

**CLARENDON COLLEGE**  
**COURSE SYLLABUS**  
Spring 2011  
7:00 - 9:50 P M Monday  
Pampa Center, Room 209  
DRAMA 1310 - Introduction to Theater  
(3 credit hours)

**INSTRUCTOR:** Rochelle Lacy

**OFFICE LOCATION:** Room 201, cubicle #2

**PHONE:** (home) 806-669-2009, (Cell) 806-662-5394 (Only in case of emergency)

**OFFICE HOURS:** M & W 9:30 -10:00am and 11:00 am– 1:00 pm  
or I will gladly meet with you by appointment.

**TEXT:** Edwin Wilson & Alvin Goldfarb, *Theater, the Lively Art* (6<sup>th</sup> ed.)

**COURSE DESCRIPTION:**

An introductory survey course, intended to provide the student with the fundamental knowledge of the development of western (and limited) Asian drama and the techniques of the theatrical arts of direction, acting, and design.

**STATEMENT OF PURPOSE:**

Introduction to Theater partially satisfies the requirements for the Associate Degree at Clarendon College and is designed for transfer to a senior college or university.

**EXEMPLARY OBJECTIVES:**

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individuals and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. To articulate an informed personal reaction to works in the arts and humanities.
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

**COURSE OBJECTIVES:**

1. To provide the student with the fundamental knowledge of the development of western drama and the theatrical arts.
2. To give a working vocabulary of the conventions of theater so that students may participate in it.
3. To give a greater knowledge of theater history so that students may understand it.
4. To give limited practical experience in the theater so that students may appreciate it.
5. To give the theoretical framework of performance so that students may utilize it.

**METHODS OF INSTRUCTION:** Lectures, video/DVD preview, special presentations, individual and group participation in discussions and reading scripts.

**STUDENT LEARNING OUTCOMES:** The learner shall:

1. Distinguish characteristics of theater that differentiate it from other art forms.
2. Describe the major components of the theatrical event
3. Illustrate the functions of the various theater personnel
4. Describe the different forms of drama
5. Distinguish between theater and drama
6. Write and present critiques on major plays
7. Recognize the characteristics of theater in various periods of history
8. Develop an appreciation for theater as an art form and a reflection of society.

**OTHER EXPECTATIONS:**

1. Read text and script assignments and be prepared to discuss in class.
2. Participate in limited activities involving costume, set, lighting, or sound design.
3. Participate in limited class activities involving directing, acting or playwriting.
4. The student is expected to attend and review one live drama production this semester. (The review should be 3 -4 pages.) These should be full-length plays, operas or ballets. A signed copy of the program should be included with your paper. These are due within 10 days of seeing the show. (See on Sat.- due 2<sup>nd</sup> class afterwards)

**Include in the paper:**

- a. Play title and playwright
- b. when you saw the play
- c. where presented, both town and theater
- d. who produced it (college, high school, community theater, professional touring company, etc
- e. History of production. When and where was it first produced? (May have to go online to get this material)

**Build your review around the following questions:**

Did I enjoy the show? Would I recommend it to a friend? Was the play appropriate for both the actors and the audience? Was the play worth doing? What was the playwright trying to say? Was it well-said? Was it worth saying? Was the acting convincing? Did the scenery, lights and costumes help me enjoy or better understand the show?

(Note: If this requirement becomes a problem, due to lack of live performances within a reasonable driving distance, an *instructor-approved* full-length TV or movie film may be substituted for paper.

5. Write two short essays (3-5 pages), one in the historical and one in the modern category

A. Historical: Read one comedy by Moliere or Shakespeare

B. Modern - Choose one of the following:

Arthur Miller - "*The Crucible* or *Death of A Salesman*"

Henrik Ibsen- "*An Enemy of the People*" or *The Master Builder*

Your essays should show evidence of critical thinking skills. Include a VERY brief plot summary and your detailed reaction to the script. **Include in your essays, answers to the**

**following questions:**

- (1) What was the writer attempting to say?
- (2) What mood did the play create?
- (3) What was your feeling at the end of the script?
- (4) Which scene stood out most clearly?
- (5) Which character was most memorable?
- (6) Which characters, if any, were difficult to understand?
- (7) Do you think this play would attract an audience in your community (why or why not?)

(Note: Also think of these questions with plays assigned for class discussion.)

