

Syllabus for
DRAM 215/HUM 270—Introduction to Theatre
3 Credit Hours
Spring 2011

I. COURSE DESCRIPTION

A study of the various elements and functions of theatre in society. Focuses on becoming an intelligent artistic critic and evaluating art from a Christian perspective. Provides the student with an overall introduction to the theatre arts. Includes theatre as an art form, the basic elements of a play, the role of the critic, the audience, the scene designer, the director, the costumer, and the director. Places special emphasis on developing evaluative skills while watching theatre. (Crosslisted with HUM 270.)

II. COURSE GOALS

Introduction to the theatre will present a broad perspective of theatre to enhance the college student's experience and understanding in the field of drama, as well as television and film. Special emphasis is placed on the development of an intelligent critical attitude of the student as an audience participant. Also special emphasis is placed on evaluating art from a Christian perspective.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. List and discuss the components of a well-made play.
(General Competency No. 1 and Subject Competency No. 1 and No. 10)
2. Define and discuss the different facets of the theater arts including playwriting, acting, directing, and design. (General Competency No. 1)
3. Use the elements of dramatic criticism in the form of a written critique of this semester's production. (Subject Competency No. 8 and No. 10)
4. Use the elements of dramatic criticism in the form of a written research paper concerning a play he or she will view this semester. (Subject Competency No. 8 and No. 10)
5. Use the lab experience given to him or her which is the opportunity to construct, paint, and assemble the settings and costumes for the major productions this semester.
6. Develop a written personal method of evaluating art from a Christian perspective.
(Subject Competency No. 8 and No. 10)
7. Define and discuss the role of the artist in the Body of Christ.

B. Unit Objectives

As a result of successfully completing these units, the student will be able to do the following:

Unit I

1. Define art according to Schaeffer, Goethe, Wright and Holland.
2. List Goethe's three purposes of art.
3. List perspectives Schaeffer uses to evaluate art.
4. Compare and contrast acting in life and acting on stage.

5. Discuss the role the audience plays in a theatrical experience.
6. Discuss Johann Wolfgang von Goethe's theory of evaluating art and its application to today's theatre.
7. Define empathy and aesthetic distance.
8. Discuss and contrast the role of the drama critic and reviewer.
9. Discuss the Stanislavski system of acting.
10. Define the functions and responsibilities of the actor and director.
11. List the director's qualifications and obligations.
12. Define the function of the producer.
13. Compare and contrast the roles of the playwright, director, and producer.
14. Summarize the plot structure, dramatic action, and theme of A Raisin In The Sun.
15. Discuss the process the playwright goes through from idea to production.
16. Compare and contrast rhythm, tempo and pace.
17. List and describe the different schools of acting.
18. Compare and contrast the method approach of acting to the technical approach.

Unit II

1. List Wright's definition of comedy and list its elements.
2. Contrast a comedy with a farce.
3. Summarize the plot structure, dramatic action, and theme of Odd Couple, Tartuffe, and Death of a Salesman.
4. List Wright's definition of tragedy.
5. List five basic principles of pure tragedy.
6. List and define eight major genres of the theatre.
7. Discuss the form and structure of musical theatre.
8. Discuss the playwright's effective use of dramatic characters.

Unit III

1. List the purpose of costume design.
2. List the elements of scenic design.
3. List the principles of lighting design.
4. Identify the advantages and disadvantages of the basic auditorium shapes.
5. List the obligations and responsibilities of the scenic, costume, and lighting designer.
6. Discuss the chain of authority governing the back stage of the theatre.

C. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: General Competency 1, Subject Competencies 1, 8 and 10.

GC 1: The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

SC 1: Maintains a current knowledge of concepts of the field of speech communication including: oral interpretation of literature, theater, the electronic media, public speaking, argumentation, and critical thinking skills.

SC 8: Uses differing assessment strategies to evaluate student competencies in a variety of speaking/listening situations.

SC 10: Understands and uses teaching strategies appropriate for the analysis and

presentation of a variety of forms (genres) of public address and literature of the theater, available in electronic media and from printed sources.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

Textbooks

Romanowski, W. (2007). Eyes wide open: Looking for God in popular culture.

New York: Brazos Press. ISBN # 9781587432019

Wilson, E. (2009). The theatre experience. St. Louis: McGraw-Hill, Inc.

