### COURSE SYLLABUS

<table>
<thead>
<tr>
<th><strong>Course Number:</strong></th>
<th>THE 2300</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Course Title:</strong></td>
<td>Critical Analysis of Drama</td>
</tr>
<tr>
<td><strong>Course Credit:</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Course Hours:</strong></td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>College:</strong></td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td><strong>Department:</strong></td>
<td>Visual Arts, Humanities &amp; Theatre</td>
</tr>
<tr>
<td><strong>Supplies:</strong></td>
<td>internet access</td>
</tr>
<tr>
<td><strong>Faculty Name:</strong></td>
<td>Marci J. Stringer</td>
</tr>
<tr>
<td><strong>Term and Year:</strong></td>
<td>Fall 2008</td>
</tr>
<tr>
<td><strong>Place and Time:</strong></td>
<td>M, W, F 10:10am-11:00am FAMU Development and Research School</td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td>Building 0135 room 103</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>850-412-5532</td>
</tr>
<tr>
<td><strong>e-mail:</strong></td>
<td><a href="mailto:marci.stringer@famu.edu">marci.stringer@famu.edu</a></td>
</tr>
</tbody>
</table>

#### Office Hours

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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#### FAMU Catalog Course Description

Study of selected plays and playwrights. Analysis and criticism.

#### Course Purpose

Critical Analysis is designed to develop analytical skills in evaluating the dramatic text and performance. This course will examine plays through its critical and interpretive history. It will also provide a base of critical theories and concepts that will facilitate thinking and writing critically about drama. Teach the skills of script analysis using a formalist approach.

#### Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

The Conceptual Framework for the FAMU Professional Education Unit is grounded in a combination of directed, constructivist, developmental, and social learning theories derived form the writings of system theorists, educational philosophers, social scientists, practitioner and developmental theorists. Concepts from these writers and from the varied educational learned societies help form the knowledge base for the unit’s curriculum components and principles of its Conceptual Framework.
DIVERSITY

• CF 1
• Through this focal area, the FAMU professional education candidate will:

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<thead>
<tr>
<th>CF:</th>
<th></th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 (K)</td>
<td>Understand diverse backgrounds of individuals.</td>
<td>5, 6, 7</td>
<td>3</td>
</tr>
<tr>
<td>1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>5, 6</td>
<td>3, 8</td>
</tr>
<tr>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>5, 6</td>
<td>3</td>
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TECHNOLOGY

• CF 2
• Through this focal area, the FAMU professional education candidate will:

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<th>CF:</th>
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<tbody>
<tr>
<td>2.3 (K)</td>
<td>Know fundamental concepts in technology.</td>
<td>12</td>
<td>1, 6</td>
</tr>
<tr>
<td>2.4 (K)</td>
<td>Understand fundamental concepts in technology.</td>
<td>2, 12</td>
<td>6</td>
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<tr>
<td>2.7 (S)</td>
<td>Facilitate the use of technology by students.</td>
<td>4, 12</td>
<td>6</td>
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VALUES

• CF 3
• Through this focal area, the FAMU professional education candidate will:

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<tr>
<td>3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>6</td>
<td>2, 5</td>
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<tr>
<td>3.3 (S,D)</td>
<td>Show respect for varied (groups) talents and perspectives.</td>
<td>5, 6</td>
<td>3</td>
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<tr>
<td>3.4(D)</td>
<td>Be committed to individual excellence.</td>
<td>3, 9</td>
<td>5, 9</td>
</tr>
<tr>
<td>3.5(D)</td>
<td>Recognize the importance of peer Relationships in establishing a climate for learning.</td>
<td>7, 2</td>
<td>5, 10</td>
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CRITICAL THINKING

• CF 4
• Through this focal area, the FAMU professional education candidate will:

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<tbody>
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<td>4.1 (K)</td>
<td>Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.</td>
<td>4, 7</td>
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</table>
Value critical thinking and self-directed learning as habits of mind.

Demonstrate the use of higher order thinking skills.

