

THEATRE 201, Play Analysis
Block 3, 2019

Instructor: Janeve West (West, They/Them)

Office: Armstrong G48

email:jwest@cornellcollege.edu

Course Schedule: 9:00 - 11:00 AM, 1:00 – 3:00 PM Monday – Friday

Course Location: Armstrong 124

Office Hours: 3PM-5PM W

Or by appointment – Please e-mail.

REQUIRED TEXTS: Bring all materials every day.

Interpreting the Playscript by Anne Fliotsos

Backwards & Forwards by David Ball

Sweat by Lynn Nottage

Frequent scripts and handouts as given by the instructor.

REQUIRED WEBSITES:

[The Poetics of Aristotle](#) Translation by S.H. Butcher

[Norton Anthology of Drama – Glossary of Dramatic Terms](#)

Note: A LOT of communication will happen via e-mail to your Cornell College account and Moodle. Be sure to check both every day.

DESCRIPTION: (From the catalogue) Study and practice of play analysis with an emphasis on exploring the potential for live performance embedded in a written text. Students will learn to employ a three-tiered approach to analyzing plays: textual/structural, dramaturgical/contextual, and creative/intuitive.

FURTHER DESCRIPTION: In this course we will approach the study of the play, from page to stage, with emphasis on Formalist/Aristotelian and Freytag's Analysis. The intent is for the student to develop a formal approach to exploring a play script from the point of view of the actor, director, designer, dramaturge, and audience. An introduction to theatre research methods.

CORNELL COLLEGE EDUCATIONAL PRIORITIES AND OUTCOMES:

This course supports all Educational Priorities and Outcomes of Cornell College with emphasis on vocation, knowledge, inquiry, reasoning, communication, and intercultural literacy.

DEPARTMENTAL OUTCOMES: <http://www.cornellcollege.edu/theatre/mission-outcomes/index.shtml>

This course meets the following Departmental Outcomes:

Intercultural Literacy and Inquiry, Knowledge and Application, Collaboration, Vocation and Well-Being.

COURSE OBJECTIVES:

This course will allow students the opportunity to:

1. Develop a broad knowledge of the history and vocabulary of Formalist and Freytagian techniques of script analysis from the perspective of the director, actor, designer, dramaturg and scholar.
(Knowledge/Application, inquiry)

2. Develop an understanding of the contextual, historical and artistic elements of a play script. (Literacy, Inquiry, Knowledge).
3. Explore the impact of analysis and potential applications of research on the theatrical mise-en-scene. (Knowledge and Application)
4. Develop a formalized approach to methods of critical research, along with the use of the play script, as the primary source of information for theatrical performance. (Literary, Inquiry, Knowledge and Application)
5. Continue personal artistic development through artistic creation, response, and self-reflective projects and exercises.(Vocation, Well-Being, Collaboration, Inquiry, Knowledge and Application)
6. In both written and verbal form, effectively articulate, analyse various production concepts using professional language, theory and standards. (Inquiry, Knowledge and Application)

COURSE REQUIREMENTS:

Participation – 100 total points

The art and craft of theatre requires many people in full participation. Class attendance and full participation will be a crucial element in this class.

Script Quizzes – 3@10 points

Three script quizzes will be given throughout the course. Quizzes will be given at the beginning of the class session noted on the schedule and must be completed within 10 minutes. Students arriving late to class will not be permitted additional time, please see the tardy and absent policy below.

Tests – 500 total points (Roughly 125 pts. Each)

There are currently 4 tests scheduled for the block. The final test is cumulative. These tests will be given at the beginning of the class session noted in the schedule. Students who miss test/quizzes because of absence or tardiness will not be permitted to make them up except in the case of extreme extenuating circumstances. Please note the tardy policy. The instructor reserves the right to pop-quiz at any time.

