



**College of the Desert – Year 2
Introduction to Theatre (Dual Enrollment)
Units 3**



Instructor: Allyson Boylan (M.A. in Theatre)

Contact: • asawyer@psusd.us • (951) 505-7391

Office Hours: Wednesdays during 6th Period

Class Website: www.pshscodintrotototheatre.weebly.com

College of the Desert

Mission Statement:

College of the Desert provides excellent educational programs in basic skills, career and technical education, certificate, transfer preparation, associate degrees, noncredit and distance education, which are continuously evaluated and improved. Our programs and services contribute to the success, learning and achievement of our diverse students and the vitality of the Desert Community College District, surrounding areas and beyond.

Vision:

College of the Desert will be a center of collaborations and innovations for educational enrichment, economic development and quality of life in the Coachella Valley and surrounding communities.

Course Overview

The purpose of this course is to increase your understanding and appreciation for the theatre arts and to answer the question “What is Theatre?” You will be studying the art of theatre through a creative, historical, technical, and cultural understanding of the art form. All of the readings and lectures will focus on the elements of theatrical practice; the artists and innovators throughout history who have made an impact on theatre; and lastly we will focus on how theatre has developed into an art form and social phenomenon. This class will require you to participate in class discussions and the sharing of your personal critiques on various plays we will read throughout the semester. You will be encouraged to attend productions outside of class for extra credit. This class is designed to help you explore why and how theatre productions are produced, and to understand how theatre has influenced cultures throughout the world both in past and present.

Course Objectives

During this course you will learn to:

- Identify authors and their works that have made a major impact on the theatre and its development as an art form.
- Comprehend the role of theatre as literature and theatre as performance by reading written plays.
- Read and write critiques on Pulitzer Prize winning plays throughout history.
- Understand the role of society in the viewing and interpretation of theatrical productions.
- Identify important characters and actions in dramatic materials.
- Distinguish characteristics of theatre that differentiate it from other art forms.
- Identify and define the purpose and role of sets, lighting, costumes, props and sound in theatrical productions.
- Describe the roles and responsibilities of various theatre personnel.
- Describe the different forms of drama.
- Develop an appreciation for theatre as an art form and a reflection of society.
- Participate in discussion activities with other members of the class.

Course Goal

To actively engage students in the general understanding of theatre as a human experience through the exploration of theatre history, dramatic texts, techniques, and elements of the theatre.

Required Texts

Wilder, Thornton – *Our Town* (1938)
Williams, Tennessee – *A Streetcar Named Desire* (1948)

Hackett, Albert and Goodrich, Frances – *The Diary of Anne Frank* (1956)
Wilson, August – *Fences* (1987)
Auburn, David – *Proof* (2001)

Ronald J. Wainscott & Kathy J. Fletcher (2012). *Theatre: Collaborative Acts* (4th/e). New York, New York

Grading

The following is a breakdown of percentages for each assignment:

Midterm – 15%
Final – 25%

Critiques – 50% (5 @ 10% each)
Participation – 10%

* Note that the scale above is a guide only. The instructor reserves the right to curve the scale to reflect the overall class performance.

- The midterm and final will be based on class lectures as well as plays we have read and discussed in class. The exams themselves will consist of multiple-choice and/or true-false questions with the possibility of a few short answer and/or essay questions.

Grading Scale

- A 900-1000 points 90-100 percent
- B 800-890 points 80-89 percent
- C 700-790 points 70-79 percent
- D 600-690 points 60-69 percent
- F Fewer than 600 points Less than 60 percent



Schedule of Topics and Assignments

You are expected to complete this course within a sixteen-week time period, starting from your enrollment date, using the following schedule as a guideline:

DATE	TOPIC	AGENDA / ASSIGNMENTS
Week 1 (Aug. 19-23)	What is theatre?	<ul style="list-style-type: none"> • Why study theatre? • How did theatre originate? • What is theatre?
Week 2 (Aug. 26-30)	Elements of Theatre and Audience and Theatre	<ul style="list-style-type: none"> • How is theatre an art form? • What is the nature of theatre as performance? • What are the essential qualities of theatre? • How and in what ways do audiences respond to theatre? • Start Reading Wilder’s <i>Our Town</i>
Holiday (Sept. 2)	The Theatre Environment	<ul style="list-style-type: none"> • The History of the Playwright • The Elements of Plot