PROFESSIONALISM

- CF 5
- Through this focal area, the FAMU professional education candidate will:

| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1.4 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F: 3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I: 5,9 |

Overall Goals of the Course

I. The student will be able to:

A. Discuss the importance of drama as literature and performance.
B. Analyze the dramatic text.
C. Analyze the dramatic performance.
D. Understand critical approaches used in writing about drama.
E. Recognize genres, dramatic movements and styles.
F. Write a critical essay.
G. Write a performance review.

Specific Behavioral Objectives

In accordance with the English section of the Florida Agricultural and Mechanical University Academic Learning Compact (2006-2007), this course is designed to meet the following objectives for Theatre graduates and other graduates enrolled in the Critical Analysis of Drama course:

II. Students in this course will be able to apply the following skills:

A. **Collaboration:** Students should be able to understand the concept of theatre as a collaborative art and identify the various roles of the collaborative process.

B. **Communication:** Students should be able to demonstrate proficiency in varied forms of recognized communication; utilize electronic and mechanical tools for precise communication; convey ideas through formal and creative writing.

C. **Critical Thinking:** Students should be able to utilize creative and critical thinking; read with critical comprehension; evaluate and interpret works of art orally and in writing, using appropriate Terminology; and utilize critically based knowledge in practical/creative projects.

D. **Theatre Design, Theatre Management and Technology:** Students should be able to demonstrate a basic understanding of the principles of design, technology and management.

E. **Cultural Diversity:** Students should be able to describe theatre’s relationship to culture and how cultural diversity manifests itself in theatre today.
Assignment | Behavioral objectives | INTASC Standards | FEAPs | FTCE SAE | PEU Conceptual Framework
--- | --- | --- | --- | --- | ---
Critical Review on Performed Play | Collaboration, Communication, Creative Critical Thinking | 1.31, 1.35, 1.36, 3.11, 3.22, 8.33, 8.34 | 2.1, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 4.1, 4.4, 4.7, 4.10, 4.11, 5.1, 5.2, 5.5, 5.6, 5.7, 5.12, 5.13, 6.1, 6.2, 6.8, 7.1, 8.1, 8.2, 8.3, 8.5, 8.7, 9.1, 9.2, 9.8, 9.10, 9.14 | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 6.3, 6.4, 6.5, 6.7, 8.1, 8.2, 8.3, 8.4 | 1.1, 1.3, 2.3, 2.7, 3.1, 3.3, 3.4, 3.5, 4.1, 4.3, 4.5, 5.1, 5.3, 5.4, 5.7
Analyze a published play using Formalist approach | Cultural Diversity, Creative Critical Thinking, Collaboration, Communication | 1.21, 1.12, 1.22, 1.23, 1.31, 1.35, 1.36, 3.11, 3.22, 8.33, 8.34 | 2.1, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 4.1, 4.4, 4.7, 4.10, 4.11, 5.1, 5.2, 5.5, 5.6, 5.7, 5.12, 5.13, 6.1, 6.2, 6.8, 7.1, 8.1, 8.2, 8.3, 8.5, 8.7, 9.1, 9.2, 9.8, 9.10, 9.14 | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 6.3, 6.4, 6.5, 6.7, 8.1, 8.2, 8.3, 8.4 | 1.1, 1.3, 2.3, 2.7, 3.1, 3.3, 3.4, 3.5, 4.1, 4.3, 4.5, 5.1, 5.3, 5.4, 5.7
Read and analyze published critical essays | Collaboration, Communication, Creative Critical Thinking | 1.31, 1.35, 1.36, 3.11, 3.22, 8.33, 8.34 | 2.1, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 4.1, 4.4, 4.7, 4.10, 4.11, 5.1, 5.2, 5.5, 5.6, 5.7, 5.12, 5.13, 6.1, 6.2, 6.8, 7.1, 8.1, 8.2, 8.3, 8.5, 8.7, 9.1, 9.2, 9.8, 9.10, 9.14 | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 6.3, 6.4, 6.5, 6.7, 8.1, 8.2, 8.3, 8.4 | 1.1, 1.3, 2.3, 2.7, 3.1, 3.3, 3.4, 3.5, 4.1, 4.3, 4.5, 5.1, 5.3, 5.4, 5.7

**National, State, and PEU Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Content Pedagogy - Principle #1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

1.10 Knowledge
1.11 The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
1.12 The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
1.13 The teacher can relate his/her disciplinary knowledge to other subject areas.

