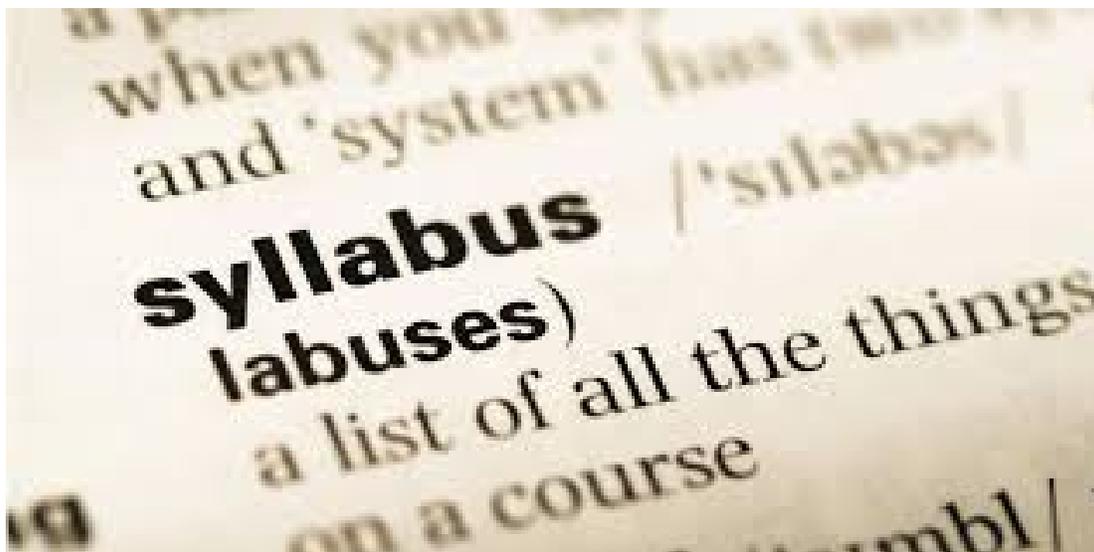


# Orientation: Syllabus



## Course Information

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

Meeting Information: T, TR 9:30-10:45 in Carver Hall 338

*The information in this syllabus is subject to change due to extenuating circumstances. Changes to the course syllabus will be announced via course-wide announcements and email.*

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## Instructor Information and Student Hours

- **Instructor**: Amanda Petefish-Schrag
- **E-mail**: [apschrag@iastate.edu](mailto:apschrag@iastate.edu)
- **Office Location**: 0318 Carver
- **Office Phone**: 515-294-8179
- **Student Hours**: T & TR 11AM - Noon, 2:15-3:15PM; Additional hours may be scheduled by appointment.

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## Course Format

The plan of study for this course includes reading and analysis activities connected to a wide range of plays. These activities include lectures and discussions; applied practice & experiments; observing, analyzing, and critiquing play texts, productions and other theatre activity.

The course is arranged into sequential learning modules that each contain multiple activities/projects. In several modules, you will be able to select from a “menu” of learning activities/projects that will help you reach the course learning outcomes.

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## Course Goals and Learning Objectives

Upon completing this course, students will be able to do the following:

- 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.

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## Course Materials

We will use several texts in the course, which include plays, scholarly articles, and essays. Many of these texts are accessible online (see below). Two of these play texts are available in the ISU bookstore.

