

Imperial Valley College Course Syllabus Fall 2020
INTRODUCTION TO THEATER – THEA 100 CRN: 11580

Basic Course Information

Semester:	Fall 2020	Instructor Name:	Deirdre Rowley
Course Title & #:	Introduction to Theater 100	Email:	deirdre.rowley@imperial.edu
CRN #:	11580	Webpage (optional):	
Classroom:	Online	Office #:	2792
Class Dates:	February 18 - June 12	Office Hours:	9-10 M,T,W,R on Zoom
Class Days:	Online	Office Phone #:	(760) 355-6484 Do not call -I will not be on campus.
Class Times:	Online	Emergency Contact:	Canvas Messaging
Units:	3		

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.

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.

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.

Public Service Message

- You may find college level theatre courses quite different from high school theatre courses.
- College level theatre courses are not easy. Look over the Student Learning Outcomes and the Course Objectives at the beginning of this syllabus. Look at the table of contents in the textbook. Yes, you learn all of this material to pass the class.
- You will need to purchase the required books.
- You will need to take notes. You will also want to take notes on the assigned textbook chapters as you read them. Flash cards are useful. Use these study techniques, and you will find the quizzes and tests are not difficult.
- You will want to do all assignments. Due to the amount of material covered each week, missing assignments means not understanding a reference from a past week in a future lesson.
- At the end of the semester, you will have seen a number of plays, written an essay critiquing a performance, essays comparing different productions of a single play, designed a stage set, and designed costumes. You will understand theater terms such as wings, the grand drape, and aside. You will have learned a great deal about theater.

Textbooks & Other Resources or Links

The following are required: (Used copies are fine.)

- *Another Opening, Another Show* 3rd Edition by Tom Markus, Linda Sarver, Frank Kuhn. Published by Waveland Press, Inc. ISBN: 978-1-4786-3727-1 (ebook is acceptable)
- *Lend Me a Tenor* Playwright: Ken Ludwig: 1st edition; ISBN: 978-0-5736-9121-8 (This is a play script, and the print version is required.)

Course Requirements and Instructional Methods

- To pass this class, it is important to complete all assignments.
- Any student who misses the first assignment (Syllabus Quiz) will be dropped.
- Students missing two weeks of class assignments may be dropped at instructor discretion. (If you have problems – communicate via Canvas messaging.)
- Each assignment must be completed by its due date.
- Remote Proctoring
 - Quizzes, tests, and exams are timed and proctored remotely.
 - Remote proctoring picks up and records papers being shuffled and pages being turned.
 - Remote proctoring records voices. (Turn off your phone.)
 - Closing or exiting a quiz, test, or exam means the student is finished with the quiz, test, or exam. The quiz, test, or exam will not reopen.
- Quizzes:
 - Quiz dates are posted in advance. (See Class Calendar.)
 - Quizzes are given to encourage reading assigned material. Quizzes are easy! If you do your reading, you should receive an A on this part of your grade.

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- No notes, books, or online help may be used when taking a quiz.
- Missed quizzes cannot be made up. (No exceptions)
- The lowest quiz grade is automatically dropped by Canvas.
- Projects:
 - Projects must be submitted by the posted and assigned due date.
 - No late projects are accepted.
 - Projects include drawings and video presentations. (Your phone is your video camera.)
 - A project must meet all requirements. Not meeting any part of the posted requirements means the project did not meet **all** the requirements and therefore earns half points.
- Essays:
 - English 110(College Level) standards are required.
 - Limited, if any, punctuation, grammar, or usage errors.
 - Academic organization: intro, body, conclusion
 - Proper research when needed with citations
 - MLA format is required.
 - If you are unfamiliar with or need to review the requirements for college level essays utilize the tutoring options shown in the grey menu bar.
- Tests and Exams:
 - All test and exam dates are posted in advance. (See Class Calendar.)
 - No notes, books, or online help may be used when taking a test or exam.

- Department of Education Policy

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 for each hour in class per week over the span of a semester. Introduction to Theater is a 3-credit class. This means 3 hours a week spent in class and 6 hours a week out of class reading, studying assigned material, and completing assignments for a total of 9 hours . Western Association of Schools and Colleges, the accrediting commission for schools in California has adopted a similar requirement.

Course Grading Based on Course Objectives

- Grades are weighted as follows:
 - Mid-Term – 25%
 - Final – 25%
 - Quizzes – 10%
 - Tests – 20%
 - Weekly Play Assignments – 10%
 - Projects – 10%
- Computer generated grade reports are available in Canvas 24/7.
- Note the grades are percentages not points.
- You are responsible for keeping track of your class grade average and the drop deadline.
- Avoid waiting until the end of the semester to discuss any grading issue. **There is no extra credit.**
- Assignment requirements and due dates are posted on Canvas.

- **Emailed assignments are not accepted. Assignments must be submitted in the posted Canvas submission areas.**
- Assignments can be discussed and re-explained in detail if you have any questions about the assignment. Beyond this utilize Online Tutoring and IVC Tutoring. (See grey menu bar.)

Why have tests, quizzes, presentations, projects, essays, and exams in a theatre class?

- These academic challenges show you, and me, what you have learned.
- Because this class focuses on providing new and detailed information about theater, you will be learning a variety of new ideas and concepts of which the average person is unaware.
- You will need to add to your knowledge of theater every week remembering what you have read and what has been presented in class.
- Therefore, it is essential to keep up with the class readings and assignments as well as reviewing past material on a regular basis.
- Tests, quizzes, essays, projects, and exams will prove to you and to me that you have learned and understand the various aspects of theater required by the Theater 100 curriculum.

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. 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.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
 - Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- 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, only students enrolled in the class may attend; children are not allowed.

How do I act differently if I have an on-ground class during COVID?

