

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number

THEA 2003

Course Title

Theatre Appreciation

Course Description:

An introductory survey of theatre arts including history, dramatic works, stage techniques, production procedures, as it relates to the fine arts, society, and the individual.

(For non-theatre majors) Prerequisite: Pass BSTD 0613 with a "C" or better or equivalent score on placement test. This course is designed to help students develop an awareness and an appreciation of theatre art and its place in contemporary human culture. It incorporates the study of theatrical styles, history, theory, and live and recorded performances.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

Critical Thinking

Responsibility

Communication

ACTS Course

Program Course

ACTS Outcomes

1. Analyze the nature and function of theatrical performances
2. Identify and explain terminology related to the theatre arts
3. Identify the nature and function of theatre arts and society
4. Identify the various genres and styles of theatre
5. Identify the uniqueness and role of various theatrical artists in the collaborative theatrical process
6. Identify the characteristics of theatre and important artists and their contributions to the theatre during various historical eras
7. Attend a live performance and write a critique of the experience using terminology appropriate to the course
8. Distinguish characteristics of theatre that differentiate it from other art forms
9. Describe the major components of the theatrical event
10. Describe the functions of the various theatre personnel
11. List and describe the parts of a play
12. Describe the different parts of plot
13. Describe characteristics of theatre in various periods of history
14. Develop an appreciation for theatre as an art form and a reflection of society
15. Examine specific aspects of theatre depending on students' individual areas of theatrical interest
16. Examine the role the actor plays in the theatrical performance

Program Outcomes

Course Learner Outcomes

CLO #	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Analyze the nature and function of theatrical performances	I: 1-6	1		CT1 CT3	C1 C3		Chapter Power Point Assignments and Written Play Critiques
CLO 2	Identify and explain terminology	On-	2		CT1	C1	R5	Chapter Power Point

	related to the theatre arts	going				C3		Assignments and Tests
CLO 3	Identify the nature and function of theatre arts and society	III: 1-2	3		CT1 CT3	C1 C3	R1	Chapter Power Point Assignments
CLO 4	Identify the various genres and styles of theatre	III: 3-5	4		CT1	C1 C3	R1	Chapter Power Point Assignments and Tests
CLO 5	Identify the uniqueness and role of various theatrical artists in the collaborative theatrical process	X: 1-4	5		CT1 CT3	C1 C3	R5	Chapter Power Point Assignments, Tests and Play Critiques
CLO 6	Identify the characteristics of theatre and important artists and their contributions to the theatre during various historical eras	XI: 1-4	6		CT1 CT3	C1 C3	R5	Chapter Power Point Assignments and Tests
CLO 7	Attend a live performance and write a critique of the experience using terminology appropriate to the course	IV: 1-4	7		CT1	C1 C5		Written Play Critiques
CLO 8	Distinguish characteristics of theatre that differentiate it from other art forms	II: 1-3 VII: 2	8		CT1 CT3	C1 C3		Chapter Power Point Assignments and Tests
CLO 9	Describe the major components of the theatrical event	VI: 1-5	9					Chapter Power Point Assignments, Tests and Written Play Critiques
CLO 10	Describe the functions of the various theatre personnel	V: 1-5 VII 1-4; IX; X; IX 1-6; X 1-4	10					Chapter Power Point Assignments, Tests and Written Play Critique
CLO 11	List and describe the parts of a play	III: 1-2	11					Chapter Power Point Assignments and Tests
CLO 12	Describe the different parts of plot	III: 3	12					Chapter Power Point Assignments, Tests and Written Play Critique
CLO 13	Describe characteristics of theatre in various periods of history	XI: 1-4	13					Chapter Power Point Assignments and Tests
CLO 14	Develop an appreciation for theatre as an art form and a reflection of society	II: 1	14					Chapter Power Point Assignments and Tests
CLO 15	Examine specific aspects of theatre depending on students' individual areas of theatrical interest	VI: 1-5	15					Chapter Power Point Assignment
CLO 16	Examine the role the actor plays in the theatrical performance	VIII: 1-6	16					Chapter Power Point Assignments, Tests and Play Critique

