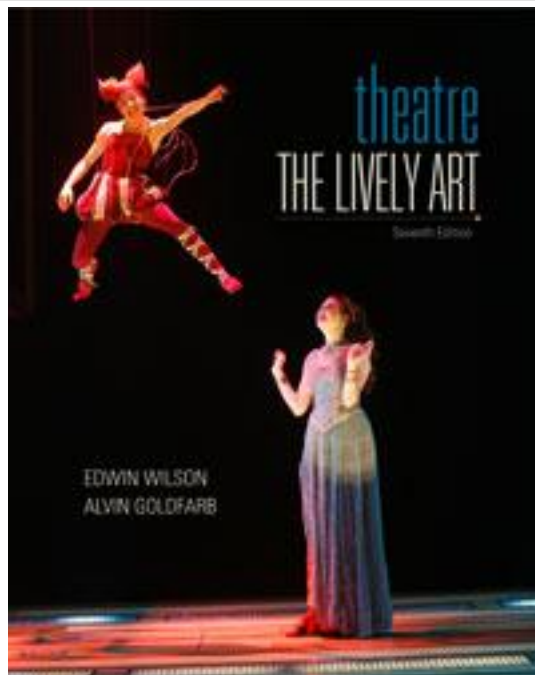


Clarendon College, Clarendon, Texas • Division of Liberal Arts
(Summer I, 2011) 6 week SYLLABUS
Introduction to the Theatre • DRAM 1310.195 (3 hrs)
Fall/Spring [Office hours/class schedule](#) • 806-874-4838



TEXT REQUIRED: Edwin Wilson and Alvin Goldfarb. *Theater: The Lively Art*- 7th edition, (Boston: McGraw-Hill College). 2010. ISBN-13 9780073382166

This text is available at the Clarendon College Bookstore

**On-Line Learning Center: chapter outlines, objectives, flashcards,
video clips and practice chapter quizzes**

http://highered.mcgraw-hill.com/sites/0073382167/student_view0/index.html

COURSE CONTENT: To provide the student with the fundamental knowledge of the development of western drama and the theatrical arts • To provide the student with the fundamental knowledge of the development of western drama and the theatrical arts.

COURSE OBJECTIVES: • To provide the student with the fundamental knowledge of the development of western drama and the theatrical arts: • To give a working vocabulary of the conventions of theatre so that students may participate in it: • To give a greater knowledge of theatre history so that students may understand it: • To give practical experience in the theatre so that students may appreciate it: • 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 and email feedback for lecture and on-line students

Entry Level Competencies for on-line students: Since this course is taught entirely over the World Wide Web, you should be familiar with how to use a standard Web browser (Firefox, Safari, or Internet Explorer) and electronic mail. Students are expected to be reasonably proficient in written and spoken Standard American English.

Familiarity with computers, the Internet, and e-mail are necessary for the best success in this class. **Each on-line student must have an activated e-mail account and must send an introduction e-mail to billhuey@theatre-arts.net during the first week of class so that we can identify your active e-mail address.**

**On-line and Lecture Student-to-Instructor Web video calling available.
Live Chat through computer keyboard, video/audio calls with web cam**



download application | [Skype 2.7 for Mac](#) | [Skype 3.8 for Windows](#) |
[How to make free video calls](#) | Skype me | Bill Huey |

This table/calendar is a guideline. You should be able to read the text, take unit tests, and complete all written assignments in 5 weeks.

Guide	Course Outline/Reading timetable	Tests and Papers
Unit One	Audience & Critic (Ch 3) Acting (Ch 6) Playwright (Ch 4) Dramatic genres (Ch 5)	1st Essay-deadline -1st essay - June 3 1st Test (ch 3-6) -deadline- June 7
Unit Two	Director & Producer (Ch 7) Theatre Spaces (Ch 8) Designers: Scenery & Costume (Ch 9) Designers: Lighting & Sound (Ch 10)	2nd Test (ch 7-10) -deadline- June 13
Unit Three	Greek/Roman/Medieval Theatre (Ch 11) Asian Theatre (Ch 12) Renaissance Theatre (Ch 13) Restoration through Romanticism (Ch 14)	2nd Essay-deadline-June 17 3rd Test (ch 11-14)-deadline- June 21
Unit Four	Early Modern Theatre (Ch 15) Global Theatre (Ch 16) Global, Diverse Theatre (Ch 17)	Play Essay/Movie Review-deadline-June 28 4th Test (ch15-17) -deadline-July 1
Final Week		No chapter tests/papers accepted July 5-7

Instructions for [On-line Course Evaluation](#)

Introduction to Theatre - Exams

Exams : There are four (4) unit tests for this course and all are based on the publisher's chapter quizzes.



Exams will be available in **limited times**, please keep on track so that you are ready to take each test as posted. **All tests should be taken by July 1. NO chapter tests or papers will be accepted July 5-7, 2011.**

Audience & Critic (Ch 3) Acting (Ch 6) Playwright (Ch 4) Dramatic genres (Ch 5)	Unit One	1st Test (ch 3-6) -deadline- June 7
Director & Producer (Ch 7) Theatre Spaces (Ch 8) Designers: Scenery/Costume (Ch 9) Lighting/Sound (Ch 10)	Unit Two	2nd Test (ch 7-10) -deadline-June 13
Greek/Roman/Medieval Theatre (Ch 11) Asian Theatre (Ch 12) Renaissance Theatre (Ch 13) Restoration through Romanticism (Ch 14)	Unit Three	3rd Test (ch 11-14) -deadline-June 21
Early Modern Theatre (Ch 15) Global Theatre (Ch 16) Global, Diverse Theatre (Ch 17)	Unit Four	4th Test (ch15-17) -deadline-July 1

On-Line Learning Center: practice chapter quizzes (review-no credit)
http://highered.mcgraw-hill.com/sites/0073382167/student_view0/index.html

Introduction to Theatre Assignments:
Play Essay/Movie Review

Due: June 28, 2011

This essay and review are 20% of your total grade

View a movie based on a play: look for *Shakespeare, Neil Simon, Sam Shepard*, etc.

