

TPP 3650/Section 1755: Script Analysis

Dr. Colleen Rua (she/her/hers)
Fall 2022: M/W/F 9:35-10:25 TUR 2318
Office Hours:

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Course Description:

You are a creator! Theatre is alive and a play script provides the seed of creation and embodiment. The purpose of our textual analyses as theatre professionals is to discover all that the playwright has given us, and then to determine how best we can realize that vision clearly, powerfully and dramatically on stage.

In this course, we will cover content and materials that some may find difficult. It is important that in a theatre/performance skills course we do not shy away from engaging with materials that may be controversial or challenging. I will do my best to give you advance notice when specific materials or content covered may contain images, language or perspectives that some may find difficult, and I encourage you to reach out to me if you are struggling with the course materials. In class, if you need to step away for a period of time as we are covering particular content, you may do so without penalty, but I ask that you remember that you are responsible for any information covered in your absence.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

College of the Arts Meta-Strategy 2021-2025: Systemic Resilience

The University of Florida College of the Arts intends to be a transformative community, responding to and generating paradigmatic shifts in the arts and beyond. We do so by:

- Embracing the complexity of our evolving human experience and seeking to empower our students and faculty to shape that experience fearlessly through critical study, creative practice, and provocation.
- Collaborating effectively with the forces of change.
- Facilitating an arts education that will position emerging artists and researchers as catalysts for equity on local and global levels.

Course Goals/Learning Objectives:

The overall objective of this course is to provide you with the analytical skills that will enable you to realize a script on stage. Upon completion of the course, you will be able to demonstrate:

- An understanding of a variety of lenses of analysis used to draw meaning from a dramatic text.
- Facility in applying analysis to production elements in order to establish concepts and reinforce meaning within the text
- Familiarity with a variety of texts, including those from playwrights who give voice to stories that are marginalized, overlooked, or appropriated.
- The ability to think, read and write critically in order to build a sound argument for production choices.
- The ability to apply script analysis to a creative process

Required Texts:

Plays:

Sarah DeLappe, *The Wolves*
Quiara Alegria Hudes *Eliot, A Soldier's Fugue*
Branden Jacobs-Jenkins, *Gloria*
Len Jenkin, *Pilgrims of the Night*
Antoinette Nwandu, *Pass Over*
Martyrna Majok, *Cost of Living*
Jiehae Park, *peerless*
Alvaro Saar Rios *Luchadora!*

Articles: articles will be made available on Canvas/Perusall

Course Expectations and Assignments:**Attendance Policy:**

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.

You have three “free” absences for this course. These do not require documentation. Any absence that is not “free” or excused with official acceptable documentation (see list below), will result in a deduction to your final grade.

University-approved excused absences for the following reasons must be supported by official acceptable documentation to avoid a grade penalty:

- Illness—doctor's note must be on official letterhead with address and phone number, noting the date and time of visit and diagnosis verifying that an absence from class is warranted, doctor name and signature
- Serious family emergencies
- Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Participation in official university activities such as music performances, athletic competition or debate
- Court-imposed legal obligations (e.g., jury duty or subpoena)

To help organize accommodations, students should inform the instructor by the end of the second week of classes of religious observances of their faith that will conflict with class attendance this semester.

Make-up Day: Things happen. There is one “Make Up Day” listed on the schedule. You may submit up to two missed/late assignments on OR BEFORE Make Up Day for up to full credit. Any additional assignments submitted on Make Up Day will be considered for up to half credit.

Participation (10%) is required. Discussion and on-our-feet activities will be an integral part of our class meetings, and the extent to which you participate will impact your grade. We're here to learn from each other and your meaningful contributions to discussion and active engagement makes for a fun class! Please come to class prepared, having read/completed the daily assignments.

Rubric for Assessing Student Participation

	Exemplary (90%- 100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (<70%)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

Read & Respond (20% of final grade) Responses to a variety of readings will allow you to make connections between the material we are studying in class and its practical and/or theoretical applications and impact on our contemporary world. Specific guidelines for each Read & Respond will accompany each assignment.

Read & Respond Breakdown:

Plays – In response to each play, your group will collect your thoughts/responses and submit to Canvas by the assigned date. When we discuss in class, a representative from your group will report out. Each group's representative will rotate, so that each member of the group will have taken the lead on reporting out by semester's end.

Articles – Articles will be posted in Perusall, where you can highlight and comment on them, and engage in meaningful conversation with your colleagues

Video – There is one Read & Respond video assignment this semester. For this assignment, you may respond via essay (submit in Canvas) or Flipgrid video (link in assignment page on Canvas)

Lab Day Presentations (30% of final grade) Here is your chance to get creative! In groups, you will present creative responses that *demonstrate your understanding of material we have covered and its application to a play*. Further guidelines on these creative responses and grading rubrics will be available on Canvas.

