

THEA 1331

UC 11846 12F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change
 Core Category: Creat. Arts Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: THEA College: CLASS
 2. Faculty Contact Person: Jon L. Egging Telephone: 713-743-3003 Email: jlegging@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
THEA / 1331 / Introduction to Theatre
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
THEA / 1331 / INTRO TO THEATRE
 • SCH: 3.00 Level: FR CIP Code: 50.0501.0003 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
 5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
 ___ / ___ / ___
 • Course ID: ___ Effective Date (currently active row): ___

6. Authorized Degree Program(s): ___
 • Does this course affect major/minor requirements in the College/Department? Yes No
 • Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 • Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
THEA / 1331 / Introduction to Theatre

- Course ID: 43808 Effective Date (currently active row): 8272012

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: none Description (30 words max.): Students will gain a genuine appreciation for the art and craft of theatre by reading, attending, and writing critically about plays.

10. Dean's Signature: _____ Date: 10/8/12

Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: School of Theatre and Dance

Person Making Request: Jon L. Egging

Telephone: [Click here to enter text.](#)

Email: jlegging@gmail.com

Dean's Signature: _____

Date: 9/8/2012

Course Number and Title: THEA 1331, Intro to Theatre

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will attain (through reading, lecture, activity, written assignments, and in class assessments) knowledge of the historical, sociological, cultural, aesthetic, practical, and structural elements of theatre. Students will develop (through reading and discussion of primary and secondary source readings) critical reading and thinking skills. Students will improve writing skills and synthesize info through critique/analysis papers and online discussion questions.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students must attend 2 theatrical performances during the term and write two 4-5 page critiques based on those performances. In doing so they must synthesize information gained from lectures and readings while applying their own academic analysis.

Selected elements addressed in the critiques:

1. What was the theme of the play? Did you agree with the play's message? Why or why not?
2. Who are the protagonist and antagonist and what are their motivations/goals in the play? Did their motivations/goals make sense to you given the theme of the play? Why or why not?
3. What was the primary conflict between the protagonist and antagonist?

Communication Skills:

Students will be required to express themselves in an academic setting in both their critique papers, as well as several online discussion questions.

Sample of discussion questions:

#2 What are the 'Tools of Imagination'? There are two in the text. How do they work? Do you think there are other tools that are not mentioned in the text? What could they be? Support your answers and make your argument.

#3 What, in your opinion, is the most important aspect of the Critical Criteria(or the three questions a critic should ask each time he/she attends a performance)? Explain your choice.

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

Theatre being an incredibly co-operative artform, teamwork will be emphasized throughout the course in lectures. Students are encouraged to form study groups and read plays aloud with their peers.

There will also be a Collaboration Project that will work as follows:

The assignment is meant to give a taste of some of the processes that theatre professionals go through in order to create the plays you go see. It is also meant to illustrate the enormous amount of cooperation that has to happen to make each event happen.

To complete the project students will have to work in a group of 4. The group will be required to work together on a play. Once a group is formed and a discussion takes place online, a specific project will be selected.

Each group will have two options:

A) A paper project

or

B) A video project

The paper project will involve the group assigning roles to each member (Director, Set Designer, Light Designer, Costume Designer), and through a process of collaboration, coming up with a coherent and plausible design for the play they choose. Then each member will write a paper (using the corresponding chapter of *The Theatre Experience* as a guide) on their aspect of the production.

The video project will involve the group assigning roles to each member (Director, Tech, and 2 Actors), and through a process of collaboration, producing a short scene from the play they choose. The two person scenes will be chosen by management, but you will be responsible for setting, lighting and costumes. Each member will also be responsible for a short paper on the process of the production (Actors will do a short character analysis, Directors a short scene analysis, and Tech a short design analysis).

Social Responsibility:

Students will explore the social relevance and issues brought up by the theatre by watching and discussing UH productions in class, reading three plays (with corresponding in class quizzes), and applying these ideas into their writings. Play quizzes will use questions that will attempt to put focus on social issues and the application of analytical skills to see how the student's own life and experience can be compared to the lives of characters on stage, giving them a sense of the connection between themselves and the community of theatergoers and producers.