Discussion Starters – 80 total points - 4 @ 20 pts each

Students will be asked to reflect, respond, research and/or generate materials to spur discussion on the course topics and/or play scripts. More information can be found in the assignment format on Moodle. The first Discussion Starter will be re-written, should the student so choose.

Dramaturgical Notes - 25 - 40 points each

Students will be asked to apply analytical techniques to the greater understanding of a predetermined play script. Though the above Discussion Starters are intended to be an informal, low stakes means of beginning a conversation, Dramaturgical Notes are more formal in layout, use of evidence and application of techniques. The first Dramaturgical Notes can be rewritten, if the student so chooses.

Final Project– 200 pts

Students will work individually to apply their knowledge of textual and contextual analysis to the creation of an artistic response to a predetermined play script. This creative expression of the reader's response to the play script will have a corresponding creative statement. Both will be presented to the class on the final day.

Total points: Roughly 1200 points

Extra Credit: There are frequent opportunities to earn extra credit points via the extra credit quizzes. These quizzes are optional, but highly recommended. There is no further extra credit offered in this course.

COURSE POLICIES:

Statement of understanding:

If the student is present on or after the morning session of the second day of the course, it will be considered a statement that the student understands, and recognizes, all course policies including those regarding attendance, civility in the classroom and tardiness.

Grading:

All grades based on this 100 point scale:

100 - 94	A	93 - 90	A-		
89 - 87	B+	86 - 84	B	83 - 80	B-
79 - 77	C+	76 - 74	C	73 - 70	C-
69 - 60	D	59 - 0	F		

Grading Policy:

A “C” is average. If you fulfill the basic and minimum requirements of this course, you will earn a “C.” Most careers require you to do adequate work, and most people choose to do adequate work. There is nothing wrong with doing adequate work. Doing adequate work means you have more time with your friends, more time to relax. Doing fine, doing “C” work, is a valid lifestyle choice. If you demonstrate above-average and active analytical engagement both in class and in your assignments, you will earn a “B.” An “A” is reserved for work which demonstrates consistent genuine excellence and participation which consistently demonstrates genuine interest; it requires inventive, thought-provoking ideas and polished, sophisticated delivery; it demonstrates risk-taking, thorough understanding, creative insight, attention to detail, and a strong engagement in the texts. An “A” requires consistent excellence. Receiving a grade of a “D” or below means that you have not shown sufficient effort, have failed to meet the course requirements, or have hurt your grade by plagiarizing or failing to attend class.

Participation in the Production Process:

Participation in the production process, whether on the Cornell College campus or otherwise, will not be accepted as a valid excuse for failure to successfully complete course requirements.

Attendance:

Your participation in this course is essential; as a result, so is attendance. In the event of illness or other mitigating circumstances, you are allowed to miss 1 class session without penalty. Please note that afternoon sessions count as another class session and therefore will count as another absence. Each subsequent absence after 1 will result in a one-full letter grade reduction of your final grade. For instance, a final grade of A would be reduced to B with two absences; C with three absences; D with four absences; and F with five or more absences. No doctor’s notes, etc. will be accepted or are necessary to use your one absence. The date and time of the final will be moved only under extreme and extraordinary circumstances, please plan your travel accordingly.

Absent, though in attendance: An absence can be counted, though the student may be physically present under the following conditions: consistent failure to bring books, scripts and other necessary materials, consistent borrowing of materials/items from other classmates, sleeping in class, violating the social

media policy (see below) or other disruptive behavior as noted in the Civility in the Classroom policy in this syllabus.

An excused absence will be granted only for direct participation in a Cornell College sanctioned event. (Example: You're on the track team and traveling to an event). If you are going to be absent for direct participation in a Cornell College sanctioned event (see above), you must notify the instructor in the first three days of the Block.

Extraordinary circumstances will be dealt with on a one-to-one basis as needed and at the instructor's discretion. If you believe you have an extraordinary circumstance you must communicate with the instructor no later than **two days** after the date of absence.