<p>Week 3 (Sept. 3-6)</p>		<ul style="list-style-type: none"> • Aristotle's Six Parts of a Tragedy and how they relate to the drama today • Elements of Character and Characterization • Discussing the play <i>Our Town</i> by Thornton Wilder
<p>Week 4 (Sept. 9-13)</p>	<p>The Play and the Theatre</p>	<ul style="list-style-type: none"> • Various types of drama and the influence that type can have on the overall effect of a play • Analyzing different styles of drama • Start reading Williams' <i>A Streetcar Named Desire</i>
<p>Week 5 (Sept. 16-20)</p>	<p>The Playwright and the Play</p>	<p style="text-align: center;"><i>Critique One DUE (September 17th, 2019)</i></p> <ul style="list-style-type: none"> • How does theatre impact its audiences? • Discussing the play <i>A Streetcar Named Desire</i> by Tennessee Williams
<p>Week 6 (Sept. 23-27)</p>	<p>The Actor and the Theatre</p>	<ul style="list-style-type: none"> • Elements of Acting • The Acting Process • Konstantin Stanislavsky • Lee Strasberg • Method vs. Technique • Representational vs. Presentational <ul style="list-style-type: none"> ◦ Character Actor vs. Presentational Actor
<p>Week 7 (Sept. 30 – Oct. 4)</p>	<p>The Director and the Theatre</p>	<p style="text-align: center;"><i>Critique Two DUE (October 1st, 2019)</i></p> <ul style="list-style-type: none"> • History of Directing • The Modern Theatre Director <ul style="list-style-type: none"> ◦ Artistic Functions: <ul style="list-style-type: none"> ▪ Script Selection ▪ Analysis/Interpretation of the Script ▪ Coordinate the Production Design ▪ Coaching the Actors ▪ Staging the Play • The Stage Manager • The Dramaturg • Artistic Director • The Producer

<p>No School (Oct. 7)</p> <p>Week 8 (Oct. 8-11)</p>	<p>The Designers and the Theatre</p>	<p style="text-align: center;">MIDTERM (October 11th, 2019)</p> <ul style="list-style-type: none"> • History of Technical Theatre and Designers • The Set Designer • The Costume Designer • The Lighting Designer • The Sound Designer • Start Reading Hackett, Albert and Goodrich, Frances – <i>The Diary of Anne Frank</i>
<p>Week 9 (Oct. 14-18)</p>	<p>Greek and Roman Theatre</p>	<ul style="list-style-type: none"> • Four Qualities of Greek Drama • The Greek Tragedy • The Satyr Play • The Greek Comedy • Roman History • Roman Theatre • Roman Festivals • Forms of Roman Theatre: <ul style="list-style-type: none"> ◦ Roman Comedy ◦ Roman Tragedy • Roman Theatre Design • Roman Actors • Theatre at the End of the Empire • Discussing the play <i>The Diary of Anne Frank</i> by Albert Hackett and Frances Goodrich
<p>Week 10 (Oct. 21- Nov. 1)</p>	<p>Medieval, Chinese, Hindu, and Japanese Theatre</p>	<ul style="list-style-type: none"> • Medieval History • Drama Outside the Church • Medieval Staging • Medieval Drama - Plays • The Decline of Medieval Theatre • India Theatre History • Chinese Theatre History • Japanese Theatre History <ul style="list-style-type: none"> ◦ Kabuki Theatre
<p>Week 11 (Nov. 4-8)</p>	<p>The Renaissance</p>	<p style="text-align: center;">Critique Three DUE (November 5th, 2019)</p> <ul style="list-style-type: none"> • The Renaissance • Neoclassicism

	And Spanish Theatre During the Renaissance	<ul style="list-style-type: none"> • Italianate Staging: <ul style="list-style-type: none"> ◦ The Chariot-and-Pole System • Commedia dell' Arte • The Golden Age of Spanish Theatre • Start Reading Wilson's <i>Fences</i>
Holiday (Nov. 11) Week 12 (Nov. 12-15)	Elizabethan Theatre and Shakespeare	<ul style="list-style-type: none"> • Influences on Elizabethan Drama • Forces Shaping English Drama • Elizabethan Acting Style • Shakespeare • Discussing the play <i>Fences</i> by August Wilson
Week 13 (Nov. 18-22)	The Rise of Realism and Twentieth-Century Realism	<ul style="list-style-type: none"> • Restoration Theatre in England • Rationalism • Sentimentalism • Serious Drama in the 18th Century and other 18th Century Forms • Staging in the 18th Century
THANKS-	GIVING	BREAK (Nov. 25-29)
Week 14 (Dec. 2-6)	Modern Drama: Romanticism Melodramas Expressionism and Absurdism	<p style="text-align: center;"><i>Critique Four DUE (December 3rd, 2019)</i></p> <ul style="list-style-type: none"> • Romanticism and the Major Characteristics • Melodramas • Expressionism • Absurdism • Start Reading Auburn's <i>Proof</i>
Week 15 (Dec. 9-13)	20 th Century Theatre: Musical Theatre	<ul style="list-style-type: none"> • Realism • Naturalism • Musical Theatre a brief history • Discussing the play <i>Proof</i> by David Auburn
Week 16 (Dec. 16-20)	Finals	<p style="text-align: center;"><i>Critique Five DUE (December 17th, 2019)</i> <i>FINAL EXAM (December 20th, 2019)</i></p>

