



Syllabus for THEA 111 - winter session
"The Dramatic Experience" – Online Asynchronous
Department of Theater and Dance
Winter Session
December 19, 2022 to January 8, 2023

About the Professor

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Office Hours: Almost any time, happily, by appointment over Zoom

Welcome

Hello and welcome to THEA 111 online-asynchronous section of "The Dramatic Experience." This is not an acting class (obviously). This is a course about theater, which is defined broadly to include all stories and storytelling, dance, art, movies, video games, and other kinds of performance. "Performance theory" and "performance studies" can be about any kind of human performance: sports, public speaking, journalism, nursing, education, ... more about this soon!

IMPORTANT: First short paper is due Wednesday, December 20th by 11:59 PM. Students who miss this deadline may be dropped from the course for non-attendance/no participation.
We have 15 days rather than the usual 16 weeks to complete this course. We will go fast.

Bio

My undergraduate degree is in Theater from the University of Oregon and my Ph.D. is also in Theater from the University of California, Davis, where I focused my academics on Shakespeare Studies and critical theory. I worked at the Seattle Repertory Theatre, for the Oregon Shakespeare Festival and became a member of the summer faculty at the International Shakespeare's Globe for seven years and for the Huntington Library's Shakespeare Institute for three years after that. Twenty years ago, I became associated with the Rose Playhouse in London and have been returning to London annually (except for 2020-2021) to participate in the preservation of this Elizabethan playhouse Shakespeare would have known well.

My work as a university professor requires three main areas of activity: research, service, and teaching theater history, dramatic literature and critical theory/performance studies. I also bring students to London for short, intensive travel studies in the summer term.

Recent writing includes a book chapter "'You are Here': Curatorial interventions for the displaced visitor at the Rose Playhouse archaeological site, 1989-2019" in *Shakespeare and Tourism* forthcoming from Routledge. Before that, I published an article on site-specific performances of Shakespeare and Fletcher's *King Henry VIII* (or, *All is True*) in *Shakespeare Bulletin*. My main area of research is my association with the Rose Playhouse (1587-c1605) in London where I am building a material and digital archive to preserve the story of this Elizabethan theatre since its discovery in 1989. I am in London this year to continue my participation in the "Rose Revealed" project, an effort by the Rose Theatre Trust to complete the excavation and create public presentation of the only playhouse from Shakespeare's time that is available for future access, study and performance.

This year, my service work for university includes serving as a member of the Faculty Senate, the Curriculum Council (academic program reviews, course changes, new program approvals, etc.); on the faculty promotion and tenure committee for the College of Arts and Sciences (CAS); as a member of the faculty advisory board for the IRIS Center, SIUE's digital humanities institute; and on various committees in the department of Theater and Dance.

Teaching Philosophy

Theater is about us; it is about human potential. It is about what can happen. In many ways you are already an expert on the material of this class: You spend a lot of time recognizing effective performances and criticizing lazy ones. You see professional actors at work almost everyday on television and on film (and you are probably very good at being able to recognize when you or your friends are "acting"). You know what you like to watch and probably appreciate that other people like things that you do not. To study theater and is to study everything. Anything can happen in the theatre. It can re-create history, produce magic, or display pure illusion and fantasy. We know that language is insufficient to express all that we know, investigate and feel. We use language, but we also use signs and symbols, color, pattern, rhythm, music, movement, contrast, and on and on. Theater, like dreams, helps us reset and reorder our thoughts and feelings about things. It is an empathy machine - it helps us understand events outside of our direct experience, imagine causal outcomes, and see things from other points of view. "If this then this" is not only a scientific hypothesis - we use this research tool to explore human potential, not only on the stage but also within the imagination of the audience member.

I hope that you will approach this course with an open mind to see if you might find new kinds of theater and performance that intrigues you. While this course focuses on live theater in performance you will be able to use the skills developed during the semester to effectively define, describe, and develop critical scholarship about a wide range of artistic and creative endeavor.

Theater studies includes film, dance, literature, performance art and architecture, etc. It is one of our institutions that asks the biggest questions. Asimov said that it is in the theater where the invisible and visible interconnect. What does that mean? Let's find out.

Communicating with the instructor

I am in London this semester. Email is the best way to reach me. I will respond within two days (usually faster Monday through Friday). When emailing, please include your name, course and issue to be engaged in the subject line. I prefer emails that include a salutation and that end with your name in the closure. Emails are not texts. This class is a good time to practice your professional style.