Personal Responsibility:

As a hybrid class, all students are required to attend to their readings on their own. They are also required to attend performances and take exams online at required times.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

Critiques, collaboration project.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

Theatre 1331: Introduction to Theatre—Fall 2013
Monday 4:00-5:30, AAA Aud 1., and online weekly

Professor: Jon L. Egging

Office Hours: **By appt.** Mondays 2:45-3:45pm
Office: School of Theatre Office CWM

Email: Your grader's contact information will be posted on the class e-learning page during the first week of class.

Please contact me when necessary (always contact grader/TA first to resolve issues) through BlackBoard messaging.

Course Description:

Theatre is an art form with 2,500 years of history and scholarship. The course will explore the world of theatre, concentrating on reading, seeing and writing about plays; and, understanding how a play is produced. To that end, we will read three plays as representatives of the theatre. These three plays are by no means the only plays worth considering, but are plays that have had a significant impact on the theatre world.

This course assumes a basic knowledge of European and American history. Concepts and terms from the worlds of literature, philosophy, history, art history and theatre will be a part of course lectures and discussions.

Student Learning Objectives:

Students will attain (through reading, lecture, activity, written assignments, and in class assessments) knowledge of the historical, sociological, cultural, aesthetic, practical, and structural elements of theatre. Students will develop (through reading and discussion of primary and secondary source readings) critical reading and thinking skills. Students will improve writing skills and synthesize info through critique/analysis papers and online discussion questions.

Course Texts:

The Theatre Experience, 12th Edition by Edwin Wilson

The following plays: You will need your CougarNet ID to access.

1. <u>Fences</u> , August Wilson (Online)
2. <u>TBA</u> (online)
3. <u>TBA</u> (online)

Course Materials:

1 – blue scan-tron and #2 pencil for the final exam and 3 blue books for quizzes.

All students should be familiar with the website: www.uh.edu/webct since one-half of the course and important communication for this course will take place there.

You will also be REQUIRED to attend at least two UH plays over the course of the semester.

Graded Assignments:

- 2 online exams over lectures, text, online content
- 1 in-class exam (final) over lectures, text, online content

- 3 in-class essay quizzes over play scripts, 5 questions each, 10 points per question = 50 points each
- 1 critique over UH play performance = total 125 points (the UH plays are: Paradise Hotel, and As You Like It) You will be REQUIRED to attend both plays. Extra credit will be available for those who choose to attend the other UH productions.
- 1 Collaboration project= 125 points, in which you will work with 3 other students on a play design either doing a video or paper. DETAILS WILL BE AVAILABLE ONLINE.
- In-class participation (clickers) = 100 points (There will be questions during lectures worth up to 170 points.) **Only 100 points will count for your grade here, but there are more points available in case of clicker malfunction and absence.** Stay on top of your points by checking regularly, especially at the beginning of the semester.
- On-line participation = 50 points (there will be 5 discussion questions posted. It will be your responsibility to check the Blackboard site on a weekly basis to get these questions and answer them before they are removed.

Exam I	100 points	
Exam II	150 points	
Exam III(final)	200 points	
3 quizzes	150 points (50, 50, 50)	
Critique I	125 points	*critiques must meet minimum length requirement to receive a grade* *critiques must be turned in on time to receive a grade* *10 points of each critique grade comes from attending the plays.*
Collaboration	125 points	
Clicker lec.	100 points	
Online disc.	50 points	

Grading scale:

A =1000-940 A- =939-900 B+ =899-870 B =869-840 B- =839-800 C+ =799-770 C= 769-740 C- =739-700
D+ =699-670 D =669-640 D- =639-600 F=599-0

Policies:

Handouts and video presentations may be a regular part of class sessions and online sessions. If you miss a class, **get notes, handouts and video references from a classmate, then see your grader for additional information, clarification, and review.**

Individual student behavior regarding class participation is up to the student, as long as that behavior does not interfere with the learning of other students or the teaching by the instructor. The instructor will be the sole arbiter of what behavior does and does not constitute interference.

