarily be available until the instructor moves to subsequent units as the course progresses. All Due Dates are listed in Moodle under their Respective Coursework Icons and Topic Headings.

COURSE COMPETENCIES

1. Evaluate the elements of dramatic plot in a Tony Award or Pulitzer Prize winning play.

   Criteria
   Performance will meet expectations when the student:
   - appraises the elements of dramatic structure in a dramatic text, including exposition, inciting incident, rising action, complications, climax, falling action, and resolution.
   - identifies the theme(s) of a dramatic text.
   - appraises lessons about the human condition present in a dramatic text.

   Learning Objectives
   - Define exposition, inciting incident, goals, obstacles, rising action, climax, falling action in a piece of dramatic literature.
   - Identify the use of exposition, inciting incident, goals, obstacles, rising action, climax, falling action in a piece of dramatic literature.
   - Analyze the use of exposition, inciting incident, goals, obstacles, rising action, climax, falling action in a piece of dramatic literature.

2. Evaluate the theories of Aristotle in relation to the performing arts

   Criteria
   Performance will meet expectations when the student:
   - analyzes the use of Aristotle's criteria for tragedy; character, plot, language, music, and spectacle in a dramatic text or performance.
   - assesses a tragic hero's hamartia (tragic flaw).

- evaluates the goals and obstacles for a tragic hero.

Learning Objectives

- Define Aristotle's criteria for tragedy; character, plot, language, music, and spectacle in a dramatic text.
- Identify character, plot, language, music, and spectacle in a dramatic text or performance
- Analyze the use of Aristotle's criteria for tragedy; character, plot, language, music, and spectacle in a dramatic text or performance.

3. Explain various cultural groups' stances on society as revealed through the performing arts

Criteria

Performance will meet expectations when the student:

- examines how characters in a play see their culture as connected or disconnected from the larger society as a whole.
- evaluates the issues of inclusion and exclusion of various cultural groups in dramatic literature and performance.

Learning Objectives

- Explore plays that center around a specific culture or minority.
- Identify personal and societal issues that arise when divergent cultures meet as exemplified in a dramatic work.
- Examine how characters in a play see their culture as connected or disconnected from the larger society as a whole.
- Examine the inclusion and exclusion of cultural groups in dramatic performance and literature

4. Analyze minority and/or oppressed groups in relation to the art of theatre

Criteria

Performance will meet expectations when the student:

- analyzes and convey the issues of minority opression as raised in a piece of dramatic literature.
- identifies with specific examples the varying points of view of minority groups as revealed through the dramatic works.
- considers a theatre artist's work as an influenced by her/his life experiences.

Learning Objectives

- Read plays by minority playwrights
- Read plays about minority populations
- Identify the varying points of view of minority groups as revealed through the theatre
- Observe the stances of minority playwrights and theatre professionals

5. Assess the relationship between the performer and the audience

Criteria

Performance will meet expectations when the student:

- compares cultural/societal role playing and theatrical role playing.
- analyzes the human need for storytelling.
- analyzes the ways drama has been used as propaganda.

Learning Objectives

- List the varied roles individual take on throughout their lives, such as parent, student, hero, antagonist, and caregiver.

- Compare the varied and differentiated behaviors one chooses when taking on varied roles such as parent, student, hero, antagonist, and caregiver.
- Analyze what motivates the varied and differentiated behaviors one chooses when taking on varied roles such as parent, student, hero, antagonist, and caregiver.
- Analyze a public ritual such as a wedding for its performance elements
- Summarize one's personal taste in various theatrical events including plays, movies, and television programs.
- Analyze one's history and tastes as an audience member of theatrical events including plays, movies, and television programs
- Identify the defining elements of performance in potlatches, hopi dance rituals, and Greek Drama.
- List from one's earliest memories forward one's history as an audience member of theatrical events including plays, movies, and television programs.
- Identify the defining elements of performance in public rituals
- Identify personal and societal issues that arise when divergent cultures meet as exemplified in a dramatic work.
- Examine how characters in a play see their culture as connected or disconnected from the larger society as a whole.

6. Assess the societal impact and theatrical practices of Greek, Medieval European, and Elizabethan theatres

Criteria

Performance will meet expectations when the student:
- compares the historical events and terminology surrounding ancient Greek theatre, including the City Dionysia, Dionysus, tragedy, comedy, offstage violence, mask, chorus, thespian, and dialogue.
- compares the events and terminology surrounding Medieval European Theatre, including mystery cycles, pageant wagons, guilds, Catholic Church, and episodic.
- compares the historical events and terminology surrounding Elizabethan Theatre, including secular theatre, Globe Theatre, and William Shakespeare.
- compares Greek and Medieval Theatre as religious periods against the rise of secular Elizabethan Theatre.

