THEA 101  Theater Insight  Spring 2016

Section 001X  Meets: MWF  TIME 10-11XXX  Pulliam 0034

Instructor’s Name: Liz Elliott
Office Hours: T/R noon-2 pm Wed 1-2 or by appointment
Office Location: Communications Building, Theatre Grad Student’s Office Room 2235
Office Number: 618.453.7580
Emergency Number: 618.453.5741 (Theatre Dept. Office)
Instructor’s email: lizann1@siu.edu

Course Goals
To fulfill the goals of the University Core Curriculum through the disciplinary study of the fine art of theater. This course will introduce non-majors to the expressive art of theater and will encourage students to view theatre as a life-enhancing experience that extends beyond the classroom.

Course Objectives
The purpose of Theater Insight is to familiarize students with the basic elements of plays and productions and to help students develop the analytical skills to think, speak and write critically about the theater.

Course Aims
Through the course the student will:
1) Become a more informed, critical audience member
2) Gain a basic understanding of the elements of dramatic structure and of theatrical production
3) Learn to evaluate the artistic quality of a script and a performance
4) Gain appreciation of how plays reflect the people and cultures that produce them.
5) Gain understanding of the relationship of theater to the other arts and humanities

Required Texts
To be purchased separately:
   Experiencing Theatre by Anne Fletcher and Scott Irelan
   A Raisin in the Sun by Lorraine Hansberry
   Tartuffe adapted by Tim Mooney
***Purchase these plays as soon as possible as the bookstore tends to return unpurchased books within the first few weeks.***

Available on Desire2Learn
   Theatre Insights Supplementary Packet
   Wife/Worker/Whore by Kirsten Easton
   Other appropriate hand-outs, etc.

Bring your Experiencing Theatre Book, Supplementary Packet and relevant plays to class - they WILL be used for In-Class Exercises.
You must check Design2Learn frequently as updated information for this course will be posted regularly. Hand-outs will be posted there.

Additional Course Requirements
- Attendance at two SIUC productions and writing a Performance Response Essay for *Hansel and Gretel* and completing a portion of your final on *Tartuffe* is MANDATORY (instructions will be handed out in class.)
  
  **Required Production #1: Hansel and Gretel February 26th -28th**
  **Required Production #2: Tartuffe April 28th - May 1st**

- Assignments as stated below on class schedule.
- Compliance with policies as stated below.

Compliance with policies as stated below.

To obtain tickets: Your tickets are pre-paid through your course fees, but you still need to obtain your tickets, which will be done in class. Prior to the performances a ticket request form will be handed out, and you will be given an opportunity to select dates to attend the show and to hand in the form in class. You MUST be present to obtain your tickets.

**Following the performance you attend, be sure to have your ticket stamped by the THEA 101 instructor on duty and hand it in to your instructor in class. Stamping will occur in the McLeod Theater Lobby AFTER the productions.**

**PLEASE NOTE:** We study audience etiquette in this class. Use of cell phone or other electronic device, disruptive behavior, rudeness to House Manager, Usher, or other audience members at the productions you attend will result in a ZERO for the required written Performance Response Essay assignment for the production.

Some extra credit possibilities are listed in your course packet and others will be announced as options become available.

**Grading System and Scale**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>315 points total (45 @ 7 points/day)</td>
</tr>
<tr>
<td>In-Class Exercises</td>
<td>175 points total (35 @ 5 points each)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100 points total (4 @ 25 points each)</td>
</tr>
<tr>
<td>Play Statements</td>
<td>90 points total (3 @ 30 points each)</td>
</tr>
<tr>
<td>Course Contract</td>
<td>20 points</td>
</tr>
<tr>
<td>Performance Response Essay</td>
<td>100 points</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam (Practical)</td>
<td>100 points</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>1000 points</td>
</tr>
</tbody>
</table>

**Scale:**

1000-900 = A  
899-800 = B  
799-700 = C  
699-600 = D  
599-0 = F
Assignments
The in-class exercises (ICE), quizzes, and the play statements are all used to focus your attention on the material offered in this course. The exercises are hands-on, interactive methods to explore the material, the quizzes are a quantitative check to see how well you are identifying terms and concepts, and the play statements are used to enhance your ability to concisely synthesize the content of the plays we read.