If legitimate circumstances prevent your attendance at an exam or quiz, inform your grader **before** or **within 24 hours after** the exam (e-mail, telephone, dated note). Make-up exams and quizzes will *not* be given unless your grader receives notification before or within 24 hours after the exam. **Make-up exams and quizzes will happen during class the next class period after a test.** Make-up exams and quizzes may be in essay form. Read the following carefully – these rules apply to everyone in the class. **NO EXCEPTIONS.**

Examples of legitimate circumstances: a death in the family, illness with a doctor's note, seriously ill children, observance of a religious holiday, a job interview (requires documentation).

Legitimate circumstances do *not* include: oversleeping, a failed alarm clock, a hangover, getting lost on the way to the classroom, "a touch of the flu," too much other work, extracurricular activities without a University excused absence, lack of preparation, lost notes, lost class texts and/or play, plane reservations or other travel plans (unless booked prior to distribution of this syllabus— documentation required). See the Student Rules handbook for University policy on excused absences. **NO EXCEPTIONS.**

If you must miss more than three classes between exams for legitimate reasons (e.g., accident, serious illness), inform your grader and provide documentation of your absence **before the scheduled exam**. No accommodation for a make-up exam will be made *after* the exam has been administered if your grader has not been informed and documentation of missed classes provided prior to the *scheduled* exam.

A note on exam attendance: exams will start promptly. Late entry is allowed until the first student finishes their test and leaves the classroom. After the first student leaves, late arrivals will be seated with an essay test. Bathroom breaks during the test will not be allowed. Please power down your cell phone and turn your baseball cap or other kind of billed hat around.

Critiques will be turned in via soft copy on the WebCT system. Late papers will be docked. Assignments can always be turned in early.

Turning in your assignments via WebCT means that every single assignment gets passed through turninit.com, an anti-plagiarism site. Any paper over 20% copied will be given a zero and possibly a trip to the Academic Affairs office.

You may choose to have your grader pre-check/evaluate your written assignments before they are due, in order for you to receive feedback and prepare another draft. **Critiques will be accepted for pre-check up to 1 week before the assignment is due.**

If you have a problem with a grade on a written assignment, **you may dispute that grade only in writing, and only within 24 hours of receiving back the assignment.** Email your grader with information on what is wrong with the current grade, and why you feel you deserve a different grade. The grader will evaluate your claim and resolve it fairly. **Turning in a written claim does not guarantee that you receive a different grade.**

Class command structure:

You>>Your Grader>>Prof Egging

Academic Integrity: Students who engage in scholastic dishonesty (i.e. plagiarism or "cheating") are subject to disciplinary penalties, including the possibility of failure in the course and up to expulsion from the school. **The minimum penalty in this class for any cheating whatsoever on any assignment, quiz or exam is a zero on the assignment, quiz or exam AND a letter grade drop.**

Students With Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the UH Learning Support Services in the Social Work Building or call 713-743-5411

THIS SYLLABUS MAY CHANGE AT THE DISCRETION OF THE INSTRUCTOR IF UNFORESEEN CIRCUMSTANCES ARISE. YOU WILL BE INFORMED IN ADVANCE OF ANY CHANGES.

COURSE SYLLABUS

YEAR COURSE OFFERED: 2013

SEMESTER COURSE OFFERED: Fall

DEPARTMENT: Theatre and Dance

COURSE NUMBER: 1331

NAME OF COURSE: Intro to Theatre

NAME OF INSTRUCTOR: Jon L. Egging

The information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Learning Objectives

The course will explore the world of theatre, concentrating on reading, seeing and writing about plays; and, understanding how a play is produced. To that end, we will read three plays as representatives of the theatre. These three plays are by no means the only plays worth considering, but are plays that have had a significant impact on the theatre world.

Major Assignments/Exams

3 (two online) exams worth 30%, 3 in class essay quizzes worth 15%, 1 theatre critique on a play performed at UH worth and one collaborative paper/project based on a classic play 15%. Final exam worth 20%.

Required Reading

The Theatre Experience, 12th Edition by Edwin Wilson
And 3 plays that will be available on Blackboard

Recommended Reading

List of discussion/lecture topics

Acting, Directing, Playwriting, Design, Culture, Genre, Structure, Etiquette, History