

THEA 162: SCRIPT ANALYSIS, FALL 2018
MW 1-2:15, NFAC 290

Instructor: Laurie Schmeling
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Phone: 715-346-3790
Hours: TR 3:15-4:45 & by appt.

COURSE TEXTS

Rental

Knopf, *Script Analysis for Theatre*
Kelly, *The Seagull Reader: Plays*, 3rd ed.

Purchase

Ball, *Backwards & Forwards*
Vogel, *Indecent*

Additional texts (e-reserve or Canvas)

Molière, *Tartuffe* (transl. Richard Wilbur)
Kushner, *Angels in America: Millennium Approaches*
Stoppard, *Arcadia*

Hudes, *Water by the Spoonful*
Parks, *Father Comes Home from the Wars, Parts 1, 2, & 3*
Akhtar, *Disgraced*

COURSE DESCRIPTION

This course focuses on tools and techniques used by theatre practitioners to take a play “from the page to the stage.” The course presents a flexible and organic approach to play analysis that can be applied across a broad range of theatrical styles and dramatic forms. Students will analyze multiple plays drawn from multiple historical periods, cultures, and genres.

COURSE LEARNING OUTCOMES

Upon completion of the course, students who commit themselves to active learning and engagement with the course content and to completion of course assignments will be able to:

- Apply the tools of dramaturgy and action analysis to plays of varying theatrical styles and dramatic forms, from different historical periods and genres;
- Analyze in writing the structural components of a script using the vocabulary and tools of dramaturgy and action analysis;
- Explain verbally and in writing the fundamental concepts of script analysis, including the relationships and distinctions between different dramatic forms and theatrical styles;
- Make and articulate (verbally and in writing) production choices based on interpretive analysis;
- Compose a detailed, textually supported core action statement to share with collaborators;
- Appreciate the collaborative nature of theatrical production.

COURSEWORK

Course work will consist of assigned readings (textbook, plays, supplemental), a course portfolio (including play response journal entries and non-graded informal assignments), two formal written analyses, and a final group project.

Readings: All assigned homework and readings are to be completed before the start of the class meeting for which they are assigned. Textbook readings are primarily contextual, but you may find it helpful to reference the text during in-class analysis exercises. Take and bring your reading notes to class. **You must bring a copy of each play to class on the assigned day for discussion. If you do not, on the first occurrence, you will receive no participation credit for that day. For each subsequent occurrence, you will be counted as absent, which may impact your final grade for the course.**

Play Analyses: Students will write two 700-1000-word formal analyses (of *Oedipus Rex* and *A Doll House*), focused on a specific aspect of script analysis and supported by correctly cited textual references. Complete assignment details and a grading rubric will be provided at least two weeks prior to the due date. Students who receive a grade of B+ or lower on an analysis will have the option to revise.

Student Portfolio: At the conclusion of the course, each student will submit a portfolio of all their informal course assignments and reading journal entries, along with a course reflection. The portfolio contents will be graded holistically, with an emphasis on thoroughness and growth.

Informal Assignments: Students will complete a variety of in-class exercises and homework assignments throughout the semester. All assignments must be completed by the due date. Some will be collected by the instructor and returned with feedback. All of the informal assignments will be included in the student's portfolio.

Play Response Journal: Students will write a brief response to each of the full-length plays we read during the semester. All responses will be uploaded to Canvas. Detailed instructions will be distributed in Week 2. Journal entries will begin with *Oedipus the King*.

Lectures, Videos, Discussions: Students are expected to take notes at all class meetings. All in-class PowerPoint presentations will be posted to Canvas within 24 hours after the class meeting. Please note that not all videos screened in class may be available for later viewing outside class.

Group Project: Working collaboratively, students will prepare a production concept for a play chosen from a list provided by the instructor. The project will consist of a written analysis (including a core action statement) and an oral presentation. Assignment details, guidance, and a grading rubric will be provided in separate handouts later in the semester.

<u>FINAL GRADE WEIGHTED DISTRIBUTION</u>	<u>PERCENTAGE</u>
• Play Response Journal Entries	10
• Portfolio	20
• Play Analyses (2 @ 15% each)	30
• Group Project	30
• Student Engagement	10

ASSESSMENT AND GRADING SCALE (*Approximate percentage/ final letter grade correspondence*)

94+ = A	80-83 = B-	67-69 = D+
90-93 = A-	78-79 = C+	60-66 = D
88-89 = B+	74-77 = C	59.5-0 = F
84-87 = B	70-73 = C-	

Note: I do not "round up" for A-/A final grades; you must meet the exact grade cutoff for the final grade.

