SCRIPT ANALYSIS
Theatre 263, 3 Credits
Course Syllabus, Spring 2021
Iowa State University

“Theatre is, at its roots, some very brave people mutually consenting to a make-believe world, with nothing but language to rest on.”
Sarah Ruhl

Course Description: Theory, analysis, and interpretation of play scripts for production.

Instructor Information:
Instructor: Amanda Petefish-Schrag
Student Hours: M & W 9:30-11:15 AM, T 2-3:30PM Additional hours may be scheduled by appointment.
(This semester, all student office hours will be via Zoom or phone.)
Office Phone: 515-294-8179
Office Location: 0318 Carver
E-mail: apschrag@iastate.edu

Meeting Information: T R 9:30-10:45PM.
Synchronous Online Learning Activities will occur using Zoom.
Face to Face Learning Activities will be in Carver 202.

Your Name and Identity Matters
Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I can make appropriate changes to my records.
This can also be done via the Student Inventory in our Orientation Module (Canvas).

Course Learning Objectives:
• Identify and define the component parts of a play and play text.
• Recognize critical questions within play texts.
• Apply analytical tools and models to interpret play texts.
• Develop artistic choices for a play based on grounded interpretations of a play text.

Methods of Instruction:
The plan of study for this course includes reading and analysis activities; lectures and discussions; applied practice & experiments; and observing, analyzing, and critiquing productions and other theatre activity. Both online and face-to-face learning activities will be used in this hybrid course.

Text Information:
• Benson, Sarah (ed.). The Methuen Drama Book of New American Plays
  This anthology includes the following plays:
  Stunning (David Ajmi)
  The Road Weeps, The Well Runs Dry (Marcus Gardley)
Pullman, WA (Young Jean Lee)
*Hurt Village* (Katori Hall)
*Dying City* (Christopher Shinn)
*The Big Meal* (Dan LeFranc)

Available electronically in Canvas
- Bilodeau, Chantal. “Why I’m Breaking Up with Aristotle”
- Fuchs, Elinor. “Visit to a Small Planet.”
- Glaspell, Susan. *Trifles*
- Howe, Tina, Chisa Hutchinson, Anne Washburn. “Inventing Language: A Roundtable”
- Lewis, Ellen. “Thirteen Ways of Looking at a Play”
- Sophocles. *Oedipus Rex*
- Stocks, Joey (Mod.) Eleanor Burgess, J. Julien Christopher, David Henry Hwang, MJ Kaufman, Young Jean Lee. “On Structure: A Roundtable”
- Svitch, Caridad. *Blaze*

Students will also be expected to attend three ISU Theatre Productions this semester. (More info in the Canvas Modules)

**Course Organization and Evaluation:**
This course is arranged into learning modules that each contain multiple activities/projects, (see Canvas). In some modules, you will be able to select from a “menu” of learning activities/projects that will help you reach the course learning outcomes.

The modules are sequential, meaning you will complete activities in one module before moving on to the next.

- Orientation Module 1-30 pts possible
- Module I: Function of Plays and Plays Scripts 1-100 pts possible
- Module II: Connections and Intuitive Responses 1-200 pts possible
- Module III: Tools for Formalist Analysis 1-400 pts possible
- Module IV: Tools for Non-Formalist Analysis 1-300 pts possible
- Module V: Synthesis 1-300 pts possible

**Grading Scale:**
A  Over 929 pts in which at least 75 points have been earned in each of the I-V Modules
A-  900-929 pts in which at least 75 points have been earned in each of the I-V Modules
B+ 870 pts and above  B  830-869 pts  B-  800-829 pts
C+ 770-799 pts  C  730-769 pts  C-  700-729 pts
D+ 670-699 pts  D  630-669 pts  D-  600-629 pts
F  599 and below

**Engagement and Participation:** Active course engagement is vital to success in this class. Engagement can happen in a variety of ways. One of the most important ways of staying engaged in the class is active attendance during online and F2F sessions. In addition to earning course points, attendance is an important way to learn and understand critical course content that will be necessary to complete many of the other course learning activities. Participate every week in your assigned and selected activities (both asynchronous and synchronous). Prepare necessary materials in advance of synchronous online and face-to-face learning
activities such as discussions, explorations, and performances; stay active in threaded discussions and other online opportunities to share and reflect on your work and progress.