Tardiness:

Students arriving 10 min. after the start of class session will automatically be counted as absent on the second tardy. Extraordinary circumstances will be dealt with on a one-to-one basis as needed and at the instructor's discretion.

Please do not send the message of your absence or tardiness with a classmate as it puts them in an uncomfortable spot.

15-Day Drop Policy:

In order to be eligible for the 15 day drop, students must have attended class faithfully; have completed all tests and assignments and have made a determined effort to learn the course material. Eligibility for the Drop Policy must be discussed in advance with the professor and is left to the professor's discretion. Please see [THIS LINK](#) for more information.

Computers in the Classroom:

Technology is a powerful tool for understanding this craft and artform. However, technology can not take a dominant position in this live craft and artform. Lets use technology wisely. Computers and electronic devices are allowed in the classroom under the following restrictions:

1. Electronic devices must be used only for the understanding of the course content, reading of course texts, and furthering of course topics. Facebook, twitter, texting and other social media use is not allowed. **On the first offense, computer access FOR THE ENTIRE CLASS will be revoked and all readings will need to be printed and brought to class.**
Do not take notes or check the time on your phone as it will be seen as a violation of this policy.
2. Students using electronic devices must do so in full view of the faculty and could be asked to seat themselves so that screens are in full view of the faculty at all times.
3. All sound effects must be muted.
4. If the use of electronics proves distracting to the educational environment, electronics will be banned in the classroom for the rest of the block.
5. Cell phones must be muted. Texting or the like is not allowed. **Students found texting will be removed from the classroom upon the first offense.**
6. When on field trips and/or with guests, no use of any electronic devices will be allowed at any time.

Printing of Assignments:

I will be specific if assignments will be allowed to arrive via e-mail or other mediated form. E-MAILED assignments and/or assignments uploaded to Moodle must arrive prior to the start of the class session that they are due. Consider printing/e-mailing time in your scheduling of assignments.

Assignments that are turned in via hard copy MUST be stapled.

Late/Missed Assignments/Class Work/Presentations:

Presentations/exams will only be rescheduled in extraordinary circumstances and at the instructor's discretion. Written assignments which are handed in any time after the beginning of class on the "due date" will be penalized at the rate of one letter grade per day. This includes assignments that are e-mailed after the start of class. Should the student ask, "Can I e-mail it to you right after class?" the response will be, "Of course, and it will be considered late material." If you are unable to turn in your materials on time, the professor asks that you NOT interrupt class to "negotiate" a later turn-in date. Speak with the professor or after class. Please do not send the message of your absence or lateness with one of your colleagues.

Missed Readings and Handouts:

Students will be given reading assignments from the text, as well as numerous handouts. It is the responsibility of the student to read and maintain all materials, as well as gather all materials, notes, and handouts covered during the student's absence. Know that it is the STUDENT's responsibility to gather any and all information/materials missed in class. Ask your colleagues for support if you must miss a class. Do not ask the professor, "Did I miss anything?" at the start of the next class session.

Breaks:

The calendar allows for many unscheduled class sessions throughout this block to allow students to deeply engage the material and prepare for the upcoming course. In doing so, time in class is precious and so will be filled. Breaks will be given at the professor's discretion. Should you need to step out of class for a biological break, please feel free to do so when you need. The professor asks that you consider the focus of your colleagues when leaving or returning. Participation points will be reduced if there is a pattern of frequent and long breaks from the sessions.

Food/Drink in the Classroom:

Food and drink ARE allowed in the classroom as long as the classroom remains clean. Should students step into a theater for any reason, please know that no food or drink is allowed in the studio, Kimmel or the Up Town Theatre Space.

Civility in the Classroom:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure such an environment, unless otherwise approved by the instructor, students are prohibited from using phones or the like, making offensive and/or defamatory remarks, reading newspapers/magazines, sleeping, bringing a weapon of any kind, or engaging in any other form of distraction or disruption of the educational process in the classroom. Students are also asked to consider their professionalism in communication with peers and faculty, and refrain from unnecessary "side-bar" conversation while the group is discussing. The professor encourages a robust, energetic and civil conversation that could include disagreement, and asks that all involved practice the tenants of civil discourse when discussing. This basic protocol, politeness and professionalism will be asked of everyone in the course, and is a skill that will serve you well in the future.