A. Read the play that the movie is based on and write an essay on the play

Include in your essay, answers to the following questions.

- i. Your Name, Course #, Date
- ii. Name of play read
- iii. What was the writer attempting to say?
- iv. What mood did the play create?
- v. What was your feeling at the end of the script?
- vi. Which scene stood out most clearly?
- vii. Which character was most memorable?
- viii. Which characters, if any, were difficult to understand?
- ix. If you were directing this script for the stage, who would you cast in the two major roles?
- x. Do you think this play would attract an audience in your community?

Do not write a synopsis of the play.

B. Write a compare and contrast review on the treatment of the movie to the play script.

Build your compare and contrast review around the following questions:

- What does the title mean in relation to the film/play as a whole?
- How are the opening credits of the film presented? Do they relate to meaning in the play?
- Why does the film/play start in the way that it does?
- Are there any motifs (scenes, images) of dialogue which are repeated? What purpose do they serve?
- Is sound used in any vivid ways either to enhance the film? (i.e. Enhance drama, heighten tension, disorient the viewer, etc.)
- How does the film use color or light/dark to suggest tone and mood in different scenes?
- Are there any striking uses of perspective (seeing through a character's eyes, camera angle, etc.) How does this relate to the meaning of the scene in the movie/play?
- What specific scene constitutes the film's/play's climax? How does this scene resolve the central issue of the film/play?
- Does the film/play leave any disunities (loose ends) at the end? If so, what does it suggest?
- Why does the film/play conclude on a particular image?

HOW TO SUBMIT A PAPER:

Each paper (review/essay) should be e-mailed to me at: billhuey@theatre-arts.net as an attachment in MS Word 97-2004, 2007 or 2011. Make sure your documents are tagged with doc., docx, or rtf. All papers (review/essay) are due on dates shown in course calendar, but may be submitted at will if completed *early*.

Papers will not be accepted after the deadline posted above.

DO NOT send papers as part of your email text; **DO NOT** send by fax or snail-mail.

2. Read plays assigned and write two short essays (2 to 3 pages)

- A. read and write your first essay on [Tartuffe](#), by Moliere, or [She Stoops to Conquer](#) by Oliver Goldsmith
Ist Essay Due: June 03, 2011
- B. read and write your second essay on [Pygmalion](#) by G. B. Shaw, or [The Master Builder](#) by Henrik Ibsen.
2nd Essay Due: June 13, 2011

These essays are 20% of your total grade.

Include in your essays, answers to the following questions.

- i. Your Name, Course #, Date
- ii. Name of play read
 - iii. What was the writer attempting to say?
 - iv. What mood did the play create?
 - v. What was your feeling at the end of the script?
 - vi. Which scene stood out most clearly?
 - vii. Which character was most memorable?
 - viii. Which characters, if any, were difficult to understand?
 - ix. If you were directing this script for the stage, who would you cast in the two major roles?
- x. Do you think this play would attract an audience in your community?

Do not write a synopsis of the play.

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Papers will not be accepted after the deadline posted above.

DO NOT send papers as part of your email text; **DO NOT** send by fax or snail-mail.

More plays online: <http://www.gutenberg.org>: <http://www.bibliomania.com/0/6/4/1049/frameset.html>

Grades are based on:

Tests 60 % Play Review 20 % 2 Drama Essays 20 %

This course meets requirements for core curriculum degree planning and is designed for transfer credit.

Academic Honesty: *Cheating or plagiarizing on assignments or exams will not be tolerated. Such conduct will result in the student being dropped from the class with an F.*

Exemplary Educational Objectives

- To demonstrate awareness of the scope and variety of works in the arts.
- To understand those works as expressions of individual & human values within an historical/social context.
- To respond critically to works in the arts.
- To engage creative process & understand the physical & intellectual demands required of the artist.
- To articulate an informed personal reaction to works in the arts.
- To develop an appreciation for the aesthetic principles that guide or govern the arts.
- To demonstrate knowledge of the influence of the arts or intercultural experiences.

WITHDRAWAL PROCEDURE: A student who drops a course after the first 12 class days of instruction will receive a grade of “W.” No classes may be dropped after the 12th week of a fall or spring semester or the 5th week of a summer term. To drop a class, the student must obtain the written consent of the instructor. Drop forms are available in the Student Services Office.

CLASSROOM CONDUCT: Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class. 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) using an unauthorized source of information during an examination; (4) entering an office or building to obtain unfair advantage; (5) taking an examination for another person; (6) altering grade records; (7) plagiarism. Plagiarism is the using, stating, offering or reporting as one’s own, an idea, expression, or production of another person without proper credit.

AMERICANS WITH DISABILITIES ACT STATEMENT: It is the policy of Clarendon College to provide reasonable and appropriate accommodations for individuals with documented disabilities. This 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 student services office in a timely manner if he/she desires to arrange for accommodations.

16-May-11