### Available in the ISU bookstore

- *Peerless* by Jiehae Park
- *The America Play* by Suzan-Lori Parks

### Available electronically in Canvas

- Bilodeau, Chantal. “Why I’m Breaking Up with Aristotle” <https://howlround.com/why-im-breaking-aristotle> (<https://howlround.com/why-im-breaking-aristotle>)
- Fuchs, Elinor. “Visit to a Small Planet.” [https://web.mit.edu/jscheib/Public/foundations\\_06/ef\\_smallplanet.pdf](https://web.mit.edu/jscheib/Public/foundations_06/ef_smallplanet.pdf) ([https://web.mit.edu/jscheib/Public/foundations\\_06/ef\\_smallplanet.pdf](https://web.mit.edu/jscheib/Public/foundations_06/ef_smallplanet.pdf))
- Glaspell, Susan. *Trifles* [http://www.uobabylon.edu.iq/eprints/publication\\_3\\_10984\\_471.pdf](http://www.uobabylon.edu.iq/eprints/publication_3_10984_471.pdf) ([http://www.uobabylon.edu.iq/eprints/publication\\_3\\_10984\\_471.pdf](http://www.uobabylon.edu.iq/eprints/publication_3_10984_471.pdf))
- Howe, Tina, Chisa Hutchinson, Anne Washburn. “Inventing Language: A Roundtable” <https://www.dramatistsguild.com/thedramatist-the-language-issue-2016-read>

<https://www.dramatistsguild.com/thedramatist-the-language-issue-2016-read>)

- Lewis, Ellen. “Thirteen Ways of Looking at a Play” <https://howlround.com/thirteen-ways-looking-play> [\\_ \(https://howlround.com/thirteen-ways-looking-play\)](https://howlround.com/thirteen-ways-looking-play)
- Sophocles. (Translated by F. Storr) *Oedipus Rex*  
<http://classics.mit.edu/Sophocles/oedipus.html>  
[\\_ \(http://classics.mit.edu/Sophocles/oedipus.html\)](http://classics.mit.edu/Sophocles/oedipus.html)
- Stocks, Joey (Mod.) Eleanor Burgess, J. Julien Christopher, David Henry Hwang, MJ Kaufman, Young Jean Lee. “On Structure: A Roundtable”  
<https://www.dramatistsguild.com/thedramatist-about-the-craft-read>  
[\\_ \(https://www.dramatistsguild.com/thedramatist-about-the-craft-read\)](https://www.dramatistsguild.com/thedramatist-about-the-craft-read)

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

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## Learning Activities and Assessments

For the first several weeks of class, everyone will be engaging in the same course learning activities. In the subsequent weeks of class, you will have several opportunities to choose learning activities and projects from course “menus” (located in the Canvas modules ). 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.

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

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## Grading Policies

### Letter Grades

A

Over 929 pts in which at least 100 points have been earned in each of the numbered modules

A-

900-929 pts in which at least 100 points have been earned in each of the numbered modules

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B+

870-899 pts in which at least 100 points have been earned in each of the numbered modules

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B

830-869 pts in which at least 100 points have been earned in each of the numbered modules

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B-

800-829 pts in which at least 100 points have been earned in each of the numbered modules

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C+

770 pts and above

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C

730-769 pts

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C-

700-729 pts

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D+

670-699 pts

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D

630-669 pts

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D-

600-629 pts

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F <600 pts

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You can accumulate points by participating in the following way:

### Grade Distribution

Participation area	Total Points Possible
Orientation Module	1-45 pts
Foundations Module	1-85 pts
Module I: Connections and Intuitive Responses	1-175 pts
Module II: Context and Research	1-170 pts
Module III: Tools for Formalist Analysis	1-305 pts
Module IV: Tools for Non-Formalist Analysis	1-265 pts
Module V: Synthesis	1-300 pts
<i>Total Points Possible</i>	1345 pts

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## Course Policies

### Feedback

Graded assessments will be returned with feedback within 10 days of the due date. Personalized feedback will be provided for each learning project with more than 25 pts attached.

### Missed and Late Coursework

Late projects 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 right away so I can help you determine an alternative learning activity or amendment to the project.*

## Engagement, Attendance, 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 is active class attendance and participation. 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. Likewise, participate every week in your assigned and selected learning activities (both asynchronous and synchronous). Prepare necessary materials in advance of in-class activities such as discussions and workshops; stay active in threaded discussions and other online opportunities to share and reflect on your work and progress.