I am also available on Zoom during office hours and by appointment.

I am working from London this semester where we are six hours later than Central Time. This means that when it is 3:00 PM CT it is 9:00 PM BST in London. (London will also "fall back" before we do in the States so in October I will be seven hours ahead here.) You will likely get emails from me first thing in the morning (your time) and you will not be able to reach me in real time after about 2:00 PM CT.

Course description

Description: Introductory course to give student understanding of how essential components of theater work together to produce dramatic experience. IAI Course F1 907.

Attribute(s): Breadth-Fine & Performing ArtsIAI GECC-Fine Art

Prerequisite knowledge and credit hours

There is no pre-requisite. Please let me know if you have not yet taken a basic writing course in English.

Course goals and objectives

The purpose of this course is to develop your critical skills and broaden your factual and theoretical understanding of theatre and performance from the point of view of an audience member. It will help you find your own scholarly voice as you see, read, discuss and write about various dramatic works and issues.

Course objectives and outcomes:

- * Expose students to live theater performance (online) and interact with theater practitioners.
- * Introduce constituents of theater production and scholarly activity in the field.
- * Encourage development of student writing (develop useful thesis statements, enlightening conclusions, MLA format, etc.)
- * Develop critical thinking skills, scholarly vocabulary and academic writing ability.
- * Engage in the various academic resources on campus.
- * Prepare for scholarly engagement in upper division coursework in all fields.

Learning objectives and outcomes:

- ❖ Differentiate and practice various critical approaches including prescriptive and descriptive criticism. Develop scholarly writing to include objective and authoritative analysis of subjective written and visual texts such as plays in performance and in dramatic literature.
- ❖ Appreciate creative and re-creative art forms as sites of cultural investigation and understanding.
- ❖ Gain understanding of elementary critical theory in performance studies including multiple authenticities and semiotics.
- ❖ Practice basic script analysis including conventional and unconventional plot structure, character development, and thematic (philosophical) impact.
- ❖ Gain understanding of the process of theatrical production from play selection, dramaturgy, auditioning and casting, directing, scenic design (lighting, costume, sound, special effects, etc.), marketing and basic reception theory.

Course textbooks

Wilson, Edwin. *The Theater Experience*, 14th ed. New York: McGraw Hill Higher Education. 2018.

(Please note: "The textbook provides a good introduction to the topic of the course and supplements, but does not always follow what is going on in class... This reading is part of the active learning component of the course." I do not outline the reading in my lectures or other classroom activities. The book is a supplement to what happens in class.) The textbook is an e-book available in your Blackboard shell under RedShelf or in the Tools section for our class.

Other course materials

Additional course materials will be available on Blackboard and as links to YouTube, etc.

Course requirements

Course activities/assessments

There are no timed exams in this section of THEA 111. There are a few of short papers, four ‘take-home’ quizzes, two final papers, and at least three tasks. Note: “Tasks” are required but ungraded. There will be discussions and presentations over our eight-week course.

Submitting work

All work must be submitted into Blackboard on time (before the due dates). Please NEVER type your responses directly into Blackboard. Upload a document instead. I do not want late work. Late work will lose points. Very late work will not be accepted. (See the assignment guidelines). You must upload a document file that does not link to an outside URL, different software, require a download, etc. I must be able to access your work on Blackboard without leaving Blackboard. This means that I should be able to open and read/watch your file. Plan for extra time for dealing with large files, etc.

You will be asked to record short videos and upload them to Blackboard. If you need help, contact ITS.

Online class behavior

This is from the syllabus template. I include it here in case it becomes useful:

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively.
 - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
 - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments in order to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It’s fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology requirements

This course is online and asynchronous (this means that we will not meet together in real time on Zoom, etc.) You will need a good internet connection. Remember using an ethernet cable (a physical wire) is often more reliable than wi-fi.

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

Technology capabilities

Your assignments must be document files you upload to Blackboard. You may not provide links to other services (google, etc.)

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Course and University policies

Academic integrity/plagiarism

From the syllabus template:

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Turnitin

From the syllabus template:

"This course will utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course." [Find out more about using Turnitin](#).

Grading

There are 500 points possible:

Paper 1 = 25 points

Paper 2 = 25 points

Paper 3 = 50 points

Quizzes (four total worth 25 points each) = 100 points

Final paper #1 = 100

Final paper #2 = 200

There are also three required but ungraded "tasks". Not completing these tasks will eliminate the points from your highest quiz score(s). Tasks may include making a video recording of yourself answer questions about course materials. Complete the tasks to protect your points.

