

THEA 100 - Introduction to Theatre

Basic Course Information

Semester:	Spring 2019	Instructor:	James Patterson, PhD
Course Title:	Introduction to Theatre	Email:	james.patterson@imperial.edu
CRN #:	21139	Webpage:	http://faculty.imperial.edu/james.patterson
Classroom:	Room 3112	Office #:	Office 406
Class Days:	Thursday	Office Hours:	Monday – Thursday, 1:30-2:30 p.m.
Class Times:	6:00-9:10 p.m.	Phone:	760.355.6486
Units:	3 units		

Course Description

The class focuses on the relationship of theatre to various cultures throughout history and on the contributions of significant individual artists. This course introduces students to elements of the production process including playwrighting, acting, directing, design, and criticism. Students will also survey different periods, styles, and genres of theatre through play reading, discussion, films, and viewing and critiquing live theatre.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Analyze and evaluate the nature of theatre and its role in society.
2. Assess the historical, artistic, social, and philosophical contexts in which theatre exists.
3. Critically analyze dramatic literature and performances.
4. Identify and examine theatrical components in production.
5. Propose alternative solutions to theatrical production situations.
6. Appreciate viewing theatre as an art form.

Textbooks & Other Resources or Links

Patterson, James David. *The Seeing Place: an Introduction to Theatre*. Glenn Paul Press, 2009.

ISBN: 978-0-692-97340-0. This is an Open Educational Resource (OER) available in Canvas.

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Course Requirements and Instructional Methods

Periodic Examinations [100 pts possible]: The student will complete short, objective quizzes over assigned readings from the required textbook and classroom lecture material.

Missed examinations cannot be made up. Students who anticipate an absence should arrange to take the exam(s) early, before the date of the examination.

Research Paper [100 pts possible]: The student will be assigned one of the historical periods covered in a chapter of the textbook to develop a 4-5-page research paper. The research paper assignment will be graded in three phases: (1) Research, (2) First Draft, and (3) Final Draft.

Research: The research paper must include a minimum of three credible sources, one of which must be the required textbook. The student will provide the research sources in correct MLA textual citations and bibliographic documentation. [15 pts possible]

First Draft: During a designated class period, the student will write a first draft of his/her research paper without quotes or citations. The first draft must include Introduction, Body (at least two main points), and Conclusion. The first draft will be graded on content and correct spelling, grammar, and development. [35 pts possible]

Final Draft: The research paper must follow appropriate MLA format and documentation guidelines and must contain correct spelling, grammar, and development. [50 pts possible]

The text of the Final Draft must be 4-5 pages in length, double-spaced throughout. The paper must include a clear introduction and a complete concluding paragraph. The paper must have clear external transitions between points/sections. Every paragraph should have at least three sentences.

The paper must include research materials – some quoted and some paraphrased – provided with appropriate reference citations in the text of the paper keyed to the appropriately documented source materials on the Works Cited page.

Quoted material must be enclosed in quotation marks. (Three or more words in sequence, taken from the source material, is considered a direct quote.) The citations and documentation must follow appropriate MLA format guidelines. The paper must have a minimum of three sources, one of this must be the required textbook for the course.

Information and guidelines for MLA formatting can be found at the Online Writing Lab (OWL) at Purdue University:

http://owl.english.purdue.edu/handouts/print/research/r_mla.html

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Unacceptable Papers

Student writing that does not follow MLA formatting, which lacks clear organization/development or wanders outside the parameters of the assignment, and/or which contains numerous errors in grammar, punctuation, and/or spelling is considered unacceptable. The Final Draft will be returned to the student with a zero grade.

Late Submissions

Final Draft research papers submitted after the due date will be penalized 5 pts. per day, beginning at the end of the class period in which the research papers are due.

Extra Points

Additional points can be earned by submitting an early draft of the research paper to NetTutor. The student can follow the link in Canvas to submit/upload a copy of the paper. NetTutor typically will respond within 48 hours. The student should turn in a copy of the NetTutor report with the Final Draft.

Theatre Project – Playwriting [75 pts possible]: The student will develop and write a three-character, single location scene which runs approximately ten (10) minutes in performance.

- The scene must have a beginning, middle, and end.
- The scene must be typed according to the appropriate script format (available from the instructor).
- The play must use correct grammar and spelling (dialogue may be developed appropriate to Character/ Diction).

Scenes are due at the beginning of the class designated by the instructor. Scenes may be submitted early but will not be accepted after the due date/time.

Points	Criteria
75	Student submission meets all requirements and is interesting/entertaining to read.
65	Three (3) actors required, single location, approximately ten-minutes to perform. Appropriate script format with five or fewer errors in grammar, spelling, and/or punctuation.
60	Three (3) actors required, single location, approximately ten-minutes to perform. Appropriate script format with more than five errors in grammar, spelling, and/or punctuation.
55	Appropriate script format has been used, but the play requires more than three (3) actors and/or multiple locations.

