



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
THR 101	Introduction to Theatre	3
Hours:	Co- or Pre-requisite	Implementation Semester & Year
Lecture/Lab/Other 3/0/0	None	Fall 2022

Catalog description:

Beginning study of the theatre as an art form, examines how a dramatic text is transformed into a stage production. Students read and analyze plays to understand theatre production practices -- historical as well as current -- and dramatic theory. Requires attending current theatre productions. *3 lecture hours*

General Education Category:

Goal 6: Humanities

Course coordinator:

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Required texts & Other materials: NONE

Norton Anthology of Drama, Shorter Third Ed. by Gainor, Garner Jr., & Puchner
ISBN-13: 978-0393283501
ISBN-10: 9780393283501

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

- Analyze and describe dramatic conventions vs. theatrical conventions
[Supports ILG #: 1 & 6; PLO # 2]
- Identify tragic, comic, and tragicomic genres
[Supports ILG #: 1 & 6; PLO # 2]
- Distinguish between realistic, naturalistic, representational, and presentational styles
[Supports ILG #: 1, 3, 4, & 6; PLO # 2 & 4]
- Describe and discuss theatre spaces: proscenium, arena, thrust, black box, and site-specific spaces [supports ILG #: 1, 6, 8, & 9; PLO # 2 & 4]
- Evaluate and describe principles of dramatic structure and principles of theatre criticism
[Supports ILG #: 1 & 6; PLO # 2]
- Describe and discuss the contribution of specific theatre artists -- playwright, director, designer (set, costume, sound, lighting), actors and theatre audience [Supports ILG #: 1, 3, & 6; PLO # 2 & 4]
- Describe social, political, and cultural events that have had an impact on the various stages of theatre's development [Supports ILG #: 1 & 6; PLO # 2]
- Analyze and discuss the social impact of theatre [Supports ILG #: 1 & 6; PLO # 2]
- Employ fundamental principles of play reading to selected scripts. [Supports ILG #: 1 & 6; PLO # 2]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

***Special Note: Theatre is inherently an interdisciplinary subject that combines many subject areas depending on the play being studied or utilized for performance, so in theory a well-run theatrical classroom engages the scholar across several disciplines.**

Program Learning Outcomes for Theatre AA, AFA and Communications: Speech & Theatre (PLO)

1. Conduct research in preparation for performing a role;
2. Independently interpret dramatic literature for performance;
3. Use a variety of acting, movement, and vocal techniques to craft a performance;
4. Work collaboratively with artistic and production staff;
5. Create successful auditions by preparing materials and exhibiting professional conduct.

Communication: Speech and Theatre utilizes these two additional PLOs:

6. Develop communicative competencies in physical presentation, vocal variety techniques, and anxiety management skills to deliver prepared or extemporaneous speeches;
7. Develop effective interpersonal and intrapersonal communication skills.

Units of study in detail – Unit Student Learning Outcomes (SLO #):

Unit I: Basic Theatre History: Greek, Medieval, Renaissance, Modern Europe, Modern U.S.A and one Non-Western Theatre Tradition (Asia or Africa) [Supports Course SLOs #7, 8, 9]

Learning Objectives

The student will be able to...

- Describe social, political, and cultural events that have had effects on the various stages of theatre's development.
- Describe how theatre reflects the cultural values of society and how drama played a part in each age's enhancement of its culture's growth.
- Explain the impact of major historical and cultural/philosophical shifts (including Charles Darwin, Sigmund Freud, and Karl Marx) on Modern European Drama.
- Explain the impact of an emerging U.S. national identity on the themes, plots, characters, and aesthetics of recognized U.S. playwrights.
- Discuss the political ramifications of race, class, and gender in Non-Western Drama and Modern U. S. Drama.
- Analyze and compare contemporary productions of theatrical texts from the periods being studied with their original productions

Unit II: Dramatic Criticism and Basic Script Analysis [Supports Course SLOs #1, 2, 3, 5, 7, 9]

Learning Objectives

The student will be able to...

- Apply Aristotelian criteria to analysis of texts from each stage of theatre's development and assess its influence on the development of the structure of plays.
- Compare and contrast plots, characters, and themes from tragedy, comedy, drama, and tragicomedy.
- Discuss key characteristics of Realism, Naturalism, Expressionism, Poetic Realism, Epic Theatre, and Symbolism.
- Develop a processes for breaking scenes into playable beats and actions and apply character analysis from textual information, themes, and larger ideas.

Unit III Roles in the Theatre [Supports Course SLOs #6, 7]

Learning Objectives

The student will be able to...

- Develop understanding and communication abilities concerning the various roles people play in the production of a play: director, playwright, actor, designer, producer, etc.
- Describe the evolution of the various roles in theatrical process: (actor, director, playwright, etc.).
- Engage in several short and introductory hands-on exercises to develop a greater understanding of the various roles in the production of a play.

Unit IV The Performance Space [Supports Course SLOs #4, 6, 7]

Learning Objectives

The student will be able to...

- Develop understanding and communication abilities concerning varying performance spaces.
- Apply a working knowledge of basic stage movement through a small in-class project (stage right, stage left, center, etc.).
- Describe the evolution of various design elements in theatrical process: (set, costume, sound, lighting).

Evaluation of student learning:

1. Assigned reading of plays representative of each time period.
2. Assessment of comprehension through participation in classroom discussions and performances of representative plays.
3. Quizzes on readings and lectures utilizing a variety of testing strategies: multiple choice, fill-in the blank, short answer, identifications, etc
4. Attendance at two professional or semi-professional theatre productions (Equity or Academic Productions) from a list approved and provided by the instructor. Students must write a reaction paper for each production.
5. Research Paper and Oral Presentation on an approved topic by the instructor related to class content.
6. Midterm and Final Examination covering architecture, performance styles, design, and dramatic structure, as well as social, political, and cultural effects during Ancient Greece, Medieval Times, Renaissance, Modern Europe, Modern United States, and one Non-Western Tradition (Asia or Africa)—each exam must have an essay component and a variety of testing strategies: multiple choice, fill-in the blank, short answer, identifications, etc.