

Eastern Illinois University
Revised Course Proposal
THA 2140G, Introduction to the Theatre

Agenda Item #15-78 Effective Fall 2015

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. **Course prefix and number:** THA 2140G
3. **Short title:** Introduction to the Theatre
4. **Long title:** Introduction to the Theatre
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☒ Fall ☒ Spring ☐ Summer ☐ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2015
8. **Catalog course description:** A general introduction to the arts of theatre covering all aspects of theatre as a live performance and visual art, including acting, designing, directing, and playwriting. Attendance or viewing of assigned theatrical productions required. Purchase of tickets may be required for admission to performances. No background in or knowledge of the theatre is required. F1 907

9. Course attributes:

General education component: Humanities and Fine Arts; Fine Arts Designation

☒ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☒ Writing active

10. Instructional delivery

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research

☐ Internship ☐ Performance ☐ Practicum/clinical

☒ Other, specify: Asynchronous/synchronous interaction via online course delivery system

Mode(s) of Delivery:

☒ Face to Face ☒ Online ☐ Study Abroad

☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved. None.

12. Equivalent course(s): None.

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No

13. Prerequisite(s): None.

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? ☐

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None.

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: All students eligible.

b. Degrees, colleges, majors, levels, classes which may not take the course: None.

16. Repeat status: x May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ☐

18. Grading methods: x Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software None.

Course Fee x No ☐ Yes, Explain if yes _____

21. Community college transfer:

x A community college course may be judged equivalent (IAI number: F1 907).

☐ A community college may not be judged equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ____ Course is required for the major(s) of ____
____ Course is required for the minor(s) of ____
____ Course is required for the certificate program(s) of ____
x Course is used as an elective
2. **Rationale for proposal:** This course serves as a comprehensive yet accessible introduction to the study of Theatre Arts and is designed to serve as a general education course, appealing to a broad undergraduate audience from all disciplines.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: N/A
Prerequisites: N/A
Co-requisites: N/A
Enrollment restrictions: N/A
Writing active, intensive, centered: The course satisfies the criteria for “writing active” in that the course includes frequent, brief writing assignments as students react to or interpret concepts and information presented in the class. Students will attend department productions and will write short (usually 2-3 page) responses that comment upon how the theatrical techniques and concepts studied in class are reflected in the live productions.
4. **General education assurances (answer N/A if not applicable)**
General education component: This course fits the Fine Arts General Education component. The course and its objectives address four of the EIU Learning Goals: Critical Thinking, Writing and Critical Reading, Speaking and Listening, and Responsible Citizenship.
Curriculum: All of class time and all activities “relate to the skills in the learning goals or sub-goals” cited.
Instruction: All of class time and all activities “directly deliver instruction to help students learn the skills of the goals or sub-goals” cited.
Assessment: All modes of evaluation “directly assess if students can do the skills” cited, and this assessment wholly factors into a student’s grade for the course.
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
Online or hybrid delivery justification: The online-delivery of this course will allow students more flexibility in their scheduling, accommodating those individuals who work full time or who have other constraints on their time and thereby improving overall recruitment and retention. This can be done through online-delivery without sacrificing the overall integrity

of the course or its content. The electronic version of THA 2140G is designed to utilize EIU's online course delivery system.

Instruction: Each week's goals will align with the student learning objectives for the course. Methods include brief lectures augmented with presentation software, reading assignments, relevant video material through Kaltura, and discussion prompts to facilitate synchronous and/or asynchronous class engagement and response. All instructors of online sections will have passed EIU's Online Course Development Institute (or other documented and equivalent training method) by time of course offering.

Integrity: Integrity in the online sections will be assured in three stages. First, the electronic syllabus will include a clear statement on academic integrity and plagiarism and the consequences of breaking this policy. Students will have to agree to this policy in their first online quiz. Second, all written assignments will be subject to evaluation by an electronic plagiarism software and all cases of plagiarism will be reported. Finally, the instructor will have developed a feel for the writing style of the students through their discussion board postings which can be used as a point of comparison to their written assignments for the class. Students will be provided with rubrics for all written assignments so expectations of the instructor are clearly communicated. As for the quizzes and exams, these will be given open book but all will be timed, encouraging the students to complete the assigned readings in advance. In addition, the answers will be randomized making it difficult for the student to work together.