1.20 Dispositions
1.21 The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
1.22 The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
1.23 The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
1.24 The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

1.30 Performances
1.31 The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
1.35 The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
1.36 The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

**Multiple Instructional Strategies - Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

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Approved/Revised 10/30/07
4.10 Knowledge
4.13 The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

4.20 Dispositions
4.21 The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

4.30 Performances
4.34 The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
4.35 The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Florida Educator Accomplished Practices (FEAPs)
FEAP: 4.0, 8.0

CRITICAL THINKING
4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4.2 Provides opportunities for students to learn higher-order thinking skills.
4.4 Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.
4.5 Poses problems, dilemmas, and questions in lessons.
4.7 Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students’ needs, including linguistic needs.
4.9 Modifies and adapts lessons with increased attention to the learners’ creative thinking abilities.
4.10 Encourages students to develop open-ended projects and other activities that are creative and innovative.
4.11 Uses technology and other appropriate tools in the learning environment.

KNOWLEDGE OF SUBJECT MATTER
8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

8.2 Communicates knowledge of subject matter in a manner that enables students to learn.
8.3 Increases subject matter knowledge in order to integrate the learning activities.
8.4 Uses the materials and technologies of the subject field in developing learning activities for students.
8.5 Acquires currency in her/his subject field.
8.6 Has planned and conducted collaborative lessons with colleagues from other fields.
8.7 Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills
In accordance with the Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills, this course satisfies the following standards:
Drama 6-12

2 Knowledge of creative dramatics
1. Identify the objectives and fundamental processes of creative dramatics.

4 Knowledge of dramatic literature and criticism
1. Identify basic theatre styles and genres.
2. Identify and apply elements of plot structure and play analysis.
3. Identify the influences of major theorists and their works.
4. Identify cultural, political, and historical influences on dramatic literature.
5. Identify significant classical and contemporary contributions from diverse cultures.
6. Identify elements of assessment and critical reviewing for performance and production.
7. Identify the role and responsibilities of the dramaturg.

5 Knowledge of theatre history
1. Identify major periods in world theatre history.
3. Identify major theatre artists (e.g., playwrights, directors, designers, choreographers, performers) and their contributions.
4. Identify major periods in American theatre.
5. Identify significant dramatic works from the major periods of world theatre.

6 Knowledge of directing
2. Analyze a script as it pertains to production elements.

Topical Outline

A. Types of Criticism
   1. Types of Criticism
   2. Critical Theories
   3. Careers in Criticism

B. Responding to Drama
   1. How to write an argument
   2. How to write a research paper on drama: MLA Format
   3. How to write a critical essay
   4. How to write a performance review

C. Play Analysis
   1. Genres
   2. Styles
   3. Structure & Components
      a. The Plot: Given Circumstances
      b. The Plot: Background Story
      c. The Plot: Progression & Structure
      d. External & Internal Action
      e. Character
      f. Idea
      g. Dialogue

Teaching Methods

The Instructor aims to stimulate and nurture student ideas through classroom discussion. Encourage students to draw and support conclusions based upon textual knowledge assignments with assigned readings from other sources.

The class will consist of a great deal of reading. Please keep up with the class. Sometime the instructor will show films to discuss critiquing play performances. The showing of films may require a substitute class time, perhaps an evening or weekend viewing hour. When the instructor schedules a viewing, she will announce the day and date of the class viewing is replacing. This means you will not meet one class period per film shown outside of class time.

Approved/Revised 10/30/07
The instructor expects the student to read all assignments by the given date; to participate in class discussion; to be prepared for pop quizzes after any assigned reading; to submit all written assignments when due; and study for all tests.