LATE ASSIGNMENTS

I will accept **one** late assignment during the course of the semester, no questions asked. It must be turned in by the next class meeting after the due date to receive full credit, unless other arrangements have been made with the instructor. You get one mulligan for the semester; that's it.

PARTICIPATION

Active participation is crucial to your success in class. Students are expected to participate in class discussion and group activities and to help foster an environment conducive to learning. Refusal to participate in group activities, offering destructive instead of constructive feedback to classmates' contributions, and/or general "goofing off" will result in a significantly lower participation grade. Frequent disruptive behavior will result in an 'F' for participation and possible dismissal of the student from class.

The goal of all course discussion is the open and respectful sharing of ideas. If you want to earn a high participation grade, you will need to contribute vocally on a consistent basis (at least every other class). Consistent, thoughtful, insightful contributions could help raise your final grade if it's on the bubble.

An excellent strategy for entering the conversation is to ask questions. A thoughtful question can contribute more to discussion than a lengthy monologue. Your ideas and questions will be respected. If you still have difficulty meeting this requirement, please come see me sooner rather than later so that we can work it out before it negatively impacts your grade.

ATTENDANCE

Attendance is **mandatory** and will be taken at all class meetings. It is your responsibility to sign the attendance sheet. I do not distinguish between excused and unexcused absences.

Students may miss **two** class meetings without penalty. (It is, however, a courtesy to inform the instructor in advance if you are able to do so.) Miss three classes and you will receive no more than half of any attendance participation points awarded for the semester. Four absences will result in the loss of all attendance participation points. Miss six classes and you will receive an "F" for attendance and your final grade will be lowered at least one full letter grade. **Miss eight or more classes and you will fail the course.**

If you are more than ten minutes late to class, you will be considered tardy. Each tardy arrival (or early departure) disrupts the meeting and will result in no participation credit for that day. If you are more than twenty minutes late, you will receive an absence for that meeting. The same holds for leaving early. In addition, if you leave during class and do not return within ten minutes, you will be marked absent for that class.

Any exceptions to the attendance policy are at my discretion and will be made only in cases of documented, verifiable severe illness or family emergency.

If you miss class, it is your responsibility to find out what you missed. **First:** Check Canvas for announcements/ changes/updates. Absence from one class is not an excuse for a missed assignment in the next. **Second:** Contact a fellow student to find out what was discussed and/or assigned. **Third:** Arrange to meet with me outside class to discuss your remaining questions.

STUDENT RIGHTS AND RESPONSIBILITIES

The University of Wisconsin-Stevens Point Community Bill of Rights and Responsibilities can be found at <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf>

ADDITIONAL CLASS POLICIES**PLAGIARISM AND ACADEMIC DISHONESTY**

Plagiarism and academic dishonesty will not be tolerated. If you're having trouble with an assignment, please see me for assistance before you make a choice that you will regret. For further info regarding university policy on plagiarism, see "Student Academic Standards and Disciplinary Procedures":

<https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11>

ACCOMMODATIONS

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

DIGITAL DEVICES IN CLASS

No laptops in class except for specific projects. Tablets and e-readers may be used for class readings only and Wi-Fi must be disabled during class. If we need to work with computers, we will meet in an IT lab.

All phones must be turned off or silenced during class. If you have a legitimate need to answer your phone during class, e.g., a family concern or medical emergency, please let me know before class if possible. Ignore this policy and your participation grade will suffer.

Classroom recording policy: Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students.

OFFICE HOURS/CONTACTING ME OUTSIDE OF CLASS

I am on campus M-R and most Fridays. If you want to meet with me on a Friday, please give me at least 48-hours' notice so that I can make the necessary arrangements. You don't need an appointment during scheduled office hours. If you can't come at those times, contact me and we'll set something up. If needed, I can meet with you outside the normal work day; I just need some advance warning.

Email is the best way to reach me. I check my email multiple times during the day between 8:30 A.M. and 9:00 P.M. If you have a question regarding an assignment or another concern requiring a quick response, don't wait until the last minute to contact me or I may not see your email in time. I try very hard to answer all emails within 24 hours. I will respond to emails sent over the weekend, but may need a little extra time to do so. Please plan ahead.

Check your UWSP email and Canvas daily. I will pass along information of interest to the whole class, including class cancellations, via UWSP email and Canvas. The course syllabus, instructions for all major assignments, as well as supplemental reading texts or links will be posted on Canvas.

IMPORTANT: CHANGES TO SYLLABUS

The syllabus and schedule are subject to change based on course needs. Changes will be made to enhance learning outcomes; they will not be made arbitrarily or without explanation. Should any changes be necessary, they will be announced during class and posted on Canvas.