In the case of a violation of this policy, the instructor will note the behavior and expect it to immediately cease. In case of a second violation the student will lose their daily points and the instructor could schedule a meeting with the student to discuss the Civility in the Classroom policy. In the case of a third violation, the instructor will refer the student to the department chair who will schedule a meeting with the student. At this meeting or any subsequent meeting, the student will be notified that their behavior could result in the immediate removal from the course and immediate referral to the Office of the Dean of Students for disciplinary action.

Physical Contact

Though this is not slated as an acting course, you may be asked to work in groups to prepare materials, read aloud from scripts or the like. Due to the nature of this class, it is important that each student understand there may be a low level of physical contact among the students, and between the students and instructor. However, you should never feel uncomfortable, unsafe, or forced to engage in physical contact. If you ever feel uncomfortable or have any concerns, please speak with the instructor. Also, because of the physical aspect of the class work, it is courteous to practice a certain degree of personal hygiene in order to maintain cleanliness and comfort in the classroom. Please arrive to class clean. Deodorants and fresh breath allow greater freedom for interaction; however, perfumes and colognes should be avoided due to allergies and such. If this is a problem, speak to the instructor. If you do not feel comfortable doing this, you may speak with the Chair of Theatre and Dance.

Communication with the Faculty

Professors have varied duties to the college, and teaching in the classroom is but one part of the job. Production work, committee assignments, departmental meetings and other such items fill the day quickly. Please email, stop by my office, seek me out in the theatre to have your questions answered. As I do not “Friend” current students, please do not request that I “Friend you” on Facebook until after graduation. When I am in rehearsal for a performance, e-mail is the best means of communication. When you do communicate with the professor, please consider professionalism and practice politeness as I will do the same for you.

Policy on Human Rights

This class looks to bring together, in common pursuit of its educational goals, persons of many nations, races, and creeds. In no aspect of this course shall there be differences in the treatment of persons because of race, creed, color, national origin, age, sex, disability, sexual orientation, gender identity, gender presentation or any other classification that deprives the person of consideration as an individual, and that equal opportunity and access to facilities shall be available to all. If there are any questions or concerns, please see the professor and/or Scott Olinger, chair of the Department.

Statement regarding content of reading

The professor has taken great strides to provide the student with a breadth of reading experiences in this course. Materials will reflect the culture of the era in which the play was written and the perspective of the playwright. Therefore, characters, word choice, topic and situations in the readings may be considered untraditional, uncomfortable and perhaps even shocking to the reader. Some play scripts will contain coarse language, adult situations, adult humor or the like. The professor strongly urges students to see this as an opportunity for civic engagement through civil dialogue with their fellow classmates. The professor will do anything they can to provide a safe and productive educational environment and hopes that students assist in this process as well. Should a student have any questions or concerns regarding the readings in this course, or any other aspect of the course, they are encouraged to set a time to talk with the professor.

Accommodations for Disabilities

Cornell College is committed to providing equal opportunities to all students. Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see cornellcollege.edu/disabilities/documentation/index.shtml. Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes. At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.

Academic Honesty

The following is reprinted from The Compass:

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgment of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading "Honesty in Academic Work."

If you are found to be dishonest in your work, the instructor has the right to fail you on that assignment, or for the class in its entirety. Plagiarism will not be tolerated in any form. In this class, plagiarism refers to copying from another student's exam or quiz, or claiming another designer/director's work in part or whole. This can sometimes be a tricky area when using research; if you have any questions about whether or not you may be plagiarizing someone's work, talk to me and we'll discuss the issue. Claiming ignorance after the project is turned in is not acceptable.