COURSE POLICIES

Class Decorum
This course asks that you think critically about art, culture, and the material covered in class. As critical thinkers, we have an obligation to locate our voices by acknowledging where we, as individuals, are coming from when we state our opinions. Everybody in this course has the right to speak freely and offer their opinions about the work we are doing in the course, but it is expected that statements be constructive, intelligently thought-out, and relevant to the material being discussed. It is important to the entire class that everybody is seen as an individual and that we all understand everybody’s right to speak as well as be heard. Disrespectful language and actions are all detrimental to a learning environment and will not be tolerated under any circumstances.

Treat and speak to each other with respect, even though you may disagree.

Please do not interrupt the learning of other individuals in the class by entering and exiting, talking inappropriately, etc. Sleeping in class or listening to head-phones during class will be counted as a class absence. We recognize the usefulness of laptops and portable devices in classroom settings, but the use of cellphones, laptops, digital readers, etc. is restricted specifically to class projects, assignments, and activities. Inappropriate use of these devices (such as texting, listening to music, playing games, watching movies, facebooking, tweeting, etc.) will not be tolerated and such use will result in an absence for the class period.

Please see the SIUC Conduct Code for a more complete listing of appropriate (and inappropriate) behaviors.

Attendance
Your presence in this class will directly affect your grade. For classes that meet M/W/F, only three (3) absences are allowed without penalty. Your fourth, fifth, and sixth absence will each result in a 3.3% point deduction from your final grade (That’s 33.3 points per absence) in addition to points you lose for attendance and ICE. For every absence after your sixth, your final grade will be lowered one FULL letter (That’s 100 points per absence) in addition to points you lose for attendance and ICE. This means that a student who achieves an ‘A’ but has more than 8 absences will not be able to pass the class. PLEASE NOTE: in addition to missing material covered and discussed in class, absences result in the loss of In-Class Exercise points and attendance points. There is no such thing as an "excused" absence: the reason for your
absence does not change the fact that you are not present. Your ability to attend class will
directly influence your grade in this course.

***Providing a doctor’s note or other official documentation does NOT excuse your
absence. Attendance points and ICE points cannot be made up. However, in the case of a
quiz, if official documentation is provided, you may schedule a make-up time (within 48 hours
of the missed class) with your instructor at your instructor’s discretion. Please note: Missed
points due to absences can be made up through extra-credit opportunities.***

Tardiness: Three tardies = one absence

If you have a family emergency, or an illness, you may wish to contact Transitional Programs
(536-2338). This office will notify all of your course instructors and save you time and
unnecessary worry.

Accommodating Religious Observances
Students absent from classes because of observances of major religious holidays will be
excused. Students must notify the instructor at least three regular class periods in advance of an
absence from class for a religious holiday and must take the responsibility for making up work
missed.

Incompletes
An INC is assigned when, for reasons beyond their control, students engaged in passing
work are unable to complete all class assignments. An INC must be changed to a completed
grade within a time period designated by the instructor but not to exceed one year from the
close of the term in which the course was taken, or graduation, whichever occurs first.
Should the student fail to complete the course within the time period designated, not to
exceed one year, or graduation, whichever comes first, the incomplete will be converted to
a grade of F and the grade will be computed in the student’s grade point average. Students
should not reregister for courses in which an INC has been assigned with the intent of
changing the INC grade. Re-registration will not prevent the INC from being changed to an F.

Submitting Assignments
Performance response essays MUST be submitted via turnitin.com. Instructions and procedures
will be discussed in class prior to assignments being due. Additional hard-copies will be turned
in at the discretion of your instructor.

Late Work
No work will be accepted late for this class. NO EXCEPTIONS. Assignments are due on the
days on which they are scheduled below.

Extra Credit
Your instructor may offer Extra Credit opportunities, not to exceed the equivalent of one full
letter grade (100 pts). Extra Credit opportunities occur throughout the semester and will be
announced as they become available.

**Student Athletes and other Extra-Curricular Activities**
Please see your instructor with your away game schedule immediately. It is possible you can move into another section of the class and not have to make up so much work. Much of this class consists of in-class, hands-on activities; you will need to plan with your instructor, in advance, how you will complete the work. Your absences for athletics will not count as absences, but you are responsible for material covered in class. (See your Student-Athlete Handbook for more specific guidelines.) If you need additional help, please ask your instructor. We want you to do well!

