



Syllabus for Drama 24: Introduction to the Theatre

Course Information

Semester & Year: Spring 2024
Course ID & Section #: D7058 & 057058
Instructor's name: Janessa Johnsrude
Location: Pelican Bay
Modality: Correspondence
Course units: 3

Textbook: Drama 24: Introduction to Theatre Lectures, Chapters, Articles, and Play Introductions (there will be handouts to supplement/replace some of these readings distributed in correspondence packets)

Instructor Contact Information

This is a Correspondence Course. Office hours: By mail or appointment, when possible.
Email: Janessa-Johnsrude@Redwoods.edu

You can always mail me a formal letter or "Burning Question" form through our CR correspondence mailing system for individual support as we go. It will take about one week to reach me and once I receive your letter, I'll do my best to respond as promptly as possible. Please see the information below for more on the correspondence process and schedule.

Catalog Description

This course focuses on the relationship of theatre to various cultures throughout history, and on the contributions of significant individual artists. This course introduces students to elements of the production process including playwriting, acting, directing, design, and criticism. Students will also 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.

** Note: Any videos shown via the institutional channel are not required to complete the course and live performances are not available this semester due to correspondence modality/modified programming.*

Course Student Learning Outcomes *(from course outline of record)*

1. Identify and describe the major historical periods, genres, figures, archetypal dramatic forms, and acting techniques of theater.
2. Define the roles of playwright, director, actor, technical designer, and audience in the dramatic process.
3. Analyze literary (plot, character, setting, theme) and performance (direction, acting, technical design) elements of a play in their cultural contexts.
4. Assess the historical, artistic, social, and philosophical context in which theatre exists.

Correspondence Schedule and Communication

- Correspondence packets will be mailed out to students on Wednesdays during the term beginning the week of January 30.
- Mail sent by students will be picked up on Wednesdays and Fridays.
- Incoming assignments submitted by students are forwarded to faculty on Wednesdays/Fridays.
- The week of Spring Break (Week of March 11) there will be no packets mailed out.

****NOTE: YOU WILL NOT NECESSARILY RECEIVE A PACKET EVERY WEEK FOR THIS CLASS. Please see the tentative course calendar attached to this syllabus for mailing dates.** This schedule varies slightly, so please take note. I try to balance both sending in packets that you can work ahead on and making sure we have regular correspondence as a class as we go.

Burning Question (BQ) Forms are sent to faculty bi-weekly. If you have a question that can't wait, please use this form and I will try my best to answer promptly. If I see the same question more than once, I will answer it for the entire class in the following packet. Copies of the Burning Questions form were included in your registration packet. **Communication with me as your instructor is key** and if you need clarification, you have thoughts or observations you feel compelled to share, or you require things to make the learning experience better for you, please let me know.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact Disability Services and Programs for Students (DSPS).

You may also contact Tory Eagles, our CR Pelican Bay Scholars Program Coordinator, via a formal written letter or an Ask CR Sheet. Please send your formal letter or Ask CR Sheet to the Pelican Bay Education Department (ATTN: CR Scholars), so that it can be routed through our correspondence mailing system.

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

For academic counsel and advising, transcript requests, and material requests, please send a formal request to Ms. Eagles via a letter or “Ask CR Sheet”. Mail this to the Education Department (Attn: CR Scholars).

The Pelican Bay Scholars Program strives to offers quality education opportunities in a learning environment that promotes collaboration, individuality, capability and empowerment; to support students in leading meaningful and productive lives inside and outside of prison; and to provide education that boosts economic vitality for students as contributors and leaders within their communities.

Evaluation & Grading Policy

Each assignment will be worth a certain number of points. The points will be configured into a percentage and a letter value, shown below, to determine your final grade. I reserve the right to alter deadlines/assignment requirements if needed.

Course Grade - Minimum threshold for earning each letter grade is as follows:

Letter Grade Weight Breakdown:

- A (100-90% / 1000-900 points) – Fulfills all requirements and exceeds expectations.
- B (89-80% / 890 - 800 points) – Fulfills all requirements and meets expectations.
- C (79-70% / 790-700 points) – Fulfills most requirements and meets some expectations.
- D (69-60% / 690 - 600 points) – Fulfills some requirements; does not meet expectations.
- F (59-0% / 590 - 0 points) – Not yet. Doesn't fulfill enough requirements and expectations.