This professor strongly believes that proper citation and proper use of information is not only legally necessary, but reveals the writer's credibility and professionalism in generating cogent arguments.

Emergency Procedures for Armstrong Hall

1. In the event of fire or a building evacuation, please exit through the north side of the building (the "front") and gather as a group in the grass outside of Merner Hall.
2. In the event of a tornado or severe weather emergency, go to the greenroom hallway.
3. In the event of a medical emergency, call 911 (9-911 from a campus phone) and then call public safety at x4299. Send someone to wait at the front and rear entrances to the building to guide first responders to the classroom.
4. In the event of a violent weapons incident, lock and barricade doors, turn off lights, close window blinds, get low and stay behind cover (desks, walls, etc.). Silence cell phones and stay quiet. Stay put until notified by safety officials that it is safe to leave.

Tips for success in this course:

- Read every word of the required readings.
- Study and discuss the readings/assignments in groups prior to the class session.
- Arrive with questions and be available to learning from everyone.
- Do not wait until the last minute.
- Use your resources – The Writing Studio and Jen Rouse, the Fine Arts Liaison, etc..

- Take notes in class and as you read on your own.
- Consider your level of professionalism, personal responsibility and personal initiative in approaching questions, challenges, projects, and communications with cast, peers and the instructor.

Statement regarding Theatre as a Liberal Art ...because it's worth noting.

The liberal arts engage students in the study of the human condition by exploring the disciplines broadly defined by the sciences, the arts, culture, literature and history. THEATRE is a small component of these human endeavors but its reach is ambitious. Theatre has been historically dedicated to the act of imitating, replicating and representing our lives. In many ways it is the ultimate "liberal" art if one understands the word "liberal" to mean generous or broadly encompassing. In the Western world theatre evolved from religious practice and storytelling....and was afforded a place of reverence and respect by early civilizations: The Greeks, the Romans, the Egyptians.

Theatre's mandate is to explore any and all facets of our lives. It demands intellectual rigor and multifarious artistic inspiration because theatre is primarily interested in uncovering the truth about how we live. It is this search for truth that puts theatre into the very core of liberal pursuits. Theatre is a genuine liberal art.

Professor Richard Kalinoski, UWash

Tips for Civil Conversation -

- Engage in ideas only. (Refrain from using the word YOU).
- Listen.
- Listen for understanding, not merely your turn to speak.
- Listen.
- Give others the benefit of the doubt and remember that we are all flawed.
- Stay on topic, refrain from digressions and repetitions.
- Be succinct.
- Share the air and encourage others to speak.
- Don't take it personally.
- Listen.
- Remember that your tone, face and body speak louder than your words.
- Use phrases like:
 - Can you explain...
 - I'm not certain I understand...
 - I wonder...
 - I was confused by...
 - I'd like to go back to...
- Avoid phrases like...
 - First off....second off....third off...
 - I found it interesting....(it's vague).
 - I want to piggy back on...

COURSE CALENDAR: Subject to change. Please check Moodle and your Cornell e-mail frequently.

Class sessions meet 9:00 – 11:00 am and 1:00 – 3:00 pm unless otherwise noted.

Week One: Textual Analysis

Reading Due/Projects Due

Monday-

Getting Started

Introduction to the Course and Syllabus

How to read a play.

The Lonely Impulse of Delight by John Patrick Shanley

NO PM CLASS - READ

Tuesday –

The World of the Play

Trifles by Susan Glasspell

Script Quiz

Fliotsos Pt. I

[Freytag Link 1](#)

[Freytag Link 2](#)

[Given Circumstances Link 1](#)

Given Circumstances and Backstory Handout - Moodle

Extra Credit Quiz

Wednesday –

Intro to Aristotelian Analysis

Discussion Starter #1

Fliotsos Pt. II

[The Poetics](#), Pts. 6 - 14

Extra Credit Quiz

NO PM CLASS - READ

Thursday –

***Sweat* by Lynne Nottage**

NO AM SESSION

Sweat by Lynne Nottage

Script Quiz

Dramaturgical Notes #1

Friday -

Triggers and Heaps

Ball Pt. I

Dramaturgical Notes #2

YES PM SESSION - Test only

TEST

Test does NOT include Ball

COURSE CALENDAR: Subject to change. Please check Moodle and your Cornell e-mail frequently.