ISBN # 9780073382142

B. Optional Materials

Textbooks

Schaeffer, F. Art & the Bible. ISBN # 0877844437

Hansberry, L. A Raisin in the Sun. ISBN # 9780573614637

Moliere. Tartuffe. (1961). ISBN # 9780156881807

Miller, A. (1949). Death of a salesman. ISBN # 9780140481341

Simon, N. (1966). The odd couple. ISBN # 9780573613319

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' major.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Attendance**—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour's absence above those allowed. A student missing class due to illness must take an unexcused absence. Extended illnesses are handled on an individual basis and require a doctor's excuse.
2. **Administratively Excused Absences**—Students who must miss class for University sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. Arrange to complete missed work within one week.
 - c. Not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
 - d. Present an excuse, signed by the Dean of Arts and Cultural Studies, the day the student returns.
3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision for this course. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session concerning a late arrival on a previous day.
4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. If late work is accepted, a substantial penalty will be assessed.
5. **Literacy**—The Communication, Arts, and Media Department does not accept for credit any written assignment that contains more than an average of three grammatical and/or typographical errors per page.
6. **Whole Person Assessment**—Refer to the Communication, Arts, and Media WPA handbook for policies at (<http://oru.edu>), click on **Academics**, then **WPA**, then **Department Resources**, then **CAM Handbook HTML**.

C. Course Policies and Procedures

1. **Evaluation Procedures**
The grade in this course is based upon the following items:

- a. Two one-hour exams (30%)
 - b. One term paper (15%)
 - c. Artistic Concepts Paper (15%)
 - d. Final Exam (30%)
 - e. ORU Play Reviews (5%)
 - f. Quiz Average (5%)
2. Whole Person Assessment Requirements: There are two artifacts for this class.
They are :
- a. Artistic Concept paper and Term Paper
 - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.
3. Other Policies and/or Procedures
- Any examination not taken at the scheduled time due to an excused absence must be made up at a time arranged with or by the instructor. Generally, tests missed for an unexcused absence cannot be made up. The University's \$15.00 late-test fee must be paid in advance.

VI. COURSE CALENDAR

<u>Week</u>	<u>Schedule</u>	<u>ASSIGNMENT</u>
Week 1	Class Intro Discussion of Art and Definition of Art	Read: <u>Eyes Wide Open</u> , Intro & Chapter 1-7
Week 2	Discussion of <u>Eyes Wide Open</u>	Read: <u>Eyes Wide Open</u> , Chapters 8-11 Read: <u>Art & the Bible</u>
Week 3	Finish <u>Eyes Wide Open</u>	Read: <u>Theatre Experience</u> Chapters 1 & 2 Artistic Concept Paper Due
Week 4	Actor-Audience Relationship Discuss <u>A Raisin In The Sun</u>	Read: <u>Theatre Experience</u> Read: <u>A Raisin In The Sun</u>
Week 5	Discuss the Role and Responsibilities of a Critic Discuss <u>A Raisin In The Sun</u>	Read: <u>Theatre Experience</u> Chapter 3
Week 6	Discuss Acting Review Different Stage Positions Discuss Stanislavski and the method	Read: <u>Theatre Experience</u> Chapters 4 & 5 Read: <u>Death of A Salesman</u>
Week 7	Discuss Role of Director Good Director's Checklist Discuss <u>Death of A Salesman</u>	Read: <u>Theatre Experience</u> Chapter 6 Prepare for Exam #1
Week 8	Hour Exam One Discuss Playwright Convention of Dramatic Structure	Read: <u>Theatre Experience</u> Chapters 7
Week 9	Discuss Genres: Tragedy and Comedy	Read: <u>Theatre Experience</u> Chapters 8, 9 & 10 Read <u>Tartuffe</u>
Week 10	Discuss <u>Tartuffe</u> Discuss Climatic and Episodic Plot Structure	Read: <u>Theatre Experience</u> Chapters: 11, 12 & 14 Read: <u>The Odd Couple</u>
Week 11	Discuss <u>The Odd Couple</u> Discuss the Role of the Designer	Read: <u>Theatre Experience</u> Chapters 15
Week 12	Discuss Stage Space Discuss the Scenic Designer	Read: <u>Theatre Experience</u> Chapter 16
Week 13	Discuss Costume Designing	Read: <u>Theatre Experience</u> Chapter 17
Week 14	Discuss Lighting & Sound Design	Read: <u>Theatre Experience</u> Chapter 18 & epilogue Prepare for Exam #2
Week 15	Hour Exam Two	Review for Final Exam TERM PAPER DUE

Course Inventory for ORU's Student Learning Outcomes

DRAM 215—Introduction to Theatre Spring 2011

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior			X	
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship				X
4E	Leadership capacity		X		