Instructor: Teresa Ragland  
Department: School of Theatre  
Email: tragland@palestineschools.org  
Classroom: C102 Drama Room  
Phone: 903-731-8000  
Conference: 7th period OR by appointment.  
Course Description: Intended primarily for non-theatre majors. Dual credit general education.  
Credits: 3  

Objective: This course will expose students to the art of theatre and theatrical works through reading, lecture, discussion and required attendance at play productions. A variety of dramatic literature will be read. Students will synthesize and interpret these works through written assignments and discussion that will encourage critical thought and the development of intellectually defensible, conscientiously expressed personal opinion.  

Core Objectives:  
1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.  
2. Communication Skills: to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.  
3. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared goal or purpose.  
4. Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.  

Student Learning Outcomes (SLO’s) for this course:  
- Students will develop basic understanding of dramatic literature, dramatic theory and criticism, and performance from multiple perspectives. (supports objective 1)  
- Students will develop their abilities to analyze, write about, and discuss performance, both informally and through formal presentation. (supports objectives 1 and 2)  
- Students will learn functions of the various theatrical sub-disciplines and how they relate to each other in production, and the value and purpose of professionalism and artistic collaboration. (supports objective 3)  
- Students will learn a broad history of the theatre from ancient to modern, including non-traditional theatrical forms, theatre produced in non-Western cultures, and theatre for specific audiences (supports objective 4)  

General Education Core Curriculum The Texas Higher Education Coordinating Board has identified six core learning objectives listed above. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives. THR 161 is a general education core curriculum course and fulfills the Critical Thinking general education core curriculum requirement. During the semester, you will receive an assignment associated with general education core curriculum assessment. When you complete the assignment you will upload the assignment to the “Core Curriculum – Critical
Thinking” dropbox that you will find on your account in Brightspace by D2L. This dropbox is for core curriculum assessment only. Your course instructor may provide another set of instructions for submitting this assignment for your course grade. If you have any questions, please see your instructor or contact the Office of Institutional Effectiveness at (936) 468-1038 or assessment@sfasu.edu. The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to the Critical Thinking Skills dropbox this semester.

**Core Objective Definition:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. (Production Critiques)

**Communication Skills:** To include effective development, interpretation and expression of ideas though written, oral, and visual communication. (Production Critiques)

**Empirical and Quantitative Skills:** To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. (N/A)

**Teamwork:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. (N/A)

**Personal Responsibility:** To include the ability to connect choices, actions and consequences to ethical decision-making. (N/A)

**Social Responsibility:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. (Play Reading Journal)

**REQUIRED TEXTS:**
The Theatre Experience 14th Edition
2 play scripts TBA

**GRADED COMPONENTS:**
1) Exams (2) 30%
2) Quizzes (3) 20%
3) Production Critiques (2) 30%
4) Brightspace Discussion Board 10%
5) Participation 10%

**Exams:** Two exams will be given covering the lectures and reading material. No makeup exams are given for unexcused absences. (See “Attendance” for what qualifies as an excused absence.) Exams will include multiple choice/short answer questions, and some writing.

**Quizzes:** Three quizzes will be given covering the reading of the play scripts or play viewing. No makeup quizzes are given for unexcused absences.

**Production Critiques:** You will be required to attend the SFA Mainstage production *Ajax in Iraq* with the class. If you cannot go with the class, you must attend at your own time. We will not go to SFA for the additional two viewings, but will have a dedicated time after school to meet and
view. You will select one of the PISD-viewed productions and write a critique about them. You will write a critique for *Ajax in Iraq*. Details about what to include in the critiques, criteria for evaluation and due dates will be discussed in class. The cost of the ticket for AJAX is covered if you go with the group. You are required to turn in one production critique before mid-semester.

**Participation:** The participation grade consists of attending the required theatre productions during the semester, contribution to class discussions, appropriate participation in class activities, regular attendance, and adherence to class rules. Some discussion may take place online using D2L. Two absences are allowed before grade deductions (2 pts per absence) take place.

**Participation/Absences/Tardies:** As stated by School policy: Nine (9) absences in this class will result in an automatic failure of the course. Only religious holidays, sponsored school events, and documented medical or personal issues may qualify as excused absences upon the instructor's discretion. It is the student's responsibility to obtain any missed notes from a dependable classmate. It is the responsibility of the student to check in with the instructor after class if s/he is tardy or arrives after attendance is taken. Instructors will establish other guidelines regarding attendance and tardiness and their effect on grading for their classes. Religious observance: If your observance of a religious holiday will prevent you from attending class, please contact me immediately so we can make appropriate arrangements.

**Course Work:** All course work must be done and turned in as indicated by the calendar or discussed in class. This includes tests, quizzes, papers, and other assignments. Tests and quizzes cannot be made up without an excused absence. Students who arrive in class after quizzes or exams have been completed may not take the exam/quiz. Additionally, once the exams/quizzes are passed out students are not allowed to leave the classroom until they have turned in their work.

**Late Work Policy:** Written work that must be completed in sequence to build for success on a complex project is never accepted late. Individual written assignments, such as critiques, may be accepted late at the instructor's discretion, but the grade on the assignment will always be affected negatively (the later it is, the larger the penalty), and the instructor will always make it her top priority to be fair to students that submitted their work on time.

**Classroom Expectations:** Please respect others as well as yourself; this includes other students, the instructor, guest speakers, and performers. The majority of the following guidelines for behavior reflect this principle.