Note: The course is structured to allow multiple paths to “make up” missed attendance points due to illness or emergency. Practice care for yourself and your community by staying home if you are ill or contagious. *You do not need to provide a doctor or nurses's note or other documentation if you need to miss class for illness or emergency.*

## Your Name and Identity

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](#) (<https://canvas.iastate.edu/courses/88592/assignments/1617462>) in our [Orientation Module](#) (<https://canvas.iastate.edu/courses/88592/modules/543069>).

## Class Climate and Content Warnings

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 and discussions may sometimes involve 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 let me know via the Student Inventory or through an individual meeting. You don't have to share details - just what content might be harder for you to engage with during the course.

## 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.

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## Course Schedule

*(This is a schedule overview. Consult our Canvas Modules to get more specific details on weekly schedules, module menus, individual project due dates, online and face to face activity dates, as well as changes and updates.)*

Week One (1/18-21)	Complete Orientation Module in Canvas
Week Two (1/24-28)	Complete Foundation Module
Week Three (1/31-2/4)	Begin Module I: Connections and Intuitive Responses
Week Four (2/7-11)	Complete Module I: Connections and Intuitive Responses
Week Five (2/14-18)	Begin Module II: Context and Research
Week Six (2/21-25)	Continue Module II: Context and Research
Week Seven (2/28-3/4)	Complete Module II: Context and Research Begin Module III: Tools for Formalist Analysis
Week Eight (3/7-11)	Continue Module III: Tools for Formalist Analysis
Week Nine (3/14-18)	<b>Spring Break</b>
Week Ten (3/21-25)	Continue Module III: Tools for Formalist Analysis
Week Eleven (3/28-4/1)	Complete Module III: Tools for Formalist Analysis Begin Module IV: Tools for Non-Formalist Analysis
Week Twelve (4/4-4/8)	Continue Module IV: Tools for Non-Formalist Analysis

Week Thirteen (4/11-15)	Continue Module IV: Tools for Non-Formalist Analysis
Week Fourteen (4/18-22)	Complete Module IV: Tools for Non-Formalist Analysis Begin Module V: Synthesis
Week Fifteen (4/25-29)	Continue Module V: Synthesis
Week Sixteen (5/2-6)	Continue Module V: Synthesis; <i>Prep Week</i>

### Finals Period

**Wednesday, 5/11, 9:45 AM – Present/Discuss Synthesis Projects**

#### Other important dates

*Monday 1/24 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.*

*Friday 4/1 Last day to add/drop full-semester courses or withdraw without extenuating circumstances.*

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## ISU Syllabus 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 Recommendations

- **Face Masks Encouraged:** All students, faculty, staff, and visitors to campus are encouraged to wear face masks in all indoor spaces when around others. Unvaccinated individuals are encouraged to wear a face mask anywhere they are around others, and to practice physical distancing when possible.
- **Vaccinations Encouraged:** All students are encouraged to receive a vaccination against COVID-19. Multiple locations are available on campus for free, convenient vaccination. Further information is available at: <https://web.iastate.edu/safety/updates/covid19/vaccinations> (<https://web.iastate.edu/safety/updates/covid19/vaccinations>). Vaccinations may also be obtained from health care providers and pharmacies.

### 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](http://www.sas.dso.iastate.edu), by contacting SAS staff via email at [accessibility@iastate.edu](mailto: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.

### 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.

### 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](mailto:eooffice@iastate.edu) (<mailto:eooffice@iastate.edu>)

### Prep Week

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

### 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.

### Contact Information for Academic Issues

If you are experiencing, or have experienced, a problem with any of the above statements, email [academicissues@iastate.edu](mailto:academicissues@iastate.edu) (<mailto:academicissues@iastate.edu>)

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**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> [\\_](http://studentwellness.iastate.edu)).

Thielen Student Health Center call 515-294-5801 (24/7 Medical Advice) or via website (<http://www.cyclonehealth.org> [\\_](http://www.cyclonehealth.org)).

Student Counseling Services call 515-294-5056 or via website (<https://counseling.iastate.edu> [\\_](https://counseling.iastate.edu)).

Recreation Services call 515-294-4980 or via website (<http://recservices.iastate.edu> [\\_](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.