Grading scale

The final grades will be based on a 100 point scale: 90-100 = A, 80-89 = B, 70-79 = C, etc.

Grading rubric

See each assignment for guidelines and grading criteria. Using MLA format is essential.

Feedback and grading timeline

Assessing written work is often as time consuming as writing it. I will post your score or grade for an assignment in approximately one week but it may take longer for me to provide written feedback for your longer papers. This will be true for your final paper which is due the last day of our class.

Late or Missed Assignments

Late work will affect your grade. The first week there are due dates on Wednesday and Friday. Every week after that your assignments will generally be due on Wednesdays and Fridays by midnight. You may turn your Friday assignments in on Thursday, if you wish but not earlier than Thursday. Work turned in on Saturday up to 12:00 noon will lose one letter grade. Late assignments will not be accepted after Saturday at noon of that week. There will be one optional make-up assignment worth 20 to 50 points. This option will not replace the final papers, which are required and should be turned in on time.

Rewrites

You may revise your work BEFORE the due date. After the due date, I do not accept revisions of assignments. There will be an optional “make-up” assignment that you may complete to replace one missed or failed minor assignment. This option will be available in Week 3. This is not an option for the major paper, which must be turned in on time.

Participation

We are doing a 16-week course in only three weeks. There is no time to miss assignments. There is too much material in this course to try to do it all at once. The course is accretive. You will be asked log in to Blackboard and work on this class every weekday for three weeks. *We have 15 days rather than the usual 16 weeks to complete this course.*

IMPORTANT: The first paper (short) is due on Tuesday, December 20th by 11:59 PM (midnight). The second paper and a quiz are also due the first week. Students who miss these due date(s) may be dropped from the course.

Again, from the syllabus template:

It is vitally important that our classroom environment promote the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement and active participation in all course activities. Success in this course requires that adhere to the deadlines given below as you complete assignments, discussions, and other course activities. Timely participation in online discussions is very important and is not optional. You are expected to post and reply to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the Faculty Resources for Regular and Substantive Interaction webpage.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2022)

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siu.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces

Under current University policy, SIUE will only require masking in campus healthcare settings. See, <https://www.siu.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml>.

Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

- Students who forget to wear a face covering when masking is required will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings when masking is required may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).
- Students who refuse to wear a face covering when masking is required will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.
- If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

Students and employees are expected to review the [siue.edu/coronavirus](https://www.siue.edu/about/announcements/coronavirus/) website (<https://www.siue.edu/about/announcements/coronavirus/>) to better understand prevention strategies and safety expectations.

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
 - o Fever (100.4 degrees or above) or chills
 - o Cough
 - o Shortness of breath or difficulty breathing
 - o Fatigue
 - o Muscle or body aches
 - o Headache
 - o New loss of taste or smell
 - o Sore throat
 - o Congestion or runny nose
 - o Nausea or vomiting
 - o Diarrhea

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality (This will not affect us in THEA 111-501)

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Diversity and Inclusion

From the syllabus template:

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siu.edu/csdj> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Additional Support

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling [618-650-2842](tel:618-650-2842).

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

Course Schedule: (sample)

Week	Learning Activities	Assignments	Due Dates All due at 11:59 pm CST
Week 1 12/19 - 12/23 Introduction, and elements	What are we doing here? Watch/read everything in coursework folder for Week 1 Read Wilson Part 1 and Part 2	Paper #1: Lady Gaga concert, (25) Quiz #1 Paper #2: What is art for? (25) Task 1: find an actor	Tuesday, 12/20 Tuesday, 12/20 Friday, 12/21 Friday, 12/21 Friday, 12/21
Week 2 12/16 - 12/30 Acting, Directing, Design, Architecture	What are the 11 components of theater performance? Aristotle to Schechner Watch/read everything in coursework folder for Week 2 Read Wilson - Part 3 and 4	Quiz #2 and #3 (25 points) Paper #3 (50 points) Task 2 and Task 3	Monday, 12/26 Wednesday, 12/28 Friday, 12/30
Week 3 1/2 - 1/6 Everything from Realism to Comedy!	Watch/read everything in coursework folder for Week 3 Comedy Day! Read Wilson - Part 5	Quiz #4 (25 points) Task 4 Optional make-up assignment Final paper	Monday, 1/2 Wednesday, 1/4 Friday, 1/6

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.