**Academic Dishonesty Clause**
Academic dishonesty in any form on any assignment, test, quiz, exam or project will not be tolerated. Any evidence of academic dishonesty will result in a report to the 101 course supervisor, to your advisor or Dept. Chair, and your coach if you are an athlete. You will receive no points for that assignment, test, quiz, exam or project and may face judicial action and possibly even expulsion from SIUC. You are required to utilize “Turn It In” for submitting your performance response essay.

Academic dishonesty includes:
- Plagiarism: undocumented use of written material by another author or source (web, journal, newspaper, video, etc.) including a THEA 101 student’s Performance Response Essay. These are routinely compared across sections.
- Preparing work for another student
- Cheating on quizzes or tests or exams
- Falsifying or manufacturing scientific or educational data-like fake bibliographies, footnotes, etc.
- Presenting false information to a university official
- Aiding or abetting anyone who is attempting the above
- Concealing knowledge of same said practices
- A violation of SIU code.

**University’s Emergency Procedure Clause:**
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.
Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**Students With a Disability:**

Instructors and students in the class will work together as a team to assist students with a disability safely out of the building. Students with a disability will stay with the instructor and communicate with the instructor what is the safest way to assist them.

**Tornado:**

During the spring semester we have a **Storm Drill**.

Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll. Students need to **be quiet in the basement** as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

**Fire:**

During the fall semester we have a **Fire Drill**.

Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll. As soon as the building is all clear, you will be allowed to return to class.

**These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.**

**Bomb Threat:**

If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. **DO NOT USE YOUR CELL PHONES.** Some bombs are triggered by a cell phone signal.
Shooter in the Building:

If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe.

If it is not safe to leave, go into a room, lock the door and turn out the lights. Everyone should spread out and not huddle together as a group. Don't stand in front of the door or in line of fire with the door. Students' chair and desks should be piled in front of the glass and door as a barricade and the teacher's desk, podium and anything movable can be pushed against the door. This is intended to slow down any attempts to enter the classroom. If it looks like the shooter is persistent and able to enter, make a lot of noise and have the students use everything in their backpacks to throw at the shooter to distract him.

Silence all cell phones after one person in the room calls the police and informs them of their location and how many people are in the room. **Be quiet and wait for the police to arrive.** The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room people are hiding in. For this reason, when the police enter the room, no one should have anything in his/her hands and each person **MUST** raise his/her hands above his/her head.

Earthquake:

In the event of an earthquake, you are advised to take cover quickly under heavy furniture or crouch near an interior wall or corner and cover your head to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

Rave Mobile Safety Alert System:

We recommend that you sign up for the Rave Mobile Safety Alert System. It is a new system that replaces the WENS system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up. If you were signed up for WENS it does not roll over. You have to sign up for Rave Mobile Safety Alert System. Go to Saluki Net, go to my records tab, under SIUC Personal Records, click on View My SIUC Student Records, Under Main Menu click on Personal Information, click on View and Update Addresses and Phones, in the middle of the page click [Update Addresses and Phones], under phones click Primary: This will take you to Update Addresses and Phones – Update/Insert, under primary phone number for this address put in your cell phone and submit. For more information, visit dps.siu.edu, contact SalukiTech at 453-5155 or salukitech@siu.edu.
CPR/Defibrillator and First Aid Class:

If you would like to take a CPR/Defibrillator and/or First Aid class, contact LaVon Donley-Cornett, lavong@siu.edu or call 453-7473.

Women's Self Defense Classes are offered to female students faculty and staff by the Department of SIU Public Safety. For more information contact Officer Mary Stark marys@dps.siu.edu.

Communicating with Your Instructor:
There is no voicemail on the telephone in the Graduate Student Office, so email is best for communicating with your instructor. Be timely (For example, do not send an email right before class and expect your instructor to read it before class meets). Properly address your email (Dear Mr. or Ms. ___________ ) and SIGN YOUR NAME. Write in complete sentences. Organize your thoughts. Pay attention to your instructor’s Office Hours, stated on this syllabus, and learn the location of his/her office.

COURSE SCHEDULE
(Subject to change across sections)

FOUNDATIONAL CONCEPTS

WEEK ONE

Jan. 18 – MLK DAY- NO CLASS

Jan. 20 – Intro to Class and Syllabus
ICE #1: What is Theatre?; What is a Play?
HOMEWORK: Print Supplementary Packet on D2L; Print class contract, answer questions and hand in at next class meeting. This is a requirement for this class. Read Experiencing Theater Introduction (pp vii- x).

