Instructor’s Name: Bobbi Masters  
Office Hours: Thursdays 2-3 & Fridays 12:30-1:30  
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: Bobbimasters@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.

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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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>315</td>
</tr>
<tr>
<td>In-Class Exercises</td>
<td>175</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
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<tr>
<td>Play Statements</td>
<td>90</td>
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<tr>
<td>Course Contract</td>
<td>20</td>
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<tr>
<td>Performance Response Essay</td>
<td>100</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam (Practical)</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
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**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.

**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)

DIRECTING
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**

**PLAYWRITING WEEK TEN**
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

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**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

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**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*

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

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**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

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**FINAL EXAM PERIOD: May 9 @ 2:45-4:45**