Final Paper (Four Draft sections and Final Paper) (40% of final grade) For your final paper, you will submit a complete analysis of one of the following plays (*Pilgrims of the Night*, *Eliot A Soldier's Fugue*, or *Gloria*). You will submit draft sections of the paper throughout the semester. Further guidelines and grading rubrics will be available on Canvas.

Grading:

A = 94-100	A- = 90-93
B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72
D = 67-69	D = 63-66
D- = 60-62	E = <60

Schedule of Classes

(Please note: This schedule is subject to change. Please have your syllabus available so that you can note any changes as they happen. All readings and assignments are **DUE** on the date listed)

Wednesday 8/24	Introduction to course
Friday 8/26	Storytelling
Monday 8/29	How to Look at a Play Read & Respond: Staging Traumatic Memory (pp. 190-211)
Wednesday 8/31	How to Look at a Play Read: <i>Eliot: A Soldier's Fugue</i> Read & Respond: Ybarra, "How to Read a Latinx Play in the 'Twenty-First Century'"
Friday 9/2	World of the Play Read & Respond: Rush, What is a Play? (pp. 21-34)
Monday 9/5	No Class - Labor Day Holiday
Wednesday 9/7	World of the Play
Friday 9/9	Sample Lab Day: Important Not to Miss This One!
Monday 9/12	Postmodernism Read & Respond: <i>Pilgrims of the Night</i>
Wednesday 9/14	Postmodernism
Friday 9/16	Lab Day #1! <i>Eliot, A Soldier's Fugue</i>
Monday 9/19	Realism

	Read & Respond: Rush, Realism (pp. 191-204 only)
Wednesday 9/21	Realism Read & Respond: <i>Gloria</i>
Friday 9/23	Realism Read & Respond: Article
Monday 9/26	Realism Due: Paper Part 1 – World of the Play Analysis
Wednesday 9/28	Lab Day #2! Gloria
Friday 9/30	Language Read & respond: <i>The Wolves</i>
Monday 10/3	Language Read & Respond: Rush, Language (pp. 79-93)
Wednesday 10/5	Language Read & Respond Article
Friday 10/7	No Class – Homecoming
Monday 10/10	Lab Day #3! The Wolves
Wednesday 10/12	Language
Friday 10/14	Character Virtual Meeting - Dr. Rua at Conference Read & Respond: Rush, Characters (pp. 68-78)
Monday 10/17	Character Read & Respond: <i>Luchadora!</i>
Wednesday 10/19	A visit from Alvaro Saar Rios! Due: Paper Part 2 – Language Analysis
Friday 10/21	Character Read & Respond: Article
Monday 10/24	Lab Day #4! Luchadora!
Wednesday 10/26	Character
Friday 10/28	Idea
Monday 10/31	Idea Read & Respond: <i>Cost of Living</i>
Wednesday 11/2	Idea – Dr. Rua at Conference Read & Respond: Article

Friday 11/4	Idea Asynchronous Assignment – Dr. Rua at Conference
Monday 11/7	Lab Day #5! <i>Cost of Living</i>
Wednesday 11/9	Symbolism Read & Respond: Rush, (pp 99-112) Due: Paper Part 3 – Character Analysis
Friday 11/11	No Class – Veteran’s Day
Monday 11/14	Symbolism Read: <i>peerless</i>
Wednesday 11/16	Symbolism
Friday 11/18	Symbolism
Monday 11/21	Theatre of the Absurd Lab Day # 7! <i>peerless</i>
Wednesday 11/23	No class – Thanksgiving Holiday
Friday 11/25	No class – Thanksgiving Holiday
Monday 11/28	Theatre of the Absurd Read & Respond: Rush, Theatre of the Absurd (pp. 230-241) Read & Respond: <i>Pass Over</i> MAKE-UP DAY
Wednesday 11/30	Theatre of the Absurd Due: Paper Part 4 – Symbolism & Idea Analysis
Friday 12/2	Theatre of the Absurd
Monday 12/5	Lab Day #8! <i>Pass Over</i>
Wednesday 12/7	Wrap-up
Wednesday 12/14	Final Papers Due (submit by 5:00pm)

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Accommodations:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Online Course Evaluation Process:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/publicresults/>.”

UF Honesty Policy:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Campus Resources:**Health and Wellness:**

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out.

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources:

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>.

Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-studentconduct-code/>

On-Line Student Complaints: <http://distance.ufl.edu/student-complaint-process/>