***We will be covering a lot of foundational material in the first two weeks of class. If you are allowed to ADD this course, you remain responsible for all material covered. It is your responsibility to obtain assistance in catching up.***

Jan. 22 – ICE #2: Page vs. Stage
HOMEWORK: Read Exploration One on Theatre, Live Performance, Elements of Theatre, Reading a Play, Character and Idea Realism and Non-Realism and Ready, Set, Read! (pp 1-20)
Last day to drop or add a class without Dean's signature Sunday, January 24

WEEK TWO

Jan. 25 – Aristotle’s 6 Elements
ICE #3: Aristotle’s 6 Elements
HOMEWORK: Read Figure 2.2 Genres and Their Characteristics on (p 28) and top of (p 31); Also, read “The Story of Hansel and Gretel” in Supplementary Packet for use in class. Be sure to read “Notes on Hansel and Gretel” because this will help you interpret the story for the In-Class Exercise(s) on Presentational/Representational and/or Realism/Non-Realism in the next class meeting.

Jan. 27 – Presentational and Representational Theatre and Realism and Non-Realism
ICE #4: Types of Theatre

Jan. 29 – Finish Foundational Concepts
ICE #5: Plot and Structure
HOMEWORK: Study for QUIZ #1: Foundational Concepts

Last day to drop a full-term course with refund, Sunday January 31

ACTING

WEEK THREE

Feb. 1 – QUIZ #1: Foundational Concepts
ICE #6: Acting
HOMEWORK: Read sections on The Performer (aka Actor), The Inside-Out Approach to Acting, The Outside-In Approach to Acting and Auditioning and Rehearsing (pp 70-81)

Feb. 3 – ICE #7: Acting Continued
HOMEWORK: Plan ahead and try to get started on next readings.

Feb. 5 – ICE #8: Acting Continued
Preview A Raisin in the Sun
HOMEWORK: Begin reading A Raisin in the Sun (Read Act 1)

WEEK FOUR

Feb. 8 – ICE #9: The Foundational Concepts and A Raisin in the Sun
**HOMEWORK**: Read sections in Supplementary Packet on *A Raisin in the Sun*; Finish reading *A Raisin in the Sun*; Prepare for Play Statement on *A Raisin in the Sun*

Feb. 10 – Play Statement #1: *A Raisin in the Sun*
**HOMEWORK**: Read section on Directing (pp 81-86)

Feb. 12 – **ICE #10**: Directing- Vision and Concept for *A Raisin in the Sun*
Hand out Ticket Order Forms

**WEEK FIVE**

Feb. 15 – **ICE #11**: Directing- Practical Application (Composition/Staging, etc.)
**HOMEWORK**: Study for Quiz on Acting and Directing
Collect Ticket Order Forms

Feb. 17 – **QUIZ #2**: Acting and Directing
**HOMEWORK**: Read section on The Production Dramaturg, Audience Development, Collaborating with P-12 Educators, Community Outreach and The Bigger Picture (pp 86-91 and 109-114)

**DRAMATURGY**

Feb. 19 – **ICE #12**: Dramaturgy

**WEEK SIX**

Feb. 22 – **ICE #13**: Dramaturgy and *A Raisin in the Sun*
**HOMEWORK**: Read Section on Audience Etiquette (pp 92-96); Read Exploration Five Introduction and section on Aesthetic Valuing and Critical Thinking (pp 96-103)

Feb. 24 – **ICE #14**: Audience Etiquette and How to Write a PRE/Examples of Past PREs
**SGID**
Receive Instructions for Performance Response Essay (PRE)

Feb. 26 – **ICE #15**: Opera and *Hansel and Gretel*
**HOMEWORK**: Attend *Hansel and Gretel*; bring notes to next class

**REQUIRED Department of Theater Production *Hansel and Gretel* February 26th -28th**

**WEEK SEVEN**

Feb. 29 – **ICE #16**: Work on PRE
HOMEWORK: Read Supplementary Course Packet on Kirsten Easton and *Wife/Worker/Whore*

Mar. 2 – **Play Statement #2: Wife/Worker/Whore**

HOMEWORK: Review Sections on Audience Development, Collaborating with P-12 Educators, Community Outreach and The Bigger Picture (pp 86-91 and 109-114) and look at Poster Design Section in Supplementary Course Packet