6. **A MAJOR PROJECT** (30% of grade and **due by May 2 , 2011**) Topic and script choice must be approved IN ADVANCE by instructor. Choose ONE of the following:

A. DESIGN PROJECT

Design and have a written justification for TWO elements in a production of a full-length play.

Examples: Design costumes and sets for *The Importance of Being Earnest* or *You Can't Take It With You*; sets and lighting for *Arsenic and Old Lace* or *Brigadoon*; sound and lighting for *Cats* or *The King and I*

(I realize this is difficult and do not expect the same level of competence as if you were enrolled in a design class for these subjects, but I expect it to show that you are familiar with the script, the time period, and the basic requirements for the production.)

Or

B. RESEARCH PAPER on one of the following topics:

(1) A specific time period with a comparison of two (2) plays from approximately the same time period.

Examples: Renaissance/Elizabethan Pd. - compare an English play with a Spanish play

(2) Compare two plays on the same theme or main character from two different time periods or genres.

Examples: *Romeo and Juliet* with *West Side Story* or one of the modern film versions; or the character of Caesar in *Julius Caesar* by Shakespeare with *Caesar and Cleopatra* by G.B. Shaw; the musical *Oklahoma* with the play *Green Grow the Lilacs* by Lynn Riggs

(3) Compare a play with the historical event on which it was based.

Examples: *The Crucible* with the Salem witch trials in the 1600s or *Inherit the Wind* with the Scopes Monkey Trial in the early 1900s

**GRADING SYSTEM**

Class participation and discussion = 20%

Major Project in Design or Research = 30%

Final written Exam ----- = 25%

5 Review quizzes (each 2-3 wks.) --- = 10% (2% each)

Review of 1 live performances = 5%

2 Short essays (5% each) ----- = 10%

Letter Grades will be assigned on the following basis:

A = 90 to 100

B = 80 to 89

C = 70 to 79

D = 60 to 69

F = Below 60

Extra credit will be given for participation in a live production. You must verify this with a credit in the program, plus a brief statement/evaluation from the director or crew head about your assistance.

**CLASS POLICIES:**

Please carefully read the following class policies:

1. Read text and script assignments and be prepared to discuss in class.

2. No substance or equipment in violation of Clarendon College's rules and regulations will be permitted in these courses. NO CELL PHONES, CD PLAYERS, IPODS OR ANY OTHER ELECTRONIC GADGETS ALLOWED IN CLASS. DO NOT BRING THEM TO CLASS. IF YOU ABUSE THIS POLICY, I WILL ASK YOU TO LEAVE MY CLASS. (The only exceptions will be if a piece of equipment, not already in the classroom, is needed for a class project and approved by the Instructor.)

**3. Students are expected to conduct themselves in the classroom in a manner that is conducive to academic progress. Disruptive conduct is considered a serious offense. Faculty members reserve the right to remove a student from a class for just cause. Students removed will be referred to the Dean of Students for disciplinary action, up to and including disciplinary suspension. Cheating violations include, but are not limited to: (1) obtaining an examination by stealing or collusion; (2) discovering the content of an examination before it is given; (3) observing the work of another during an examination or providing answers to another during the examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment; (5) entering an office, classroom, laboratory, or building to obtain an unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during examination, classroom activity, or laboratory activity; and/or (10) plagiarism. (Plagiarism is the using, stating, offering or reporting as one's own, an idea, expression, or production of another person without proper credit.) Plagiarism is considered serious academic misconduct. All speeches and critiques presented should be the work of the student enrolled in the course. Proper documentation should be made of materials cited from all sources. Instructors determining that a student has plagiarized a speech or paper or cheated on a test will assign a failing grade for that course and may elect to pursue disciplinary proceedings against the student.**

4. Students are responsible for all college regulations as stated in the Clarendon College catalog available in the administration office.

5. If you stop attending class, but do not officially withdraw or drop, your name remains on the roll. You will be issued a grade on the work completed for the entire semester. **Last day to withdraw with a W is April 8, 2011.**

**ACCOMODATIONS STATEMENT:** Clarendon College seeks to provide reasonable accommodations for all qualified persons with disabilities. Clarendon College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the Office of Student Services (806-874-3571 or 800-687-9737 to arrange accommodations.

**DAILY COURSE SCHEDULE:** Will be provided under separate cover and is subject to change

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