Unit Outcomes/Competencies

Unit I: Introduction will provoke student thought and discussion of aesthetic issues related to the art of theatre. At the end of the unit the student should be able to:

1. Determine what constitutes art.
2. Determine what constitutes performance.
3. Determine what constitutes performing art.
4. Determine what constitutes theatre.
5. Distinguish the relationship between theatre and life
6. Distinguish the differences between theatre and other arts

Unit II: An examination of the role the audience plays in theatrical production. At the end of the unit the student should be able to:

1. Explain how theatre is both art and a social activity
2. Identify the ways theatre audiences are interactive
3. Identify the role theatre audiences play in providing insight into culture
4. Identify the theatre as a business
5. Identify the ways the needs of theatre as business and theatre as art collide

Unit III: How to read a play. At the end of the unit the student should be able to:

1. Differentiate between reading and seeing a play
2. List Aristotle's six parts of play and show how they are related
3. Define the different kinds of plots and the parts of the plot
4. Define the major kinds of characters and locate clues within the text about the character
5. Define and differentiate between the major genres of drama.

Unit IV: How to see a play. At the end of the unit the student should be able to:

1. Use Aristotelian analysis to analyze a performance
2. Identify the ways an audience member should prepare to watch a performance
3. Explain how given circumstances, conventions, and styles be different in two different performances of the same play
4. Generate questions about a performance might help in the analysis of performance?

Unit V: Mediating the art and business of theatre. At the end of the unit the student should be able to:

1. Define theory as it relates to theatre and differentiate the difference between dramatic from theatrical theory
2. Differentiate between a critic and a reviewer
3. Describe the dramaturg's major responsibilities
4. Define the roles played in the theatre by a public relations person, an agent and a producer
5. Illustrate how each of these people mediate between audience and performance

Unit VI: Making theatre today. At the end of the unit the student should be able to:

1. Identify the principal kinds of theatre spaces now in use in the United States
2. Define the principal producing arrangements in the United States
3. Differentiate between amateur and professional theatre organizations in the United States
4. Define educational theatre and explain how is it different from regional theatre and how it is similar
5. Define political theatre by examining what kinds of assumptions are political theatres based and how they differ from educational theatres and commercial theatres

Unit VII: Playwrights. At the end of the unit the student should be able to:

1. Identify the significance of the playwright and playwriting
2. Compare and contrast drama with other kinds of literature
3. Trace the evolution of a play from text to performance
4. Identify the attributes of good playwriting

Unit VIII: Actors. At the end of the unit the student should be able to:

1. Explain the relationship between the actor's self and the act of creation called acting
2. Identify and explain the paradox of the actor
3. Identify the methods an actor uses to train his/her mind, voice and body
4. Identify the major elements of Stanislavski's system of training actors
5. Differentiate the role of actors do during auditions, rehearsals and performances
6. Identify the qualities that define good acting

Unit IX: Directors. At the end of the unit the student should be able to:

1. List and define a director's major goals
2. Explain a director's major functions
3. Describe the relationship between a director and a text
4. Define the major kinds of rehearsals and their purposes
5. Explain are directors trained for today's theatre
6. Identify the qualities that describe good directing

Unit X: Designers and technicians. At the end of the unit the student should be able to:

1. Describe the ways that designers interact with one another and with the director and why do they do so
2. Explain the relationship between the practical and the imaginative in design
3. Identify the major designers in today's theatre and what is the role of each
4. Identify the qualities describe good design

Unit XI: Theatre of other times and places: Theatre history. At the end of the unit the student should be able to:

1. Explain how theatre relates to the larger culture
2. Explain how theatre has worked as a force for change in theatre and history
3. Differentiate between practices of a certain time period and modern theatre

4. Explain how a study of theatre's history enhances today's theatrical experiences

Materials and Technological Requirements

Patterson, Jim A. *The Enjoyment of Theatre*, 9th edition, © 2013, ISBN-10: 0-205-85615-2

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

Courses which meet once a week.....	2 absences
Courses that meet twice per week	3 absences
Courses that meet four times per week	5 absences

Summer Session

Courses that meet four times per week in a five week session	3 absences
Courses which meet two evenings per week in a 10 week session	3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

Date of Revision: 9/1/2016