When participating in face-to-face activities, you must wear a mask at all times. Some of our face-to-face activities in the latter part of the semester will happen outside, so please dress for whatever weather conditions happen to be occurring that day. If you are feeling ill, (even a little ill) it is important that you stay home.

You will have several opportunities to select some of your own learning activities and projects from “menus” (located in our Canvas modules) within this course. You are welcomed and encouraged to consult with me as your course instructor when choosing these learning activities. If you have a particular passion or area of interest, let me know so that we can work together to find learning projects that are both relevant and connected to your goals and needs for the semester.

Class Climate and Content Warning

All of us should feel responsible for creating a space that exemplifies the tenets of ISU’s Principles of Community: Respect, Purpose, Cooperation, Richness of Diversity, Freedom from discrimination, and the Honest and respectful expression of ideas.

Our course readings, discussions, and performances sometimes focus on mature, and potentially challenging topics. Navigating these topics might trigger strong feelings and responses — anger, discomfort, anxiety, confusion, excitement, humor, laughter, and tears.

In these interactions, be respectful (even when you strongly disagree) and mindful of the ways that our identities position us in the classroom. Likewise, if you have a trigger that you would like me to know so I can help you with a specific warning, please share if you feel comfortable. You don’t have to share details - just what content might be harder for you to engage with during the course.

Learning Projects and Assignments: Late projects/assignments will be accepted (unless directly connected to a performance or group activity), but with a five percent grade reduction per day late.* Work submitted more than three weeks past the original due date can no longer count toward your point totals.

*If you miss a due date because of illness, let me know so I can help you determine an alternative performance opportunity, or amendment to the project.
Course Schedule: Overview

(This is a very broad overview. Consult Canvas to get specific details on weekly schedule, module learning activities and options, online and face-to-face activity dates, as well as any changes and updates.)

Week One (1/25-29) Complete Orientation Module in Canvas

*Friday 1/29 Last day to drop full-semester or first half-semester courses without the drop appearing on the permanent record or counting toward the limit of dropped courses.*

Week Two (2/1-5) Complete Module I: Function of Plays and Plays Scripts

Week Three (2/8-12) Begin Module II: Connections and Intuitive Responses

Week Four (2/15-19) Module II: Connections and Intuitive Responses (Cont.)

Week Five (2/22-26) Complete Module II: Connections and Intuitive Responses
Begin Module III: Tools for Formalist Analysis

Week Six (3/1-5) Module III: Tools for Formalist Analysis (Cont.)

Week Seven (3/8-12) Module III: Tools for Formalist Analysis (Cont.)

Week Eight (3/15-19) Module III: Tools for Formalist Analysis (Cont.)

*March 18 and 19 - Theatre Reading Days*

Week Nine (3/22-26) Complete Module III: Tools for Formalist Analysis
Begin Module IV: Tools for Non-Formalist Analysis

Week Ten (3/29-4/2) Module IV: Tools for Non-Formalist Analysis (Cont.)

*Friday 4/2 Last day to add/drop full-semester courses or withdraw without extenuating circumstances.*

Week Eleven (4/5-9) Module IV: Tools for Non-Formalist Analysis (Cont.)

Week Twelve (4/12-16) Complete Module IV: Tools for Non-Formalist Analysis
Begin Module V: Synthesis

Week Thirteen (4/19-23) Module V: Synthesis (Cont.)

Week Fourteen (4/26-30) Module V: Synthesis (Cont.)

*Finals Period*

May 6, 9:45 AM – Present/Discuss Synthesis Projects
Inclusive Course Design

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know so we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Student Accessibility Services (515-294-7220) to begin this conversation or to establish accommodations for this or other courses.

University Policy Statements: The instructor of this course abides by University policies and regulations concerning attendance, academic honesty (including plagiarism), and all others as stated in the current Undergraduate Academic Catalog.

