

# THTR R111: INTRODUCTION TO THEATRE

**Originator**  
aedwards

**College**

Oxnard College

**Discipline (CB01A)**

THTR - Theatre

**Course Number (CB01B)**

R111

**Course Title (CB02)**

Introduction to Theatre

**Banner/Short Title**

Intro to Theatre

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This course focuses on the relationship of theatre to various cultures throughout history, and on the contributions of significant individual artists. It will also introduce elements of the production process including play-writing, acting, directing, design, and criticism. Further, it will survey different periods, styles and genres of theatre through play reading, discussion, films and viewing and critiquing live theatre, including required attendance of theatre productions.

**Taxonomy of Programs (TOP) Code (CB03)**

1007.00 - Dramatic Arts

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

### **Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

### **Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

### **Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Define and describe theatrical terms, concepts, production and history   |
| 2 | Have a critical discussion using the vocabulary of dramatic theory and script analysis.                          |
| 3 | Propose alternative solutions to theatrical production situations that may occur in typically problematic areas. |
| 4 | Critically analyze basic concepts of drama as related to the appreciation of theatrical art.                     |

### **Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Analyze and evaluate the nature of theatre and its role in society.                          |
| 2 | Assess the historical, artistic, social, and philosophical context in which theatre exists.  |
| 3 | Critically analyze dramatic literature and performances.                                     |
| 4 | Identify and examine theatrical components in production.                                    |
| 5 | Propose alternative solutions to theatrical production situations.                           |
| 6 | Critically analyze basic concepts of drama as related to the appreciation of theatrical art. |

## **Course Content**

### **Lecture/Course Content**

1. Background and development of theatre
  - a. Significant Historical Periods to include:
    - i. The Greek theatre: development, performance style, production elements, and cultural and/or political significance.
    - ii. The Roman and Medieval theatre: performance style, production elements, and cultural and/or political significance.
    - iii. Asian theatre: performance style, production elements, and cultural and/or political significance.
    - iv. Renaissance theatre: performance style, production elements, and cultural and/or political significance.
    - v. Neoclassic, and Restoration theatre: performance style, production elements, and cultural and/or political significance
    - vi. Romantic theatre: performance style, production elements, and cultural and /or political significance.
    - vii. Realism and Modern theatre: performance styles, production elements, and cultural and/or political significance.
  - b. Development and Cultural Significance of theatre

- i. Background and theatre origins.
  - ii. Evolution over time and through different cultures.
  - iii. The development of drama and theatrical performance.
  - iv. Theatre and its relationship to society.
  - v. Multicultural issues.
  - vi. Relationship to TV and film.
2. The play and the playwright.
  - a. Elements and structure of a play.
  - b. Differences between the play and the novel.
  - c. Substance, form, and technique of the playwright.
3. The acting and the actors.
  - a. Theories and techniques of acting.
  - b. The actor's relationship to the play.
  - c. The actor's relationship to the technician, playwright, and play.
4. Evolution of theatre architecture.
5. The direction and the director.
  - a. Theories and techniques of directing a play.
  - b. Coordinating roles of the physical theatre.
6. The audience and dramatic criticism.
7. The business of show business.
  - a. The economic and business requirements for theatrical production.
8. The design and design technicians
  - a. The role of costumes, scenery, sound, and lighting design and designers in production.
  - b. Technical elements of the play and the role of the technicians in properties.
  - c. Lighting, painting, building, special effects, music or sound effects, and wardrobe and make-up.
9. Participation in live theatre events as an audience member for the purpose of discussion and analysis.

#### Laboratory or Activity Content

None

### Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams  
Essays  
Group projects  
Individual projects  
Oral analysis/critiques  
Objective exams  
Oral presentations  
Performances  
Quizzes  
Role playing  
Reports/papers  
Research papers

### Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
Computer-aided presentations  
Collaborative group work  
Class activities  
Class discussions  
Case studies  
Distance Education  
Field trips  
Group discussions

Guest speakers  
 Instructor-guided interpretation and analysis  
 Lecture  
 Small group activities

**Describe specific examples of the methods the instructor will use:**

1. Instructor will guide in-class review of theatrical scripts.
2. Instructor will lecture on the basic concepts of theatre arts.
3. Students will participate in small group discussions on multiple contexts of theatre arts such as historical, artistic, and social contexts.
4. Instructor will guide small group discussions on topics such as theatrical components in production, the nature of theatre and its role in society, theatrical production situations.
5. Instructor will guide in-class discussion and critical analysis of elements of theatre in assigned scripts for reinforcement of critical thinking about dramatic works using a computer-aided presentation.
6. Instructor will use audio-visual presentations to highlight acting methods.
7. Case studies will be used to guide students through basic theater problem-solving.

## Representative Course Assignments

### Writing Assignments

1. Written performance evaluations using an established rubric.
2. Written analysis of a play script from a historical theatre production.
3. Written analysis of a play script from a current, more modern, theatre production.
4. Written analysis that assessed the historical, artistic, social, and philosophical context in which theatre exists.
5. Written essay critiquing a live performance that students have attended during the semester.
6. Written critique of dramatic literature.