Mar. 4 – **ICE #17: Public Relations and Wife/Worker/Whore** (Poster or Press Release Design)
Hand Out Midterm Review Sheet

**WEEK EIGHT**

Mar. 7 – **QUIZ #3: Dramaturgy and Public Relations**

HOMEWORK: Bring in Questions for Midterm Review

Mar. 9 – **ICE #18: Midterm Review**

Mar. 11 – **MIDTERM**

HOMEWORK: Work on PRE for *Hansel and Gretel*

**WEEK NINE**

Mar. 14 – **SPRING BREAK**

Mar. 16 – **SPRING BREAK **MATC FOR INSTRUCTORS**

Mar. 18 – **SPRING BREAK **MATC FOR INSTRUCTORS**

<table>
<thead>
<tr>
<th>PLAYWRITINGGG</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK TEN</strong></td>
</tr>
</tbody>
</table>

Mar. 21 – **ICE #19: Work on PRE**

HOMEWORK: Complete PRE on *Hansel and Gretel*

Mar. 23 – **PRE on Hansel and Gretel DUE!**

ICE #20: Playwriting

HOMEWORK: Read Exploration Two Introduction and sections on Thinking Theatrically, A Basic Model for the Writing Process, Starting, Revising, Hearing, and Finishing (pp 22-31)

Mar. 25 – **ICE #21: Playwriting continued**
HOMEWORK: Read sections in Supplementary Packet on Tartuffe (including Elements of Comedy) and begin reading the play.

WEEK ELEVEN

Mar. 28 – ICE #22: Preview Tartuffe
HOMEWORK: Find specific examples of comedy in Tartuffe

Mar. 30 – ICE #23: Tartuffe and Elements of Comedy
HOMEWORK: Finish reading Tartuffe and prepare for Play Statement #3 on Tartuffe

April 1 – Play Statement #3: Tartuffe

Last day to drop a full-term course without a refund and a “W” Sunday, April 3

EXTRA CREDIT OPPORTUNITY: Department of Theater Production Wife/Worker/Whore March 31st- April 3rd, along with 5 original staged readings of plays

DESIGN (and Tartuffe)
WEEK TWELVE

April 4 – ICE #24: Preview Elements of Design
HOMEWORK: Read Exploration Three Introduction and sections on An Overall Approach, Costume Design, Executing the Costume Design, Methods and Materials of Costume Design, Building Blocks of Costume Design and The Costume Support Staff (pp 38-42 and 49-54)

April 6 – NO CLASS INSTRUCTORS at Dept. of Theater DRAMA DAZE

April 8 – ICE #25: Costume Design
HOMEWORK: Read sections on Theatre Spaces, Executing the Scenic Design, Methods and Materials of Scenic Design, Building Blocks of Scenic Design and The Support Staff (pp 42-49)

WEEK THIRTEEN

April 11 – ICE #26: Finish Costume Design; Begin Scene Design

April 13 – ICE #27: Scenic Design
HOMEWORK: Read sections on Lighting Design, Methods and Materials of Lighting Design, Building Blocks of Lighting Design, The Lighting Support Staff (pp 54-62)
April 15 – ICE #28: Finish Scene Design; Begin Lighting Design
Distribute Ticket Order Forms

WEEK FOURTEEN

April 18 – ICE #29: Lighting Design
HOMEWORK: Sound Design, Executing the Sound Design, Methods and Materials of the Sound Design, Building Blocks of the Sound Design, the Sound Support Staff and Closing Thoughts (pp 62-68)
Collect Ticket Order Forms

April 20 – ICE #30: Sound Design

April 22 – ICE #31: Finish Unit on Design
HOMEWORK: Study for QUIZ #4 on Design

WEEK FIFTEEN

April 25 – QUIZ #4: Design

April 27 – ICE #32: Review Audience Etiquette
Prepare to attend Tartuffe

April 29 — ICE #33: Wrap-Up Tartuffe

REQUIRED Department of Theater Production Tartuffe April 28th- May 1st

WEEK SIXTEEN

May 2 – ICE #34: Debrief Production

May 4 – ICE #35: Mock Production Meeting

May 6 – ICE #36: Review
Fill out Course Evaluations/Surveys

FINAL EXAM PERIOD: May 9-13 *** Instructor Fill In