**This syllabus and schedule is subject to change. You are expected to comply with any announced changes.*

Course Policies:

● Electronics, Pets, and Guests:

- Please turn off all cell phones before class. Similarly, please don't disrupt class with personal conversations. Please do not bring animals to class with you unless they are guide dogs. Guests (other than infants or small children) are always welcome in class, but please contact me beforehand to let me know you have a guest coming.

● E-mail and Office Hours:

- I strongly encourage you to send me any questions about the reading, assignments, or discussions, or to visit me during my office hours. This will help me to get to know you, and you will get more out of the class.

● Late Policy and Make-up Exams:

- Late written work will be accepted at a penalty of 10% per day. The instructor MAY allow a student to make up an exam missed under certain circumstances. In order to be considered for a make-up exam, students must contact the instructor the date of the scheduled exam. No student will be permitted to make up more than one exam per semester.

● Attendance Policy:

- Please arrive for class on time.
- Roll will be taken at the beginning of class and/or after break time.
- You can have three unexcused absences without penalty to your final grade.
- Absences, regardless of excuses, will not extend the due date of any assignment. Any work due on the day of an absence will still be due that day.
- The instructor will not provide class notes to students in the event of an absence.
- After your third absence, your final grade will decrease by half of a letter grade, and will continue to fall half of a letter grade for every class missed thereafter.
- You are expected to be in attendance for every class and be on time and ready to start. If you must be absent or late for medical or personal reasons, please speak to me and provide appropriate documentation.

● Class Participation:

- You are expected to come to class prepared and ready for classroom discussions by completing all of the assigned reading before the class meeting and be ready to participate with questions and comments about the readings.
- Participation will be evaluated on both quantity and quality.
- Good participation involves thoughtful and respectful responses to your classmates as well as active engaged listening.
- Participation accounts for 10% of your overall grade.

- **Critique Format:**

- Your papers should be 5 pages in length, in 12-point Times New Roman font, double-spaced, with one-inch margins on all sides (this is the standard academic format, and should be the same for your reading critiques). Please number your pages and make sure your name, date, and name of the course and instructor is on the paper. You must submit your papers either in class and/or via e-mail before class. To receive full credit, work must be typed in APA format and have correct grammar and spelling. Students are expected to maintain academic integrity.

- **Plagiarism and Cheating:**

- Acts of academic dishonesty (e.g. plagiarism, cheating on examinations, obtaining unfair advantage and falsification of records and official documents) are serious offenses against the values of intellectual honesty. Please be aware that the official definition of plagiarism is the unacknowledged use of three (3) or more words from another person's writing, or of any of their ideas without proper attribution. You must cite your sources. Plagiarism is a serious academic offense. If you have any questions about how to cite a source, or if you are unsure about any material that you have included in an assignment, please contact me. I will be glad to help you sort it out. If you quote, make sure to use quotation marks and cite your sources. Cheating on a test includes: (1) copying from another student's test paper; (2) using materials during an exam that are not authorized by the instructor; and (3) collaborating with another student during an exam without permission from the instructor.

- **Instructional Methods:**

- Methods of instruction may include:
 - PowerPoint presentations
 - Explanations
 - Demonstrations
 - Video and film presentations
 - Lectures
 - Readings

**Palm Springs High School Theatre Company
Parental Consent for College of the Desert's
Introduction to Theatre Class**

A parent or guardian must sign and return this form consenting to the involvement of their child with taking the College of the Desert class at Palm Springs High School.

I, _____, am the parent or guardian of
_____ and I understand that my child will be enrolled
in a college level class first semester. I understand that some of the content my child will be
reading and seeing will sometimes contain mature content. I understand that once my child is
enrolled in the class they are unable to drop it, and this can affect their college transcript. I
understand that there will be a lot of reading that will be required for homework and that there
will be five essays throughout the first semester that they will need to complete. I understand that
my child will need to spend time each night studying for this class in order to be successful.

In order to provide my student with a college level education at the high school setting I
have agreed to the above.

Parent Name (Print): _____ Date: _____

Parent Signature: _____

Student Name (Print): _____ Date: _____

Student Signature: _____