### Critical Thinking Assignments

1. Participate in class and small group discussion and writing activities analyzing the differences between Greek Theatre, Roman/Medieval Theatre, Asian Theatre, and Renaissance Theatre.
2. Compare and contrast the audience roles and the performer roles in live theatre events.
3. Written analysis of a production script.
4. Written analysis that critiques a live theatre performance.
5. Propose alternative solutions, in writing, to theatrical production situations.

### Reading Assignments

1. Selected readings in theatre history.
2. Selected theatrical scripts.
3. Theatre textbook.
4. Selected Articles on or about theatre.

### Other assignments (if applicable)

1. Attendance at live theatrical performances on campus and/or in the community.
2. Working as a crew or cast member in a production on campus and/or in the community.
3. Attendance at a children's theatre or dance production on campus and/or in the community.

## Outside Assignments

### Representative Outside Assignments

1. Written performance evaluations using an established rubric.
2. Written analysis of a play in script form and/or a live productions.
3. Participate in class and small group discussion and writing activities analyzing the differences between Greek Theatre, Roman/Medieval Theatre, Asian Theatre, and Renaissance Theatre.
4. Compare and contrast the audience roles and the performer roles in live theatre events.
5. Written analysis of a production script.
6. Written analysis that critiques a live theatre performance.
7. Attendance at live theatrical performances on campus and/or in the community.
8. Working as a crew or cast member in a production on campus and/or in the community.

9. Attendance at a children's theatre or dance production on campus and/or in the community
10. Completing supplemental readings in theatre history.
11. Completing supplemental reading of selected theatrical scripts.
12. Completing supplemental reading of selected articles on or about theatre.

## **Articulation**

### **C-ID Descriptor Number**

THTR 111

### **Status**

Approved

### **Comparable Courses within the VCCCD**

THA V01 - Introduction to Theatre

THA M01 - Introduction to Theatre

THA M01H - Honors: Introduction to Theatre

## **District General Education**

### **A. Natural Sciences**

### **B. Social and Behavioral Sciences**

### **C. Humanities**

#### **C1. Fine/Performing Arts**

Approved

### **D. Language and Rationality**

### **E. Health and Physical Education/Kinesiology**

### **F. Ethnic Studies/Gender Studies**

## **CSU GE-Breadth**

### **Area A: English Language Communication and Critical Thinking**

### **Area B: Scientific Inquiry and Quantitative Reasoning**

### **Area C: Arts and Humanities**

#### **C1 Arts: Arts, Cinema, Dance, Music, Theater**

Approved

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 3A: Arts**

Approved

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

**Resource Type**

Textbook

**Description**

Wilson, E. & Goldfarb, A. (2018). *Theatre: The Lively Art* (10th). New York, NY McGraw-Hill . 0073514209

**Resource Type**

Textbook

**Description**

Cohen, R. (2019). *Theatre* (12th). New York, NY McGraw-Hill. 0073514225

**Resource Type**

Textbook

**Description**

Brockett, O. & Ball, R. (2016). *The Essential Theatre* (11th). Stamford, CT Cengage. 0495807974

**Distance Education Addendum**

**Definitions**

**Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

## Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post discussion board messages on topics such as significant historical theatre periods, the evolution of theatre in multiple cultural contexts, and/or theatre and its relationship to modern society. They will also respond to another classmate to engage in dialogue.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos. Students will be given web links to view for assignments. Optional live meetings will occur to connect directly with students
Synchronous Dialog (e.g., online chat)	Students will share their thoughts of the online lecture in a chat with their classmates. Students and instructor will also meet in person since this is the hybrid option.
E-mail	Instructor will connect with students via email.
Face to Face (by student request; cannot be required)	By student request, this is an option.

### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.

Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> <li>• Recorded Lectures, Narrated Slides, Screencasts</li> <li>• Instructor created content</li> <li>• OC Online Library Resources</li> <li>• Canvas Peer Review Tool</li> <li>• Canvas Student Groups (Assignments, Discussions)</li> <li>• 3rd Party (Publisher) Tools (MyOpenMath)</li> <li>• Websites and Blogs</li> <li>• Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)</li> </ul>
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Students will post discussion board messages on topics such as significant historical theatre periods, the evolution of theatre in multiple cultural contexts, and/or theatre and its relationship to modern society. They will also respond to another classmate to engage in dialogue.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos. Students will be given web links to view for assignments. Optional live meetings will occur to connect directly with students
Synchronous Dialog (e.g., online chat)	Students will share their thoughts of the online lecture in a chat with their classmates. Students and instructor will also meet in person since this is the hybrid option.
E-mail	Instructor will connect with students via email on a regular basis.
Video Conferencing	By student request, this can act as online face to face meeting using an application like Zoom.

**Examinations**

**Hybrid (1%–50% online) Modality**

- Online
- On campus

**Hybrid (51%–99% online) Modality**

- Online
- On campus

**Primary Minimum Qualification**

THEATER ARTS

**Review and Approval Dates**

**Department Chair**

09/01/2020

**Dean**

09/01/2020

**Technical Review**

10/14/2020

**Curriculum Committee**

10/14/2020

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

11/25/2020

**Board**

MM/DD/YYYY

**CCCCO**

12/17/2020

**Control Number**

CCC000562057

**DOE/accreditation approval date**

MM/DD/YYYY