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Theatre Project – Acting [75 pts possible]: The student will prepare and perform an assigned monologue before the class. The monologue must be delivered verbatim and make a clear attempt at characterization. Two monologues (male and female) are provided later in this syllabus. The student may present a different monologue only with prior instructor approval. A copy of the monologue must be provided to the instructor at least 48 hours in advance.

Monologues must be presented in the class period designated. Students who anticipate an absence should arrange to perform their monologues early.

Points	Criteria
75	The student delivers the monologue without obvious error.
65	The student completes the monologue but with minor problems.
60	The student completes the monologue, but there are several obvious difficulties, errors, or false starts.
55	The student is able to complete at least half of the monologue but cannot finish without prompting.

Theatre Project – Design [75 pts possible]: The student will develop a floorplan for a scene from a selected script and design one costume for the same scene. The script must be selected from those scripts viewed in class:

Oedipus Rex by Sophocles

Everyman (anonymous)

The Merchant of Venice by William Shakespeare

A Doll’s House by Henrik Ibsen

The Breasts of Tiresias by Guillaume Apollinaire

The Death of a Salesman by Arthur Miller

Points	Criteria
75	The student completes an interesting floorplan and submits an appropriate costume for a character in the scene selected.
65	The student completes a basic floorplan and basic costume design.
60	The student submits a floorplan and costume design which evidence a rushed product.
55	The student submits a floorplan or a costume design, but not both.

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Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Late or Make-up work will not be accepted once the campus begins finals week.

Course Grading Based on Course Objectives

Periodic Examinations	100
Research Paper	100
Theatre Project: Playwrighting	75
Theatre Project: Acting	75
Theatre Project: Design	75
A	360
B	320
C	280
D	240

Grades in Canvas

Warning: The grades (points) in Canvas are not a true account of the student's status in the course. Dr. Patterson maintains some points separate from the Canvas grades.

Co-Curricular Theatrical Opportunities

The student must score at least 60% on the in-class examinations to be eligible for these extra credit opportunities.

Option A: [20 pts possible]

Should the student have an opportunity to attend a theatrical production during the semester, the student may earn extra credit by preparing a two-page, typed critique of the production. The student should include the playbill/program or ticket stub with the critique. The critique must follow MLA formatting guidelines and demonstrate correct grammar and punctuation.

Option B: [possible points will vary]

Should the student have an opportunity to participate significantly in a local theatrical production (during the semester), extra credit can be awarded toward the final grade in this course. The student should complete a log of dates, times, and work completed in the production

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Tentative Class Schedule/Calendar (revised 28 February 2018)

Wednesday	Topic(s)	Beginning of class
February 14	Introduction to Course	
February 21	Why Study Theatre / Research Paper assignment	Chapter 1 quiz
February 28	Theatre Beginnings Conducting Research	Chapter 2 quiz Topic due
March 7	<i>Oedipus Rex</i> by Sophocles (1957) with Douglas Campbell and Eleanor Stuart	
March 14	Essentials of Theatre How to Write a Research Paper	Chapter 3 quiz
March 21	The Playwright	Chapter 4 quiz
March 28	Roman to Medieval Theatre <i>Everyman</i> (anonymous)	Chapter 5 quiz
April 4	The Golden Ages, Part I <i>The Merchant of Venice</i> by William Shakespeare	10-minute play Chapter 6 quiz
April 11	The Golden Ages, Part II A Doll's House by Henrik Ibsen (YouTube)	Chapter 7 quiz
April 18	Acting	Chapter 8 quiz First Drafts due
May 2	Twentieth Century Movements in Theatre The Breasts of Tiresias by Guillaume Apollinaire (YouTube)	Monologues Chapter 9 quiz
May 9	Directing	Chapter 10 quiz
May 16	The Modern Age <i>The Death of a Salesman</i> by Arthur Miller	Final Drafts due Chapter 11 quiz
May 23	Design	Chapter 12 quiz
May 30	The Theatre Today	Chapter 13 quiz
June 6	Course Evaluation & Final Examination period	Design Projects

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Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Students will evidence a satisfactory level of knowledge of theatre history (Greek, Roman, Medieval, Elizabethan, 17th Century France, Melodrama, Realism, and Non-realism) through objective examination.
2. Students will evidence a satisfactory level of awareness of theatre production processes through specific projects in Playwrighting, Acting, and Design.
3. Students will demonstrate a familiarity with performance theory related to Acting and Directing.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source.
 - Quoting from a source without identifying the quoted words with quotation marks is plagiarism.
 - Failing to provide accurate and complete bibliographic information for research materials is plagiarism.
- You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly cite a source, you must ask for help. There is no difference between accidental and intentional plagiarism.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following:

- (a) plagiarism;
- (b) copying or attempting to copy from others during an examination or on an assignment;

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- (c) communicating test information with another person during an examination;
- (d) allowing others to do an assignment or portion of an assignment; and/or
- (e) using a commercial term paper service.