PROJECTED COURSE SCHEDULE**Readings and assignments are due on date listed in schedule.**Complete readings before start of class.

Key: SA=Script Analysis; SRP= Seagull Reader: Plays

- WK 1 W 9/5** **COURSE INTRODUCTION: Why Script Analysis?**
Course Syllabus, Goals, Policies, Introductions
- WK 2 M 9/10** **Topic:** Reading a Play/What Happens in the Play?
Reading: SRP: Glaspell, *Trifles*
- W 9/12** **Topic:** What Happens in the Play?
Reading: SA: Ch. 1 (15-29); SRP: Glaspell, *Trifles*
- WK 3 MW 9/17, 19** **Topic:** The World of the Play: Greek Tragedy; Intro to Play Analysis 1
Reading: SRP: Sophocles, *Oedipus the King*; review/finish SA: Ch. 1 (15-57)
Homework due, M 9/17: *Oedipus* play response (hard copy & upload to Canvas)
Bring to class: *Oedipus* play response
- WK 4 M 9/24** **Topic:** Dramatic Structure – Shape & Sequential Analysis
Readings: Ball, *Backwards & Forwards* (Part One, 3-36);
SRP: Shakespeare, *Hamlet*, Acts I-III
Bring to class: Reading notes on Ball; *Hamlet*
- W 9/26** **Topic:** *Hamlet*, cont.
Reading: *Hamlet*, Acts IV-V; Ball, Ch. 8 & 9 (49-59)
Homework due: *Hamlet* play response
Bring to class: *Hamlet*
- WK 5 M 10/1** **Catch-up Day**
- W 10/3** **Writing/Optional Conference Day** (no formal class meeting)
- WK 6 MW 10/8, 10** **Intro to Final Group Project**
French Neoclassicism: Dramatic Structure revisited
Reading: Canvas: *Tartuffe*
Recommended Reading: SA Ch. 2 (59-77)
Homework due, M 10/8: *Tartuffe* play response;
Bring to class: *Tartuffe*
Homework due, W 10/10: *Oedipus the King* formal analysis
Bring to class: *Oedipus* formal analysis (final day to submit for full credit)
- WK 7 MW 10/15, 17** **Topic:** Group Project Conferences
Reading: Group Project Play
Homework due, M 10/15: Group Project play response
Bring to conference: GP play response

- WK 8 MW 10/22, 24** **Topic:** Realism: Character and Idea; Intro Play Analysis 2
Reading: *SRP*: Ibsen, *A Doll House*; Ball, Ch. 10 (60-67); review SA Ch. 1 (40-53)
Homework due, M 10/22: *A Doll House* play response
Homework due, W 10/24: GP Micro 1
Bring to class: *A Doll House*
- WK 9 M 10/29** **Catch-up Day**
- W 10/31** **Writing/Optional Conference Day** (no formal class meeting)
- WK 10 MW 11/5, 7** **Topic:** Dramatic Action: Relationships, Status, Language, Tempo & Rhythm
Reading: Canvas: Kushner, *Angels in America: Millennium Approaches*; SA Ch. 2 (111-128)
Homework due, M 11/5: *Angels in America* play response
Bring to class: *Angels in America*
Homework due, W 11/7: *A Doll House* formal analysis
Bring to class: *A Doll House* formal analysis (final day to submit for full credit)
- WK 11 M 11/12** **Topic:** Group Project Check-in and Work Day (in-class)
Homework due: GP Micro 2
- W 11/14** **Topic:** Dramatic Structure and Dramatic Action: Forwards & Things Theatrical
Reading: Canvas: Stoppard, *Arcadia*; review Ball Ch. 7 (35-360) & Ch. 9 (45-59)
Homework due: *Arcadia* play response
Bring to class: *Arcadia*
- WK 12 M 11/19** **Topic:** American Drama, American Families
Reading: Canvas: Hudes, *Water by the Spoonful*
Homework due: *Water by the Spoonful* play response
Bring to class: *Water by the Spoonful*
- W 11/21** **Catch-up Day**
- WK 13 MW 11/26, 28** **Topic:** Putting It Together: Core Action
Reading: SA 129-144; TBD (Parks, *Father Comes Home from the Wars, Parts 1, 2, & 3* or Akhtar, *Disgraced*)
Homework due, W 11/28: GP Micro 3
- WK 14 MW 12/3, 5** **Topic:** All the World's a Stage – Metadrama
Reading: Vogel, *Indecent*
Homework due: *Indecent* play response
Bring to class: *Indecent*
- WK 15 MW 12/10, 12** **Topic:** Course Wrap & Group Project Work Sessions
- WK 16 R 12/20** **Group Project Presentations (Final Exam Period, 8-10 a.m.)**