COVID-19 health and safety requirements: Students are responsible for abiding by the university’s COVID-19 health and safety expectations. All students attending this class in-person are required to follow university policy regarding health, safety, and face coverings:

- wear a cloth face covering in all university classrooms, laboratories, studios, and other in-person instructional settings and learning spaces. Cloth face coverings are additionally required to be worn indoors in all university buildings, and outdoors when other people are or may be present where physical distancing of at least 6 feet from others is not possible. Students with a documented health or medical condition that prevents them from wearing a cloth face covering should consult with Student Accessibility Services in the Dean of Students Office.
- ensure that the cloth face covering completely covers the nose and mouth and fits snugly against the side of the face.
- practice physical distancing to the extent possible.
- assist in maintaining a clean and sanitary environment.
- not attend class if you are sick or experiencing symptoms of COVID-19.
- not attend class if you have been told to self-isolate or quarantine by a health official.
- follow the instructor’s guidance with respect to these requirements.
- Failure to comply constitutes disruptive classroom conduct. Faculty and teaching assistants have the authority to deny a non-compliant student entry into a classroom, laboratory, studio, conference room, office, or other learning space.

These requirements extend outside of scheduled class time, including coursework in laboratories, studios, and other learning spaces, and to field trips. These requirements may be revised by the university at any time during the semester.

In accordance with university policy, instructors may use a face shield while they are teaching as long as they are able to maintain 8 feet of physical distance between themselves and students during the entire instructional period. Some form of face covering must be worn at all times in learning spaces regardless of the amount of physical distancing.

Faculty may refer matters of non-compliance to the Dean of Students Office for disciplinary action, which can include restrictions on access to, or use of, university facilities; removal from university housing; required transition to remote-only instruction; involuntary disenrollment from one or more in-person courses; and other such measures as necessary to promote the health and safety of campus. It is important for students to recognize their responsibility in promoting the health and safety of the Iowa State University community, through actions both on- and off-campus. The university’s
faculty asks that you personally demonstrate a commitment to our Cyclones Care campaign. Iowa State University’s faculty support the Cyclones Care campaign and ask you personally to demonstrate a commitment to our campaign. Your dedication and contribution to the campaign will also protect your family, classmates, and friends, as well as their friends and families. Our best opportunity for a successful fall semester with in-person learning and extramural activities requires all of us to collaborate and fully participate in the Cyclones Care campaign.

**Academic Dishonesty:** The class will follow Iowa State University’s policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office.

**Access Statement for Students with Documented Disabilities:** Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes before accommodations will be identified. After eligibility is established, SAS staff will create and issue a Notification Letter for each course listing approved reasonable accommodations. This document will be made available to the student and instructor either electronically or in hard-copy every semester. Students and instructors are encouraged to review contents of the Notification Letters as early in the semester as possible to identify a specific, timely plan to deliver/receive the indicated accommodations. Reasonable accommodations are not retroactive in nature and are not intended to be an unfair advantage. Additional information or assistance is available online at www.sas.dso.iastate.edu, by contacting SAS staff via email at accessibility@iastate.edu, or by calling 515-294-7220. Student Accessibility Services is a unit of the Dean of Students Office located at 1076 Student Services Building.

**Prep Week:** This class follows the Iowa State University Prep Week policy as noted in section 10.6.4 of the Faculty Handbook.

**Harassment and Discrimination:** Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011, Tel. 515-294-7612, Hotline 515-294-1222, email eooffice@iastate.edu.

**Religious Accommodation:** Iowa State University welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. In all cases, you must put your request in writing. The instructor will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course. For students, you should first discuss the conflict and your requested accommodation with your professor at the earliest possible time. You or your instructor may also seek assistance from the Dean of Students Office at 515-294-1020 or the Office of Equal Opportunity at 515-294-7612.

**Free Expression:** Iowa State University supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

**Contact Information:** If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu
Iowa State University is committed to proactively facilitating all students’ well-being. We welcome and encourage students to contact the following on-campus services for their physical, intellectual, occupational, spiritual, environmental, financial, social, and/or emotional needs:

Student Wellness call 515-294-1099 or via website (http://studentwellness.iastate.edu).
Thielen Student Health Center call 515-294-5801 (24/7 Medical Advice) or via website (http://www.cyclonehealth.org).
Student Counseling Services call 515-294-5056 or via website (https://counseling.iastate.edu).
Recreation Services call 515-294-4980 or via website (http://recservices.iastate.edu).

Students dealing with heightened feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may contact the ISU Crisis Text Line (Text ISU to 741-741) or contact ISU Police Department 515-294-4428.