Emergency Procedures

In the event of an evacuation alarm, students will calmly gather their belongings and proceed in an orderly fashion to the designated staging area to await instructions. All campus roadways should be kept open to allow emergency vehicles to access all areas of the campus. Once the All Clear is sounded, the instructor will provide additional instructions.

In the event of an emergency situation in the classroom, the instructor will ask for two volunteers. One volunteer will be asked to step out of the classroom and call 9-1-1. The second volunteer will be asked to use the classroom phone to dial the campus operator. [The campus operator will notify campus security to provide directions to the classroom for any emergency vehicles and/or personnel. All other students will be asked to help clear the area around the emergency and a clear way to the classroom door. Then the instructor will provide additional instructions.

In the event the classroom emergency is the instructor, a designated class captain will ask for two volunteers to call 9-1-1 and the campus operator. All other students will be asked to gather their belongings and leave the area.

Attendance

- A student who fails to attend the first meeting of a class will be dropped from the Opening Day Roster by the instructor as of the first official meeting of that class. A student who fails to attend the second meeting of the class will be dropped on the Census Roster. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class.
- It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details. The deadline to drop with "W" is **11 May 2019**.
- Dr. Patterson only drops students on the Opening Day Roster (14 February) and the Census Roster (25 February).
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

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Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices may be turned on during class. Please step out of the classroom to make or receive a call or text message. Students who bring laptop computers to class are expected to sit in the back of the classroom so their screens do not distract other students.

WARNING: The theatrical performances viewed in class are protected by international copyright law. Any student found recording (audio, video, or both) will be reported to the Campus Disciplinary Officer and potentially to law enforcement.

- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

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Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

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- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

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Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

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- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

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Sample Student Monologue

Female Monologue

We go to Arby's after church on Sunday. It's a nice, relaxing time ... an opportunity for us to be together, just the two of us ... Now I like ham and cheese sandwiches – I'm not that big on roast beef. If I want roast beef, I want *carne* – you know what I mean? So we get to Arby's, and I'm checking the menu. They got all those pretty pictures of roast beef sandwiches. But if you want ham and cheese, the only thing they got is this *Market Fresh* sandwich which sliced bread and all kinds of junk on it. ... So we get to the register, and I say, "I want the regular roast beef sandwich with a slice of Swiss cheese, only I don't want roast beef. I want ham instead." Simple, right? No! The guy behind the counter says that's too complicated. He says I need to order the *Market Fresh* ham and cheese and he'll just deduct all the stuff I don't want. Then my boyfriend orders. He wants the regular roast sandwich, with a slice of Swiss cheese. Remember, I asked for a regular roast beef sandwich with a slice of Swiss cheese, only I don't want roast beef. I want ham instead. He calls back to the kitchen guy who's gonna make our sandwiches: "One regular roast beef sandwich with a slice of Swiss cheese. One *Market Fresh* ham and cheese, no lettuce, no tomato, no onion, no sauce, substitute hamburger bun." You call that simple? ... My boyfriend was freakin' out, ready to climb over the counter at this guy. You call that simple? ... I didn't even like the sandwich.

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Sample Student Monologue

Male Monologue

First, you got to realize that I was seventeen at the time. I'm in a foreign country, and I'm supervising a team of about eight Pakistani workers. The L-1011 has its cargo hold up in the tail of the plane. The cargo hatch is about twenty feet off the pavement. We have to raise the conveyor belt to its highest angle to reach the door. When we open the door, there ain't any cargo ... except for a tire – a front tire for a 727. Now, if you don't know 727s, the front tire is about this wide (he holds his arms fully apart). When you stand it up, it comes up to my chin. Okay? So lying on its side in the cargo bay, it ain't gonna fit through the cargo hatch. It just ain't. So my team and I figure we'll stand it up, roll it out the hatch onto the conveyor belt, then lay it down on the conveyor, and run it down to the truck. One of the guys – I don't remember who – backs up the little Toyota pickup to the bottom on the conveyor belt. Picture this: six Pakistani workers stand up the 727 tire and carefully roll it over to the hatch opening. They gently roll it out the hatch onto the conveyor. You guessed it: gravity kicks in. The loose hold of the tire, it rolls down the conveyor belt, across the bed of the pickup, and ... Smash! ... the cab of the Toyota disappears. Glass everywhere. It took me an hour and a half to write up the incident report. But believe me, we drove that Toyota back to the cargo hanger. ... You looking for a good pickup – buy Toyota.