Week Two: Textual and Contextual Analysis

Reading Due/Projects Due

Monday – Character: Function and Action

Discussion Starter #2

[The Poetics](#), Pts. 15

Moodle -

Root Action Statement Handout

Major Dramatic Question Handout

Extra Credit Quiz

Tuesday - Thought/Theme/Central Image

Ball pt. II

[The Poetics](#), Pts. 19

Dramaturgical Notes #3 (Trigger/Heap, Beats/Units)

Extra Credit Quiz

Wednesday – Diction/Language

[The Poetics](#), Pts. 20-22

Dramaturgical Notes #4 (Character/Theme)

Extra Credit Quiz

NO PM CLASS

Thursday - Contextual Analysis

Discussion Starter #3

Fliotsos pt. IV

YES PM SESSION - Test Only

TEST

Test does not include Contextual Analysis

Friday - No Class sessions this day

Dramaturgical Notes #5 (6 Elements of a Tragedy)

Due via moodle by 5 pm

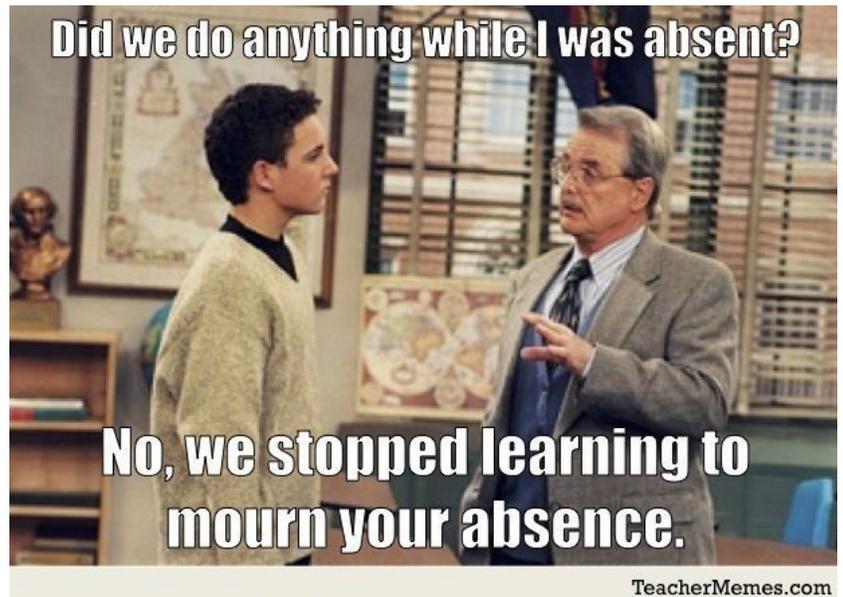
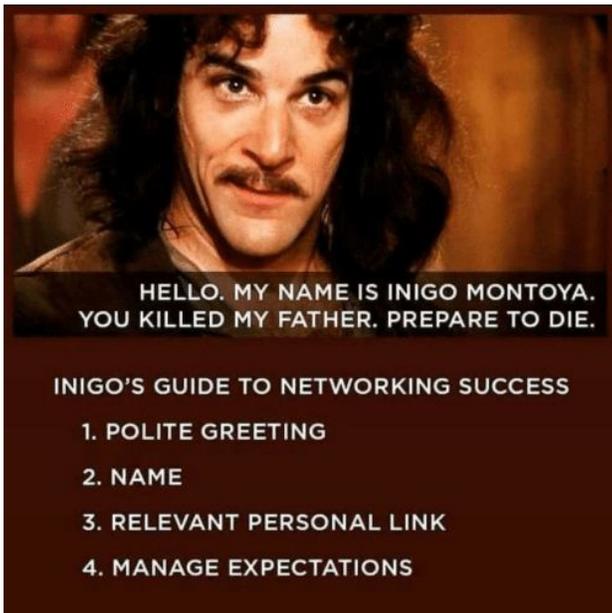
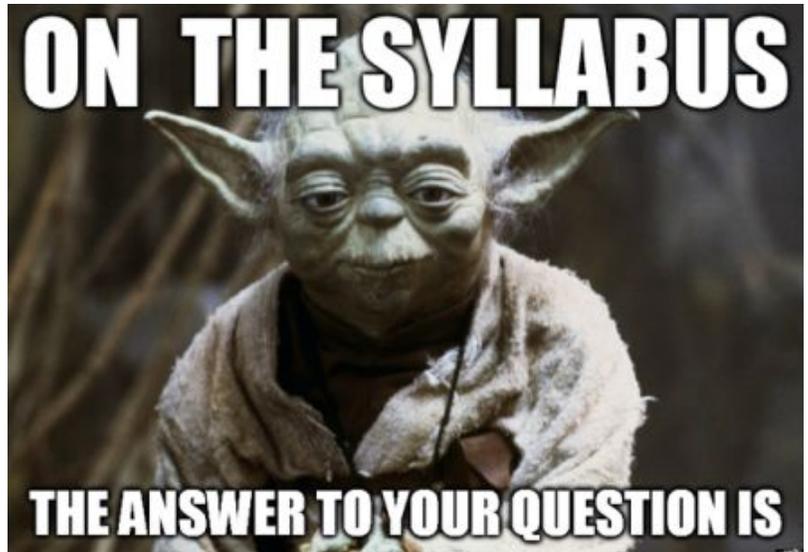
COURSE CALENDAR: Subject to change. Please check Moodle and your Cornell e-mail frequently.