**Course Evaluation**

A. Evaluation:

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<tr>
<td>1</td>
<td>Papers</td>
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<td>2</td>
<td>Tests</td>
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<tr>
<td>3</td>
<td>Projects</td>
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<tr>
<td>4</td>
<td>Quizzes/Worksheets/Analysis’</td>
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<tr>
<td>5</td>
<td>Final</td>
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<td>6</td>
<td>Midterm</td>
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Grade is calculated by the average of all above listed grades.

**Papers:** Students can expect to submit (1) a research assignment, (2) critical essays and (2) performance reviews. (FTCE 2:1, 4:1, 4:2, 4:6, 4:7, 5:3, 6:2)

**Tests:** All exams include (but are not limited to) true and false, fill-in-the-blank, definitions, short answers and an essay. Test material will be taken from the instructor’s notes, text, plays, performances and films. (FTCE 2:1, 4:1, 4:2, 4:6, 4:7, 5:3, 6:2)

**Projects:** Students will be asked to demonstrate their learning through take home assignments done. (FTCE 2:1, 4:1, 4:2, 4:3, 4:4, 4:5, 4:6, 4:7, 5:3, 6:2)

**Quizzes:** Students should be prepared to be quizzed on assigned readings and Supplemental materials at all times. Quizzes will test your critical thinking skills, so please, read all assignments. (FTCE 2:1, 4:1, 4:2, 4:6, 4:7, 5:3, 6:2)

**Worksheets:** Play analysis assignments and worksheets will count as one grade. Worksheets are analysis forms for each play read in class. (FTCE 2:1, 4:1, 4:2, 4:3, 4:4, 4:5, 4:6, 4:7, 5:3, 6:2)

**Midterm/Final:** Students can expect to take at least four written exams, midterm and one cumulative final. (FTCE 2:1, 4:1, 4:2, 4:6, 4:7, 5:3, 6:2)

**Grading**

B. Students should be prepared to be quizzed on assigned readings and Supplemental materials at all times. Quizzes will test your critical thinking skills, so please, read all assignments. Also, all play analysis assignments and worksheets will count as a quiz grade. Students can expect to take at least four written exams and one cumulative final. All exams include (but are not limited to) true and false, fill-in-the-blank, definitions, short answers and an essay. Test material will be taken from the instructor’s notes, text, plays, performances and films. Students can expect to submit (1) a research assignment, (2) critical essays and (2) performance reviews. Students are expected to: read all assignments, participate in class discussion, and submit completed assignment when due.

**Course Policies**

C. Attendance:

This is a 3 hour course. By University directives (see your University Catalog) you are allowed three unexcused hours in this course. If you accumulate 3 hours of absence, your final grade will not be affected. No questions asked.

For 4 UNEXCUSED absences, your final grade will be dropped one step (example: from a B+ to a B). For each additional UNEXCUSED absence, your final grade will be lowered another step.

EXCUSED ABSENCES: This type of absence MUST be presented on the official excused absence form available from the Office of the Dean of your college. Informing your instructor of your absences as soon as possible is appreciated, but the only way an absence is excused is through the Dean’s Office.

If you miss an assignment and do not have an excused absence, you will automatically be given a grade of “F”.

If you miss an assignment and do have an excused absence, talk to your instructor about making up the work. The course covers so much territory and is so fast-paced that we generally do not have time for makeup work.

D. **Plagiarism:** According to Webster’s New Universal Unabridged Dictionary (1983, 2nd Ed.), to plagiarize is “to steal or pass off ideas or words of another as one’s own…to use created productions without crediting the source…to commit literary theft…to present as new and original an idea or product derived from an existing source” (p.1371). Students in this course will be responsible for authenticating any assignment submitted to the instructor. If asked, you must be able to produce proof that the assignment you submitted is in fact your own work. Therefore, it is recommended that you engage in a verifiable working process on assignments. Keep copies of all drafts of your work, make photocopies of research materials, write summaries of research materials, keep logs or journals of your work on assignments and papers, learn to save drafts or versions of assignments under individual file names on computer diskettes, etc. In addition to requiring a student to authenticate his/her work, the instructor may employ various other means of ascertaining authenticity—such as engaging in internet searches, creating quizzes based on student work, requiring
students to explain their work and/or process orally, etc. **If student is caught cheating they will be given a zero on the assignment, no exceptions.**

