



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title – INTRODUCTION TO THEATRE**

**Course Prefix and Number – DRAM 1310**

**Department – VISUAL & PERFORMING ARTS**

**Division - CFA**

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y  or N )

**Semester Credit Hours # : Lecture hours# : Lab/other hours #      3:3:0**

**Equated Pay hours for course - 3**

**Course Catalog Description –** Introduction to Fundamentals of dramatic literature, technical production, design, theatre management and directing. Designed to benefit all students in appreciating and understanding the dramatic art.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

**Prerequisites/Co requisites –** THEA reading and writing requirements met.

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**Date** 6/22/11

**Reviewed by department head** Dr. Pam Speights

**Date** 7/21/2011

**Accuracy verified by Division Chair** Dr. Pam Speights

**Date** 7/21/2011

**Approved by Dean of Vocational Instruction or Vice President of Instruction** Lac

**Date** 11-9-12



**I. Topical Outline –** Styles of Acting, Set Design, Costume Design, Play Structure, Playwriting, Criticism, Collaboration, World Theatre

**II. Course Learning Outcomes**

<b>Course Learning Outcome</b>	<b>Method of Assessment</b>
<ol style="list-style-type: none"> <li>1. Read a playscript, including stage directions and playwrights’s notes and describe a variety of ways the play could be produced on stage.</li> <li>2. Identify values inscribed in a playscript and in a production and relate the play to it’s context.</li> <li>3. Perform a planned and rehearsed scene from a play.</li> <li>4. Write a scene for a play.</li> <li>5. Create a set, costume, light, or sound design for a play.</li> <li>6. Develop an elementary design concept for a play</li> <li>7. Define a director’s concept.</li> <li>8. Identify ways to emphasize different issues, values, or concepts in a playscript through execution of a director’s concept.</li> <li>9. Attend 2 live performances and identify various elements that went into the presentations.</li> <li>10. Recognized the necessity for collaboration and unification of the elements of theatre.</li> <li>11. Evaluate theatrical performances on the basis of performance, design, concept, and cohesion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Essay Quizzes are assessed via a four point rubric: Fidelity to prompt, depth of response, clarity of ideas, original insights or solutions to problems.</li> <li>2. Essay Quizzes and Class Discussions</li> <li>3. Scenes are graded on a 4 part rubric to include: Memorization, natural communication, movement, and character development</li> <li>4. Scenes will be assessed on a 5 point rubric to include: Length, Dramatic Development, Character Development, Clarity in technical detail, and consistency in dramatic action.</li> <li>5. Design projects are assessed on a 4 point rubric: Communication and appropriateness of production concept, use of materials, fidelity to play requirements, aesthetic impact.</li> <li>6. Essay Quizzes and design projects.</li> <li>7. Essay Quizzes and in class critiques.</li> <li>8. Final project assessed by a five part rubric: communication of the director’s concept in all elements of the production, fidelity of individual components, depth of and completion of work, originality, and team cohesiveness.</li> <li>9. In class critique: evaluated via a four part rubric to include: Fidelity to prompt, depth of response, clarity of ideas, aesthetic analysis.</li> <li>10. Group projects: Acting, design, playwriting and final project.</li> <li>11. Essay quizzes, critiques, and final exams.</li> </ol>

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

Theatre: *The Lively Art* by Edwin Wilson and Alvin Goldfarb, McGraw-Hill, Current Edition, two playscripts determined each semester based on the plays studied in class, attendance of two live productions.

**IV. Suggested Course Maximum - 30**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**

N/A

**VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course**

5 quizzes @ 2% each; playwriting exercise @ 10%; World Theatres project @ 10%; design project @ 10% critique of 2 live performances @ 5% each; final project @ 20% and a final exam @ 20%. 90-100 = A; 80-89 =B; 70-79 = C; 60-69 = D; 59 and below = F.

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed

- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**  
If needed, revise the Program SCANS Matrix & Competencies Checklist.



**Page 1: Competencies**

Course Prefix & Number: <b>DRAM 1310 Introduction to Theatre (core 050)</b>	
<b>Competency</b>	<b>Method of Assessment</b>
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	Students read and analyze two plays through the course. They must then interpret the reading and create several theatrical projects based on their analysis.
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	Students respond to five in class essay quizzes as well as two in class papers, and they write a small one-act play.
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	Students present three oral projects to the class.
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Students must analyze a variety of ideas and approaches to complete the various creative projects
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	



**Page 2: Perspectives**

Course Prefix & Number: DRAM 1310 Introduction to Theatre (core 050)	
<b>Perspective</b>	<b>Method of Assessment</b>
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world;	Students discuss the role of diversity and cultural sensitivity through class discussions, quizzes, and in class papers.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	
3. Recognize the importance of maintaining health and wellness;	
4. Develop a capacity to use knowledge of how technology and science affect lives;	
5. Develop personal values for ethical behavior;	Students must demonstrate commitment to team efforts which require them to practice collaborative and supportive behaviors
6. Develop the ability to make aesthetic judgments;	Students develop four creative projects in class which require team participation. Students make aesthetic choices for their own work and provide constructive suggestions to their co-workers.
7. Use logical reasoning in problem solving;	Students utilize critical thinking skills as they complete creative projects, quizzes, and respond critically to the work of their peers.
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	Through analysis of plays students demonstrate an awareness and an understanding of other disciplines including history, philosophy, and sociology



**Page 3: Exemplary Educational Objectives**

Course Prefix & Number: DRAM 1310 Introduction to Theatre (core 050)	
<b>Component Area: Humanities and Performing/Visual Arts</b>	
Exemplary Educational Objective	Method of Assessment
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.	Students will attend two live performances during the course of the semester and they will participate in four group projects involving acting, design, world theatre, and production.
2. Understand those works as expressions of individual and human values within a historical and social context.	Students will demonstrate awareness of social and historical values through their responses on 5 in class quizzes, the world theatre project, and the final exam
3. Respond critically to works in the arts and humanities.	Students will write two in class critiques of performances they attended as part of the course
4. Engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.	Students will participate in an Acting, Design, Playwriting, and Production activity where they will be required to demonstrate and distinguish the physical and intellectual demands of the author, performer, and designer.
5. Articulate an informed personal reaction to works in the arts and humanities.	Critical analysis of play performances and in class quizzes and the final exam require students to articulate and define their reaction to the works studied in class.
6. Develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.	Students will demonstrate an awareness for the principles of acting, design, playwriting, and production through their involvement in performance based activities and their work on critical analyses and exams.
7. Demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.	Quizzes, papers, projects, and class discussions challenge students to understand the interrelationship of literature, philosophy, and the arts on intercultural experiences in society.