School of Theatre
DRAM 1310.006
Theatre Appreciation
Course Syllabus – Fall 2021

Place: McKibben 131    Day/Time: M/W/F 12:00-12:50

Instructor: CC Conn (Pronouns: She, Her and Hers)

Phone: 468-1031    E-mail: conncs@sfasu.edu

Office: Office Hours: by appointment

Important note about e-mail: I will always expect to contact you through your campus e-mail account. I, in return, am very accessible via e-mail. If you have personal issues with checking your school e-mail account, I suggest you solve them immediately. Communication via e-mail is a general life skill that you should all be learning to manage.

Course Description: Intended primarily for non-theatre majors.

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.

COVID-19 MASK/SOCIAL DISTANCING

Masks (cloth face coverings) and physical distancing are encouraged in this classroom.

Materials
Play Ticket (usually $3-$5) to TWO SFA Theatre Productions (assigned by professor).

Plays:  
A Raisin in the Sun by Lorraine Hansberry  
Ajax in Iraq by Ellen McLaughlin OR Bootycandy by Robert O’Hara  
Much Ado About Nothing by William Shakespeare
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 introduction, 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 (4)

Course Requirements:

- Complete all online readings and assignments
- Prompt and complete assignments. Late work will be marked down one letter grade per day. No project will be accepted more than 1 week late.
- A final studio project will be assigned and due at the time of the final.
- Written response to one live production. Handouts will be given on the topic on which the critique is to focus.
- Presentation of group project as final

Course Evaluations: You will be required to log your online course evaluation at the end of the semester. Non-completion of this evaluation will result in a 3% deduction from your final grade. Instructions and further information will be given nearer to that time.

Grading Policy:

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<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Exams (2)</td>
<td>30%</td>
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<tr>
<td>Quizzes (3)</td>
<td>20%</td>
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<tr>
<td>Production Critique (1)</td>
<td>20%</td>
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<tr>
<td>Playreading Journal</td>
<td>10%</td>
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<tr>
<td>Collaborative Project</td>
<td>20%        (Group Presentation 10%, Individual Work/Presentation 10%)</td>
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Grading Policy:

Exams 30%

Two Exams will be given covering lectures and reading material. No makeup exams are given for unexcused absences. (See section on Attendance for what qualifies as an excused absence.) Exams will include multiple choice/short answer questions along with some writing.

Quizzes 20%

Three quizzes will be given covering the reading of the play scripts. No makeup quizzes are given for unexcused absences.

Production Critiques 20%

You will be required to attend the first SFA Mainstage production and one student production (in the Downstage Theatre). You will write a critique about each of these productions. Details about what to include in the critiques, criteria for evaluation and due dates will be discussed in class. You will be required to purchase your ticket to the productions as a part of your course materials.

Play Reading Journal 10%

While reading A Raisin in the Sun, students will complete three assigned journal entries. The topics of these journal entries relate to cultural, social, and community issues in the play. Details about the journal, its format, content and grading will be discussed in class.

Participation 20%

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 (2pts per absence) take place.

General Notes

- Assignments are due on the date listed. If absent and emailing a written assignment, it must be sent by the START TIME of class in order to receive full credit.
- 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.
- The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Theatre Etiquette (Production Behavior)

- Students are expected to dress and behave appropriately while attending theatre productions.
- Students seem to be sleeping, using cell phones or engaging in any distracting behavior during productions will not earn a passing grade in this course.

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 you personally, or for other students or student groups.

Important Note:
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
Apple Pages 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.

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 class activities or 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 the instructor. Use of a
cell phone (or other electronic device) during a quiz or exam will result in a grade of zero.
3. During class there will be no reading of outside materials, listening to MP3 devices, or wearing
earphones/earbuds.
4. Disorderly conduct or talking inappropriately in class is not permitted.
5. Students who sleep or give the appearance of sleeping in class will be counted absent
(unexcused).
6. Cameras will be kept on for the duration of the virtual class. If a student needs to step away
from their computer for a brief moment, they will turn off their camera signaling to the
professor they are not “present” in class. Once they return, students will need to turn the camera back on.

7. Failure to comply with these expectations may result in being dismissed from class and counted absent (unexcused).

Attendance Policy:

One (1) unexcused lecture absence and one (1) unexcused lab absence are condoned, after which a final grade reduction of 2% of your final grade will be applied for each additional absence. To have an absence excused, documentation of illness or family emergency MUST be provided. It is the student’s responsibility to provide this documentation, and may be verified by the instructor. Sponsored school events may qualify as excused absences upon the instructor’s discretion. It is the student’s responsibility to obtain any missed notes or assignments from the instructor or a dependable classmate.

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 giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

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/

Children in Classroom

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to students, staff, and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary.

2) For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. Please communicate with me via email as soon as the need to bring a child to class arises. Based on the course content, age of the child, and needs of other students, I reserve the right to ask you to not bring the child to class. In this case, we will make other arrangements for you to make up the missed material.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, please sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their needs have been met.

5) While I maintain the same high expectations for all students in my classes regardless of parenting status, as a parent, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, course work, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.

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