Assignments: grade % and points valued

Responses: 15% (150 points)

Your response assignments are personal reflections on material we cover in class. The prompts for each response will be different. They are a chance for you to deeply explore ideas, articulate your point of view, and engage personally with the material. The response prompts are attached to the course calendar on a separate document.

Response #1 50 points / 5%

Response #2 50 points / 5%

Response #3 50 points / 5%

Quiz: 10% (100 points)

The quiz may be open book but is to be completed individually (not as a group).

Analysis Assignments: 65% (650 points)

Analysis #1: 20% = 200 points

Analysis #2: 20% = 200 points

Analysis #3: 25% = 250 points

These assignments will be given with a rubric attached. Earning bonus points will be possible with some of these assignments.

Open Scene Assignment: 10% (100 points)

This assignment will be given with a rubric attached.

TOTAL: 100% (1000 points)

The "response assignments" will be graded as either "complete" or "incomplete" - as in you completed it (full credit), kind of did it, or didn't do it (no credit). Please note that it will take me approximately 2 weeks to grade your work and provide feedback or create a class discussion document (if necessary). If it will take longer, I will notify you of the reason and provide a date by which you can expect your grade. **Assignments submitted in handwriting must be legible in order to receive a grade/feedback.** This means writing in pen/or dark pencil and writing neatly enough so I can read it. Assignments are scanned and sent to me in a digital folder, if your writing is too light it might not scan dark enough for me to read it. Also, put your name on every page of your assignment. There is a lot of paper shuffling with the scanning process.

I will synthesize responses into a “class discussion” document (when the assignment calls for it) so you can access the thoughts/opinions/commonalities/new ideas of others in the class. You will not be named individually in the document (it will be “anonymous”).

The analysis projects will come with requirements and a grading rubric when assigned. It is expected that you do your best to complete each assignment within one week of receiving it unless otherwise noted in the schedule, but I am aware that this might not be possible in every instance due to unforeseen circumstances. **Any outstanding work due before the spring break must be turned in by March 11, 2024, in order to be counted toward your final grade. Any outstanding work assigned after the spring break must be turned in by April 23, 2024, in order to be counted toward your final grade.** If you have any questions or concerns about due dates, please let me know. Course work will not be available in advance of the tentative scheduled send out times.

***ANY LATE ASSIGNMENT WILL LOSE 7% of the assignment grade per week (or 1% per day) it is late unless you communicate with me otherwise.**

A Note on Content and Classroom Norms

The plays we read in this class may contain sexuality, violence, racism and racial tension, gender norms, etc. Issues that can be difficult and/or controversial may arise. I am aware that the topics we read about in the plays presented may be difficult to talk about at times. The plays present general ideas and topics of discussion that are typical of a college classroom. My aim as an instructor is to create an environment that respectfully assists your academic growth as a student. It is not my aim to make anyone feel uncomfortable or add to any existing traumatic experiences. It's important that in our classroom community, we responsibly maintain an environment where both students and the instructor feel supported to respond to course material in meaningful ways, despite differing opinions and experiences. Everyone brings a unique point of view to the table and these points of views are valued. This also includes the work of the playwrights and artists we are going to be looking at.

It's also important to consider the social and historical context of the plays at the time they were written when looking at the themes/subjects they address. I go into this on a deeper level with you in the course, but please communicate with me if you are unable to participate due to content material and we can discuss alternative options.

Tentative Course Calendar and Assignment Checklist

*Please see attached document.

Important Spring 2024 Dates and Enrollment

Students who have experienced extenuating circumstances can complete & submit the Excused Withdrawal Petition to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. Supporting documentation is required. If you wish to drop the class, let me know ASAP so we can move forward with that and you avoid receiving a failing grade on your transcript.

January 12	Last day to register for classes (day before the first class meeting)
January 13	Classes begin
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)
February 19	President's Day Holiday (District-wide closure)
March 7	Last day to petition to graduate
March 29	Last day for student initiated withdrawal (62.5% of class)
March 29	Last day for faculty initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)
May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due

May 24	Grades available
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Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.