1. Recording lectures is not allowed unless arranged in advance.
2. Cell phones should be set to silent or turned off before class begins. Absolutely NO use of cell phones is allowed in class unless approved in advance or requested by instructor.
3. Use of a cell phone (or other electronic device) during a quiz or exam will result in a grade of zero.
4. During class there will be no reading of outside materials, listening to MP3 devices, or wearing ear phones/ear buds.
5. Disorderly conduct or talking inappropriately in class is not permitted.
6. Students who sleep or give the appearance of sleeping in class will be counted absent (unexcused).
7. Failure to follow any of these expectations will result in being dismissed from class and counted absent (unexcused).

**Theatre Etiquette (Production Behavior)**
1. Students are expected to dress and behave appropriately while attending theatre productions.
2. Students seen to be sleeping, using cell phones or engaging in any distracting behavior during productions will not earn a passing grade in this course.

**Important Note:** This is a college level class, and we will be studying and watching college level plays. Theatrical scripts may contain strong language that might be considered offensive to some: profanities, violence, sexual terms or references to religious deities. Please see me privately by the end of the first week if you would like to discuss these in relation to you and this course. Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions; please be respectful of others’ emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students’ experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

**Guidelines for Written Work:** Except where otherwise instructed, whenever it is reasonable to expect it, written work such as critiques, play analysis and casting breakdowns should be word-processed using Microsoft Word or Google Docs software and submitted in the appropriate dropbox of the course management system. It should be printed in black ink on
regular white copier/printer paper in a widely-used, high readable font such as Times New Roman, in 12-point size, with margins of approximately one inch. In other words, it should look much like this document except that it should be double-spaced. It should have your name word processed on the front page (no title page is necessary). Unless otherwise specified, due dates refer to the scheduled class start time.

**ASSIGNMENTS:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 12-13</td>
<td>Syllabus and Course Overview, Brightspace</td>
</tr>
<tr>
<td>Aug 16-20</td>
<td>-What is Theatre Appreciation?</td>
</tr>
<tr>
<td></td>
<td>-Comparing Stage, Silver Screen and Home Theatre</td>
</tr>
<tr>
<td>Aug 23-27</td>
<td></td>
</tr>
<tr>
<td>Aug 30-Sept 3</td>
<td></td>
</tr>
<tr>
<td>Sept 7-10</td>
<td></td>
</tr>
<tr>
<td>Sept 13-17</td>
<td></td>
</tr>
<tr>
<td>Sept 20-24</td>
<td>6 weeks exam: play</td>
</tr>
<tr>
<td>Sept 27-30</td>
<td></td>
</tr>
<tr>
<td>Oct 4-7</td>
<td></td>
</tr>
<tr>
<td>Oct 12-15</td>
<td>MIDTERM EXAM</td>
</tr>
<tr>
<td>Oct 18-22</td>
<td></td>
</tr>
<tr>
<td>Oct 25-29</td>
<td></td>
</tr>
<tr>
<td>Nov 1-5</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Nov 9-12</td>
<td></td>
</tr>
<tr>
<td>Nov 15-19</td>
<td>FALL PLAY PHS</td>
</tr>
<tr>
<td>Nov 29-Dec 3</td>
<td></td>
</tr>
<tr>
<td>Dec 6-10</td>
<td></td>
</tr>
</tbody>
</table>
University Policies

Diversity and Inclusion Statement: This class engages material covering a diverse range of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation and disability. While I encourage you to formulate and express your thoughts and opinions throughout the semester, discriminatory remarks will not be tolerated and may constitute disruptive behavior under the student code of conduct. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of this course for your personally, or for other students or student groups.

Attendance Policy:

I. It is University policy to excuse students from class attendance for certain reasons related to health, family emergencies, student working the University Series, and other situations of similar importance. Excused absences from theatre classes will only be granted upon presentation of written documentation from the teacher, sponsor or physician involved upon the first day of the student's return. In the case of absences caused by university-sponsored events, inclusion in the university's public listing of such absences will constitute an official excuse. It is the student's responsibility to inform the instructor that he/she has scheduled the planned official absence. II. A total of nine excused and/or unexcused absences in classes will result in the student receiving a failing grade. Excessive unexcused absences will affect a student's grade. III. In the case of missed classes, the student will be held responsible for the successful completion of assigned work and/or projects. University Attendance Policy (excerpt): “…students are responsible for notifying their instructors in advance, when possible, for excusable absences… Students with acceptable excuses may be permitted to make up work for a maximum of three weeks' worth of absences during a semester… depending on the nature of the missed work. Make up work must be completed as soon as possible after returning from an absence in accordance with the course syllabus.

Academic Integrity (A-9.1) Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without
Withheld Grades Semester Grades Policy (A-54) Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. ***For PHS: Ms Ragland should receive your accommodations at the beginning of the year. PLEASE CHECK WITH HER to make sure that she has them on file. You may do this privately, or you may email her at the given email.

Mental Health and Wellness SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFA Counseling Services  
www.sfasu.edu/counselingservices  
Rusk Building, 3rd Floor  
936.468.2401

SFA Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services, Room 202  
936.468.1041

Crisis Resources:  
Burke 24-hour crisis line: 1.800.392.8343  
Suicide Prevention Lifeline: 1.800.273.TALK (8255)  
Crisis Text Line: Text HELLO to 741-741