Learning Objectives
- Identify the historical events and terminology surrounding ancient Greek theatre.
- Explain the historical events and terminology surrounding ancient Greek theatre.
- Identify the historical events and terminology surrounding Medieval European Theatre.
- Explain the historical events and terminology surrounding Medieval European Theatre.
- Identify the historical events and terminology surrounding Elizabethan Theatre.
- Explain the historical events and terminology surrounding Elizabethan Theatre.
- Identify the historical events and terminology surrounding Beijing Opera.
- Explain the historical events and terminology surrounding Beijing Opera.

7. Classify the various job titles, duties, and responsibilities of theatre artists

Criteria

Performance will meet expectations when the student:
- categorizes with examples the roles and responsibilities of the director of a play
- categorizes the roles and responsibilities of the various designers involved in a play, such as the set designer, lighting designer, costume designer, etc.

- categorizes the roles and responsibilities of the actors in a play

Learning Objectives
- Identify the roles and responsibilities of the director of a play
- Identify the roles and responsibilities of the various designers involved in a play, such as the set designer, lighting designer, costume designer, etc.
- Identify the roles and responsibilities of the actors in a play

8. Analyze the purpose and perspective of the dramatic writer, through the reading of his or her written work

Criteria

Performance will meet expectations when the student:
- explains how the elements of a dramatic piece of literature come from the surrounding culture of the playwright.
- explains with examples how a playwright's personal life affects his/her dramatic writing.
- categorizes the responsibilities, duties, and processes of a playwright.

Learning Objectives
- Identify the background of a playwright whose play the class is reading.
- Discuss the background of a playwright whose play the class is reading.
- Relate the background of a playwright to the content of one of his/her plays
- Identify the historical and cultural world of the play the class is reading.
- Discuss the historical and cultural world of the play the class is reading.
- Relate the historical and cultural world of a playwright to the content of one of his/her plays
- Identify the duties of the playwright in the production process
- Discuss the duties of the playwright in the production process

CCC-AMERICANS WITH DISABILITIES ACT

If you have a disability or want to know if you qualify for accommodations as defined by the Americans with Disabilities Act, you are invited to contact the campus Director of Disability Support Services. You are not required to disclose or reveal information about your disability to anyone at any time, however, in order to receive accommodations in college, you must make those needs known and request services from the Disability Support Services office on one of the three CCC campuses. Inquiries concerning the application of the laws and regulations cited above may be directed to the Human Resources Office, Central Community College, P.O. Box 4903, Grand Island, NE 68802-4903; (308) 398-7325, or to the Director, Office of Civil Rights, U.S. Department of Education, Washington, DC 20201.

CCC-ARCHIVING OF STUDENT WORK

To protect the original work of students from plagiarism and to uphold the high academic standards and integrity of CCC, any written assignment in this course may be submitted to an internet based plagiarism detection service such as Turnitin.com by the student or the instructor. All submitted written assignments will be archived and may be referenced for the purpose of detecting plagiarism.

CCC-ATTENDANCE--ONLINE, FACE-TO-FACE, HYBRID

Central Community College faculty record attendance in courses- including online courses. Class attendance and participation contribute significantly to student academic success. Commonly, students who attend class get more out of

their college investment through increased learning, stronger relationships with instructors and classmates, earning higher grades, achieving increased passing rates in courses, which leads to completion of academic, and ultimately, career goals. Attendance in an online course may include timely participation in discussions, submitting assignments, activities, projects, etc. (i.e. completing assignments by their deadline). Students should regularly participate in weekly course activities as led by your instructor to ensure meeting attendance requirements. Failure to consistently attend class(es) - even online class(es) - may jeopardize your financial aid.

CCC-COURSE MEETING TIME AND LOCATION

Course meeting time and location may be found in **WebCentral** through My Services, Services for Students, Academic Planning, Student Planning, Go to Plan & Schedule, Timeline tab or use this quick link:

Student Planning Timeline Tab > Sign In, if applicable > Navigate to Term > Click on Course Name

CCC-EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

Central Community College does not discriminate on the basis of race, religion, national origin, gender, age, disability, marital status, or military veteran status as is defined by law in employment, admission, scholarship and financial aid programs or operation of its educational programs and activities as prescribed by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Executive Order 11246 as amended, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, the Age Discrimination Acts of 1974 and 1975, and other federal and state laws and regulations.