Interaction: Professor-student and student-student interaction will notably include web-based discussions via the online course delivery system. Discussion prompts will encourage students to read and respond. These responses, with input from the professor, will also help the students comprehend the material and create an effective learning community.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: THA 2140G: "Introduction to the Theatre"
2. Catalog description: A general introduction to the arts of theatre covering all aspects of theatre as a live performance and visual art, including acting, designing, directing, and playwriting. Attendance or viewing of assigned theatrical productions required. Purchase of tickets may

be required for admission to performances. No background in or knowledge of the theatre is required. F1 907

3. Learning objectives.

- Students will—
- (a) Evaluate primary theatre play texts and live productions from various periods and cultures and analyze how terminology and course concepts are employed in this material in both written assignments and in-class discussions.
(Goals CT-1 through 6; WR-1 through 5; SL-1 through 4 and 7; RC-1 and 2)
 - (b) Critically engage with the roles and contributions of various theatre artists and discuss the steps necessary from taking a play from “page to stage”
(Goals CT-1 through 6; SL-1 through 4 and 7; RC-1 and 2)
 - (c) Critically engage in the role of various types of theatre artists by formulating, presenting, and defending unique artistic expressions based on an individual analysis of the dramatic text
(Goals CT-1 through 6; WR-1 through 5; SL-1 through 7; RC-1 and 2)

4. Course materials. Felner, *Think Theatre*, most current edition

Gainor, Garner, and Puchner, *The Norton Anthology of Drama*, Shorter Edition, most current publication

Attendance at University Theatre Productions

5. Weekly outline of content.

WEEK 1: WHAT IS THEATRE?

Students will begin to define theatre as an artform, separate from other ideas of performance. Discussions of “liveness,” collaboration, ephemerality, and other theatrical conventions will be emphasized.

WEEKS 2 and 3: WHAT IS A PLAY? and READING PLAYS

Students will learn the basics of dramatic structure and terminology including story, plot, rising action, climax, exposition, point of attack, and character. Students will apply these concepts to the reading of plays.

WEEKS 4 and 5: THEATRE SPACES and HISTORY

Students will learn differences between various theatre spaces (proscenium, arena, thrust, environmental, etc.) New theatre terminology regarding the space will be introduced. If possible, students will tour theatre facilities. Students will also be introduced to the rich history of global theatre practice.

WEEK 6: ACTING

Students will explore the work of the actor including both presentational and representational approaches to performance. Students will explore the relationship between improvisation and acting and will examine various conventions of the performance throughout history as well as the training modern actors engage in.

WEEK 7: DIRECTING

Students will explore the history of the director and its role in the creation of performance. Students will examine how the art of directing is tied to interpretative and analytic skills and will learn the basic nature of blocking and creating dynamic stage pictures.

WEEK 8: MIDTERM.

Students will be tested over material presented up to this point in their coursework.

WEEK 9, 10, and 11. THEATRICAL DESIGN

Students will examine each of the theatre designers' roles (lighting, costume, sound, and set) in depth and will explore the analytic, interpretive, and creative process of the designer.

WEEK 12: ALTERNATIVE PERFORMANCE STYLES

Students will examine alternative forms of performance including non-western theatre practice, solo performance, docudrama, musical/opera, etc.

WEEK 13: THE THEATRICAL LANDSCAPE

Students will be introduced to the structure of the professional theatre (both commercial and not-for-profit) and the various theatrical roles not covered earlier in the semester (producer, dramaturg, stage manager, dressers, etc.)

WEEKS 14 and 15: GROUP WORK AND INSTRUCTOR MEETINGS

Students will continue to develop and original project based on their coursework, working as actors, directors, and designers in performing/designing a scene “from page to stage.”

WEEK 16: FINAL PROJECTS and EXAM.

Students will present their work to the class and take a final exam on course material from the midterm on.

6. Assignments and evaluation, including weights for final course grade.

Chapter Quizzes 20%

2 Performance Review Essays 20% (10% each)

Participation 20%

Short Written Assignments 20%

Final Project 10%

Midterm Exam 5%

Final Exam 5%

7. Grading scale.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = below 60%

8. Correlation of learning objectives to assignments and evaluation.

	Quizzes (20%) & Exams (10%)	Performance Essays (20%)	Short Written Assignments (20%)	Final Project (10%)
Evaluate primary theatre play texts and live productions from various periods and cultures and analyze how terminology and course concepts are employed in this material in both written assignments and in-class discussions.		X	X	X
Critically engage with the roles and contributions of various theatre artists and discuss the steps necessary from taking a play from “page to stage”	X	X	X	X
Critically engage in the role of various theatre artists by formulating, presenting, and defending unique artistic expressions based on an individual analysis of the dramatic text			X	X

Date approved by the department or school: Jan. 28, 2015

Date approved by the college curriculum committee: Feb. 18, 2015

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: March 12, 2015 CGS: Not Applicable.