Theatre Appreciation - DRAM 1310-002

Instructor: Jennifer Malmberg
Department: School of Theatre
Email: malmbergjn@sfasu.edu
Classroom: Griffith Fine Arts Rm. 313
Phone: 936-468-1057
Course: Tues./Thurs.
Office: Griffith Fine Arts 226
Office Hours: Mon./Wed./Fri. 2:00 -3:00 p.m. Tues. 9:00 -11:00 a.m.

Course Description: Intended primarily for non-theatre majors

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.

Materials
Plays: A Raisin in the Sun by Lorraine Hansberry
Real Women Have Curves by Josefina Lopez
Almost, Maine (3rd Edition) by John Cariani

Contact Information
Students may ask questions by email or telephone. Appointments can be made outside of office hours pending availability. It is preferred that email be used for questions outside of class time. Do not expect that I will answer instantaneously, but know that all emails and phone messages should be answered within 24 business hours. I will only use your SFA email to contact you.

Please Note: I will not communicate with students over social media about class or assignment concerns. I will not discuss grades over email. To discuss any concerns, please make an appointment with me.

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 (4)

General Education Core Curriculum

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in Theatre Appreciation you are also enrolling in a Core Curriculum Course that fulfills the Critical Thinking requirement.

The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed. Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are: Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Production Critique</td>
</tr>
</tbody>
</table>

Grading Components

1. Exams (2)                     30%   Final Grading (89.5-100) A
2. Quizzes (3)                   20%   (79.5-89) B
3. Production Critiques (2)     20%   (69.5-79) C
4. Play Reading Journal          10%   (60-69) D
5. Participation                 20%   (0-59) F
Grading Policy

Exams (2)  20%
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 (3)  20%
Three quizzes will be given covering the reading of the play scripts. You are required to take 3. No makeup quizzes are given for unexcused absences.

Production Critiques (2)  30%
You will be required to attend all (2) SFA Mainstage productions (Flex Theater, Griffith Fine Arts) and one (1) student One -Act/ Full Length productions(Blackbox Theater, Griffith Fine Arts). You are required to scan in and out of the production with your SFA ID. You will write a critique about 2 of the three productions you see. Details about what to include in the critiques, criteria for evaluation and due dates will be discussed in class. In lieu of a course fee, you will need to purchase your tickets for the productions. If you have any issue purchasing, please contact me. You are required to turn in one production critique before mid-semester. If a critique is turned in and there is no scan in or out for the production, it will result in an automatic ZERO for the assignment.

Play Reading Journal  10%
While reading The Piano Lesson, students will complete five 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.

Theatre in Action  10%
Near the End of the semester, you will put your knowledge into action. You will choose your own adventure, per say, and pick from various theatre project options and “DO” Theatre. Project options include: Performing in a duet scene, Directing a duet scene (the only possibility for this is if two other students choose the acting option), Lighting Design, Sound Design, Scenic Design, or Costume/Hair and Makeup Design.

Participation  10%
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 deadline time listed on D2L 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)**
1. Students are expected to dress and behave appropriately while attending theatre productions.
2. Students who 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 in **PDF format**. 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.

**Late Work:**
When an assignment’s scheduling affects other students (scenes with student actors and/or student audiences for example) it is never accepted late if the change of schedule might inconvenience or affect the work of others. 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 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. Failure to comply with these expectations may result in being dismissed from class and counted absent (unexcused).

Course Calendar (Subject to Change):

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Class Description</th>
<th>Assignment Due</th>
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<tr>
<td>Thurs</td>
<td>1/18</td>
<td>Course &amp; Syllabus Orientation /Theatre and Theatre Appreciation</td>
<td></td>
</tr>
<tr>
<td>Tues</td>
<td>1/23</td>
<td>Play Structure / Suspension of Disbelief / Reading a Play</td>
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<tr>
<td>Thurs</td>
<td>1/25</td>
<td>What to look for in a Play / Writing a Critique</td>
<td>Play Reading Journal #1</td>
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<tr>
<td>Tues</td>
<td>1/30</td>
<td>Theatre Etiquette / Performance Space &amp; Hierarchy</td>
<td>Play Reading Journal #2</td>
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<tr>
<td>Thurs</td>
<td>2/1</td>
<td>Facilities Tour</td>
<td>Play Reading Journal #3</td>
</tr>
<tr>
<td>Tues</td>
<td>2/6</td>
<td>Comedy &amp; Tragedy</td>
<td>Play Reading Journal #4</td>
</tr>
<tr>
<td>Thurs</td>
<td>2/8</td>
<td>Reading Quiz #1 A Raisin in the Sun</td>
<td>Play Reading Journal #5</td>
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<td></td>
<td>A Raisin in the Sun Discussion</td>
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<tr>
<td>Tues</td>
<td>2/13</td>
<td>Musical Theatre</td>
<td></td>
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<tr>
<td>Thurs</td>
<td>2/15</td>
<td>Acting and the Actor</td>
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**CENTERSTAGE PRODUCTION:** The Motherfucker with the Hat (Full Length)
Friday, February 16, 2024 @ 7:30 p.m.
Saturday, February 17, 2024 @ 2:00 p.m. & 7:30 p.m.
Black Box Theater