<u>Week Three:</u>	<u>Reading Due</u>	<u>Projects Due</u>
Monday –		TEST
Tuesday-	Tempo/Rhythm/ Song	Ball Pt. III Discussion Starter #4 Extra Credit Quiz
Wednesday -	The Non Linear Play Script	Fliotsos Pt. III Moodle - Come and Go by Samuel Beckett Jet of Blood by Antoine Artaud Extra Credit Quiz Dramaturgical Notes #6 (Song/Music)
PM Session, bring art supplies - markers, etc.		
Thursday -	The Non Linear Play Script	
NO AM Session		
		<i>For Colored Girls...by Ntozake Sange</i> Script Quiz Dramaturgical Notes #7
Friday -	Moving Page to Stage Design Storm	
Bring art supplies, paper, cardboard, etc.		

<u>Week Four:</u>	<u>Reading Due</u>	<u>Projects Due</u>
Monday Final Project Prep	Intuitive/Creative Analysis	Cumulative Test
Tuesday – AM Session - Course Evaluations Individual Sessions - Prep for Final Project		
Wednesday -	PLAN FOR AM AND PM SESSION	FINAL PRESENTATIONS - ATTENDANCE AT PM SESSION REQUIRED

MID BLOCK CHECK IN – EXAMPLE FORM

Mid-Block Check In											
Student's Name _____						Date _____					
	Excellent, Above and beyond expectation			Doing Fine more often than not			Needs to work on consistency			Major problems	
Verbal Participation	10	9	8	7	6	5	4	3	2	1	
Physical Participation	10	9	8	7	6	5	4	3	2	1	
Participation in the rewriting process of papers	10	9	8	7	6	5	4	3	2	1	
Engagement in class readings	10	9	8	7	6	5	4	3	2	1	
Attempts in strengthening writing skills	10	9	8	7	6	5	4	3	2	1	
Absences _____											
Participation Grade at This Point _____											



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