Central Community College offers career and technical education programs for all students regardless of race, color, national origin, age, religion, marital status, including those with limited English proficiency, sex or disability. For a complete list of programs, go to www.cccneb.edu/programs. Educational programs are offered at but not limited to the following locations: Columbus Campus, Grand Island Campus, Hastings Campus, Holdrege Center, Kearney Center, Lexington Center and Ord Learning Center.

CCC-EXPECTATIONS FOR ACADEMIC INTEGRITY

Central Community College believes successful students are independent critical thinkers who possess the work ethic and skills necessary to make a positive difference in their professions and communities. In order to maximize student and community success, CCC is devoted to maintaining an honest academic environment and upholding integrity as a core value. All individuals across all course modalities are expected to practice academic integrity, which encompasses the fundamental values of honesty, trust, respect, fairness, and responsibility. In the case of alleged violations of academic integrity, Central Community College strives for fair resolution.

Instances of Academic Dishonesty:
Behaviors that violate the fundamental values of academic integrity at Central Community College
may include but are not limited to the following:

- Plagiarism - direct copying or paraphrasing without citation someone else's work (i.e. writing, images, video or audio)

- Cheating - engaging in any behavior intended to achieve an unfair advantage for self or another in any academic exercise (i.e. unauthorized collaboration or unauthorized use of resources or data in a study)

- Fabricating Information - inventing or falsifying information (i.e. making up resources and/or citations, falsifying academic records)

- Facilitating Academic Dishonesty - soliciting, furnishing, or offering to furnish unauthorized exams, quizzes, or academic materials; participating in academic sabotage

Read the Expectations for Academic Integrity in its entirety.

CCC-GENERAL INFORMATION

All college policies and procedures identified in the student handbook will be adhered to for the course. College policies and procedures include, but are not limited to, conditions for dropping or withdrawing from a class, student academic honesty, etc. A copy of the student handbook is available upon request from the Student Services office on each campus or you may utilize this link to the Student Handbook.

CCC-TECHNOLOGY USAGE GUIDELINES

In order to support the activities for this course, Central Community College provides access to computers for students. The College established Technology Use Policy and Procedure documentation. This document can be found on the College web site. You may click this link to download a PDF document outlining the College's Technology Use Guidelines.

CCC-TITLE IX POLICY

Members of the Central Community College community, guests and visitors have the right to be free from all forms of gender and sex-based discrimination, examples of which can include acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Any member of the community, guest or visitor who believes that the policy on Equal Opportunity, Harassment and Nondiscrimination has been violated should contact the Title IX/Equity/AA Coordinator, Dr. Christopher Waddle, 308-398-7325 or TitleIXCoordinator@cccneb.edu. Students should understand that in cases of gender and sex based discrimination, no College employee, including members of the faculty, can guarantee confidentiality. For more information about CCC's policy please reference CCC's Title IX Handbook. For counseling services which may remain confidential, CCC counselors are available for free to all currently enrolled students. To schedule an appointment or to receive additional information contact 402-562-1244 or email counselingservices@cccneb.edu.

Pregnancy Rights and Responsibilities

Title IX makes it illegal to discriminate on the basis of pregnancy and related conditions. All pregnancy concerns and pregnancy related absences are coordinated by the Disability Services office. You may not anticipate any academic needs associated with your pregnancy, however, your needs may change as your pregnancy progresses. Disclosure of your condition early in the pregnancy will help in making the planning process more proactive. To disclose your pregnancy to ensure proper accommodations and support, please contact the Disability Services Director on your campus. For additional information related to pregnancy rights and responsibilities, please visit https://www.cccneb.edu/pregnantandparenting or contact you campus Disability Services Office or CCC's Title IX Coordinator at titleixcoordinator@cccneb.edu

COVID-19 REQUIREMENTS AND EXPECTATIONS

Students diagnosed with COVID-19 are expected to confidentially report this information to any Associate Dean of Student Success or by calling our Grand Island Office at 308-398-7426. Further, Central Community College instructors will support flexible attendance for students exhibiting symptoms or illness.

Specific instructional programs may require industry-specific personal protective equipment (PPE) that must be maintained.

Central Community College reserves the right to require face coverings and to change mode of delivery, instructor, or class schedule due to pandemic response at the college, at a location, or in the community.