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy** The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180

### References

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### Tentative Course Calendar

**THE 2300: Critical Analysis**  
**DAILY SCHEDULE-FALL 2008**  
**MWF 10:10-11:00am**  
**PROFESSOR M. STRINGER**

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>MODULE 1 Dramatic Criticism</th>
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<tbody>
<tr>
<td>AUGUST</td>
<td></td>
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<td>24</td>
<td>M</td>
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<td>26</td>
<td>W</td>
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<td>28</td>
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<td></td>
<td><a href="#">Class Orientation Read</a></td>
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<td>- <a href="#">Appendix A</a> (Thomas)</td>
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<th>WEEK 2</th>
<th>LABOR DAY HOLIDAY-Read Oedipus Rex</th>
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<th>WEEK 3</th>
<th>Lecture: Johann Wolfgang Goethe Theory</th>
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<thead>
<tr>
<th>WEEK 4</th>
<th>Test # 1-Handout Dramatic Criticism assignment: /for next class: Read Crumbs from the Table of Joy</th>
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<td>14</td>
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<td>16</td>
<td>W</td>
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<td>18</td>
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<table>
<thead>
<tr>
<th>WEEK 5</th>
<th>Crumbs...complete worksheet</th>
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<td>F</td>
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<tr>
<th>WEEK 6</th>
<th>Connecting the Stage and the Study: The Playwright and the Script</th>
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<tr>
<td>OCTOBER</td>
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<td>28</td>
<td>M</td>
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<td>30</td>
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<th>WEEK 7</th>
<th>Lecture: Freytag’s Pyramid/Action analysis</th>
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*Approved/Revised 10/30/07*
WEEK 8

12 M Ch. 2 Foundations of the Plot (Thomas) /for next class Read Appendix B (Thomas)
14 W Show opens-EMERGEN-CEE, Daniel Beaty Discuss Reading/For next class: A Doll’s House by Henrik Ibsen and the Commentaries (Bedford)
16 F Reading Day: Read A Doll’s House and the Commentaries

WEEK 9

19 M Ch. 3 Foundations of the Plot: Background Story (Thomas) Paper # 1 due
21 W Discuss Given circumstances/Background story of A Doll’s House
23 F TBA-Review for test

WEEK 10-Homecoming week

26 M Complete reading worksheet
28 W
30 F

WEEK 11

NOVEMBER 2 M Test # 3/For next class read Ch. 4: External & Internal Action-
4 W Discuss External & Internal Action/For next class: Read Ch. 5: plot progression and structure (Thomas)
6 F Ch. 5 Discuss Progression and Structure/For next class read ch. 6 (Thomas)

WEEK 12

9 M VETERAN’S DAY HOLIDAY-Read ch. 6-7 Character (Thomas)
11 W Discuss Ch 6-7
13 F Discuss Ch 7 & 8

WEEK 13

16 M Test Review
18 W Test 4
20 F INDEPENDENT STUDY

WEEK 14

23 M What is an argument? Types of Arguments
25 W Handout and explain Final Exam Guidelines-Read Hamlet
27 F THANKSGIVING DAY HOLIDAY

WEEK 15

2 W Paraphrasing and Summarizing- Attend Senior Showcase tonight!
4 F Strong Verbs Vocabulary Assignment-all extra credit papers due

FINAL EXAMINATION: TBA.

REQUIRED ATTENDANCE:

All FAMU Essential Theatre Productions performed in Charles Winter Wood Theatre, Tucker Hall on the campus of Florida A&M University unless otherwise indicated. For season information call 850-561-2425 or visit our website at www.essentialtheatre.us or visit the box office in building 0135 room 105.

EXTRA CREDIT OPTIONS:

All outside FAMU productions are also eligible for extra credit. You may attend such productions from The Tallahassee Little Theatre or any other in town or out of town theatre productions. Critique papers are due along with the program and ticket from viewed show. All extra credit papers are due by the last day of class—no exceptions. There is only one extra credit option per student worth 10pts toward your final grade.