- 1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
 - a. Even if your symptoms are mild, stay home.
 - b. Email your instructor to explain why you are missing class.
 - c. [If you are sick with COVID-19 or think you might have COVID-19](#), provides CDC guidance.
 - d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
 - e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.
- 2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**
 - a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).
- 3. BRING A MASK TO CLASS (and always wear it).**
 - a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
- 4. GO DIRECTLY TO YOUR CLASSROOM.**
 - a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.
- 5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
 - a. Your classroom is equipped with cleaning supplies. Use them as needed.
- 6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**

- a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
- 7. BRING YOUR OWN FOOD AND DRINKS.**
- a. There is no food service currently offered on campus.

Online Netiquette

[Required Information for web-enhanced, hybrid and online courses: Describe your policies regarding netiquette. The below is suggested language and may be modified for your course.]

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) Be RESPECTFUL

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

- a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME.

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.

- c. If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

- a. Follow your instructor's directions about using the "**raise hand**" icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

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. 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 "cite a source" correctly, you must ask for help.
- 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; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

How do I show academic honesty and integrity in an online "classroom"?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
 - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Additional Services for Students

[Suggested Language.] 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.

How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's 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](#).** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#).** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills

Center as well as private study rooms for small study groups. There is more to our library than just books!

- [Career Services Center](#). The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- [Child Development Center](#). The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

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

[Required language.] 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, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit 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 for appointments, or when campus reopens visit Room 1536, for 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 in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

[Required language.] The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

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. . SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

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

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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.

Anticipated Class Schedule/Calendar

This calendar is tentative.

Week Class Date	<i>Another Opening, Another Show</i>	Plays shown in class.	Tests / quizzes / Weekly Play Assignments / Projects	Crash Course Theater- very short videos posted in Canvas.
Week 1	Ch. 1: What is Theater?	<i>The Glass Menagerie</i> by Tennessee Williams	<i>Weekly Play Assignments and quizzes are in each week's module.</i>	CC#1: What is theater? CC#2 Origins of Greek Drama
Week 2	Ch. 2: Aristotle Ch. 3: Dramatic Genres	<i>Waiting for Godot</i> by Samuel Beckett		CC#3: Tragedy Lessons from Aristotle CC #45: Beckett, Ionesco, and the Theater of the Absurd
Week 3	Ch. 4: Theatrical Styles + pages 253-262	<i>Our Town</i> by Thornton Wilder	Test #1 [weeks 1 and 2]	CC#4: Greek Comedy, Satyrs, and Aristophanes CC #5: Roman Theater
Week 4	Ch. 6: The Playwright	<i>Oedipus</i> by Sophocles		CC#6: Roman Theater with Plautus, Terence, and Seneca CC # 8: The Death and Resurrection of Theater as Liturgical Drama CC #9: Hrotsvitha, Hildegard, and the Nun who Resurrected the Theater CC # 10: Mystery Plays

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Week 5	Ch. 7: Actors and Characters			CC # 12: Pee Jokes, the Italian Renaissance, Commedia Dell'Arte' CC #31: The French Keeping it Real CC #32: Realism Gets Even More Real
		<i>Noises Off</i> by Michael Frayn		
Week 6	Ch. 8: The Director's Impact		Test #2 [weeks 3, 4, 5, and review questions.]	Zoom meetings as possible to run scenes from Lend Me a Tenor.
		<i>Lend Me A Tenor</i> by Ken Ludwig		
Week 7	Ch. 9: The Designer's Vision			CC # 21: Moliere – Man of Satire and Many Burials
		<i>Man of La Mancha</i> by Wasserman, Darion, & Leigh		
<i>Notes, the</i>	<i>textbook, and</i>	<i>Scored assignments</i>	<i>on individual plays</i>	<i>are all exam study materials</i>
Week 8	Mid-Term (covers weeks 1-7)		Costume Design Project Assigned. Details and instructions in Canvas.	CC #28: The Rise of Melodrama CC #29: North America Gets a Theater...Riot CC #40: Little Theater and America Avant Garde
		<i>Trifles</i> by Susan Glaspell		
Week 9	Ch. 10: Putting It Together			CC # 14: Straight Outta Stratford-Upon-Avon Shakespeare's Early Days
		<i>Troilus and Cressida</i> by Shakespeare (3 hours long)		
Week 10	Ch. 5 + pages 263-273		Costume Design Project Due	CC #30: Race, Melodrama, and Minstrel Shows
		<i>To Kill A Mockingbird</i> by Aaron Sorkin		
Week 11	Ch. 13: The Curtain Rises			CC #41: Harlem Renaissance
		<i>A Raisin In The Sun</i> by Lorraine Hansberry		

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Week 12	Ch. 14: Backstage Revealed + pages 274-280	<i>HMS Pinafore</i> by Gilbert and Sullivan	Test (weeks 8, 9, 10)	CC #46: Why So Serious, Broadway? CC #47: The Birth of Off Broadway
Week 13	Ch. 17: Show Biz	<i>Taming of the Shrew</i> by William Shakespeare (3 hours)	<u>Scene Design Project Assigned. Details and instruction in Canvas.</u>	CC # 15: Shakespeare's Tragedies and an Acting Lesson: CC # 16: Comedies, Romances, and Shakespeare's Heroines
Week 14	Ch. 18: Musical Theater	<i>Kiss Me, Kate</i> by Cole Porter		CC #50: The Book Musical
Thanksgiving	Break	No Classes	Nov. 22 nd to	Nov. 28 th
Week 15		<i>Oklahoma!</i> by Rogers and Hammerstein (3 hours)		
Exam Week	Final Exam		Stage Design Project <u>Due</u>	

*****Tentative means subject to change without prior notice*****