<p>| Tues  | 2/20 | Directing and the Director                       |                                     |
| Thurs | 2/22 | Exam #1 Review                                    |                                     |
| Tues  | 2/27 | Exam #1                                           |                                     |
| Thurs | 2/29 | Tech Theatre                                     |                                     |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>Tues  3/5</td>
<td>Guest Speakers: <em>The 39 Steps</em></td>
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</tbody>
</table>
| Thurs 3/7 | No Class - Work on Critique due today at 11:59 p.m.  
                     Critique #1 Due                          |
| Tues 3/19 | **Reading Quiz #2 Real Women Have Curves**                                |
| Thurs 3/21 | The Design Process/ Principles of Design                                  |
| Tues 3/26 | No In-Person Class; Online Module - Shakespeare                          |
| Tues 4/2  | Intro to Improv!                                                         |
| Thurs 4/4 | Room for Improvement Guest Speakers                                      |
| Tues 4/9  | **Reading Quiz #3 Almost, Maine**                                         |
| Thurs 4/11 | Exam #2 Review / Theatre in Action Project Introduction                    |
| Tues 4/16 | **Exam #2**                                                              |
| Thurs 4/18 | Theatre in Action Work Day - In Class                                     |
| Tues 4/23 | Guest Speakers: *Real Women Have Curves*                                  |
| Thurs 4/25 | Out of Class - Theatre in Action Work Day                                 |
| Tues 4/30 | Dead Week- Theatre in Action Work Day                                     |
| Thurs 5/2 | Dead Week - Theatre in Action Presentations                               |
| Tues. 5/7  | 10:30 a.m. - 12:30 p.m.  
                     **FINAL EXAM DAY - Theatre in Action Presentations**            |

**MAINSTAGE PRODUCTION:** *The 39 Steps*  
February 29 - March 2, 2024 @ 7:30 p.m.  
March 2 & 3, 2024 @ 2:00 p.m.  
Flex Theater

**MAINSTAGE PRODUCTION:** *Real Women Have Curves*  
April 18 - April 20, 2024 @ 7:30 p.m.  
April 20 & 21, 2024 @ 2:00 p.m.  
April 25 - April 27, 2024 @ 7:30 p.m.  
April 27 & 28, 2024 @ 2:00 p.m.  
BlackboxTheater

**CENTERSTAGE PRODUCTION:** *Nice and Slow* (Full Length)  
Friday, April 5, 2024 @ 7:30 p.m.  
Saturday, April 6, 2024 @ 2:00 p.m. & 7:30 p.m.  
Black Box Theater

**FINAL EXAM DAY - Theatre in Action Presentations**
Policies

SCHOOL 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 seven excused and/or unexcused absences in Tuesday - Thursday classes or 10 excused and/or unexcused absences in Monday - Wednesday - Friday 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.

PARTICIPATION/ ATTENDANCE/TARDIES

As stated by School policy: Seven (7) absences in a T/TH class or ten (10) absences in a MWF 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.

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.

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 giving the author due credit.
Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

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/.

Students with documented disabilities must meet with the instructor in advance of accommodations and exams to arrange accommodations for that disability.

Student Code of Conduct
www.sfasu.edu/policies

Mental Health Statement
SFASU 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: Crisis Resources:
SFASU Counseling Services Burke 24-hour crisis line 1(800) 392-8343
www.sfasu.edu/counselingservices Suicide Prevention Lifeline 1(800) 273-TALK (8255)
3rd Floor Rusk Building Crisis Text Line: Text HELLO to 741-741
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041