THTR11121 *Theatre Studies 2: Introduction to Script Analysis*
Term 2 - 2019

Profile information current as at 28/04/2024 09:19 am

All details in this unit profile for THTR11121 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview
In this unit you will learn how to analyse various theatrical texts from the Renaissance to the present day. You will analyse important primary source material for meaning and functionality, exploring the concept that plays are designed to be performed and are therefore constructed in specific ways to maximise their effect onstage.

Details
Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 2019

- Mackay
- Online

Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website
[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Research Assignment**
Weighting: 50%
2. **Research Assignment**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluations

Feedback
Assessments

Recommendation
Continue clear communication of assessment tasks and criteria to students.

Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Analyse selected play scripts to identify important elements relating to character, place and action within the context of the whole work
2. Identify and discuss specific examples from primary sources that influence the practical staging choices for each play
3. Relate the selected scripts to the broader, social and cultural contexts of their respective historical periods.
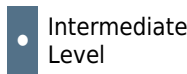
N/A

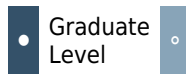# Alignment of Learning Outcomes, Assessment and Graduate Attributes
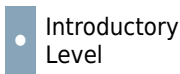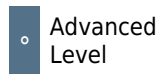
— N/A Level	○ Introductory Level	○ Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Research Assignment - 50%	●	●	●
2 - Research Assignment - 50%	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	○	○	○
2 - Problem Solving			
3 - Critical Thinking	○	○	○
4 - Information Literacy	○	○	○

Graduate Attributes	Learning Outcomes		
	1	**2**	**3**
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence			
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1 - Research Assignment - 50%	•		•	•						
2 - Research Assignment - 50%	•		•	•						

Textbooks and Resources

Textbooks
THTR11121

Prescribed

Backwards and Forwards: A Technical Manual for Reading Plays
Edition: 1st (1983)
Authors: David Ball
Southern Illinois University Press
Evansville , IL , USA
ISBN: 9780809311101
Binding: Paperback
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Prescribed

Script Analysis for Actors, Directors, and Designers
Edition: 5 (2013)
Authors: James Thomas
FOCAL PR
GB
ISBN: ISBN: 9780415663250 ISBN-10: 0415663253
Binding: Paperback
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Supplementary

Four Great Plays of Henrik Ibsen
(2005)
Authors: Heinrik Ibsen
Simon & Schuster
New York , NY , US
ISBN: ISBN: 9781416500384 ISBN-10: 1416500383
Binding: eBook

Additional Textbook Information
Thomas, J. In addition to CQUni bookshop, E-book should also be available through CQU library
Ball, D. In addition to CQUni bookshop, available to purchase online through
https://www.booktopia.com.au/backwards-and-forwards-david-ball/prod9780809311101.htm
Ibsen, H. Four Great Plays of Heinrik Ibsen purchase e-book through
https://www.booktopia.com.au/ebooks/four-great-plays-of-henrik-ibsen-henrick-ibsen/prod9781451685671.html

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- http://www.gutenberg.org/

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Linda Lorenza Unit Coordinator
l.lorenza@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Action analysis (versus Formalist analysis)	James Thomas, *Script Analysis for Actors, Directors, and Designers*: Introduction and Chapter 1, pages 1-40 Shakespeare, *Hamlet* David Ball, *Backwards and Forwards: A Technical Manual for Reading Plays*: Introduction and Part One: Shape (sections 1 and 2) pages 1-14	Answer the questions at the end of Thomas Chapter 1 in *Script Analysis for Actors, Directors, and Designers* using *Hamlet* as a reference. Repeat activity on Mr Burns Act 1.

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Given Circumstances	Thomas, *Script Analysis for Actors, Directors, and Designers*: Introduction and Chapter 2 pp41-72 Shakespeare, *Hamlet*	Answer questions 1-9 at the end of Thomas Chapter 2 pp70-72 in *Script Analysis for Actors, Directors, and Designers* using Hamlet as a reference. Repeat activity on Anne Washburn, *Mr Burns* Act 1. Additional reading: Tony Kushner, *Angels in America* Sam Shepard, *A Lie of the Mind* Moliere, *Tartuffe*

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Background story	Thomas, *Script Analysis for Actors, Directors, and Designers*: Introduction and Chapter 3 pp73-95 Shakespeare, *Hamlet* Moodle videos	Answer questions 1-4 in Thomas, *Script Analysis for Actors, Directors*, p95 using *Hamlet* as a reference. Repeat activity on Mr Burns Act 1. ***ASSESSMENT 1 Part 1 due by Monday 29 July*** Additional reading: Lorraine Hansberry, *A Raisin in the Sun* Sam Shepard *A Lie of the Mind*

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: External & Internal actions	Thomas, *Script Analysis for Actors, Directors, and Designers*: Introduction and Chapter 4 pp96-132 Shakespeare, *Hamlet* Moodle videos	Answer questions 1-3 in Thomas, *Script Analysis for Actors, Directors*, pp131-2 using Hamlet as a reference and repeat on Anne Washburn, *Mr Burns* Act 1. <u>Additional reading:</u> Tom Stoppard, *Rozencrantz and Guildenstern are Dead* Henrik Ibsen,*The Wild Duck* Maria Irene Fornes, *Fefu and Her Friends* ***ASSESSMENT 1 PART 2 due Monday 5 August***. **Given Circumstances** Due: Week 4 Monday (5 Aug 2019) 9:00 am AEST

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Progressions & Structures	Thomas, *Script Analysis for Actors, Directors, and Designers*: Introduction and Chapter 5, pp133-170 Shakespeare, *Macbeth*	Answer questions 1-3 in Thomas, *Script Analysis for Actors, Directors*, pp170-1 using *Macbeth* as a reference. <u>Additional reading:</u> David Mamet, *American Buffalo* Sophocles, *Oedipus Rex*

Vacation Week/Wk 6 - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Character	Thomas, *Script Analysis for Actors, Directors, and Designers: Introduction* Chapter 6, pp172-203 Ibsen, *Hedda Gabler*	Answer questions 1-8 in Thomas S*cript Analysis for Actors, Directors*, pp202-3 using *Hedda Gabler* as a reference ***ASSESSMENT 2 Part 1 due Monday 19 August***

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Further approaches to script analysis	Ball, *Backwards & Forwards: A technical manual for reading plays* pp 1-44; Analyse *Hamlet* and *Mr Burns* using Ball's approach	Analysis of *Hamlet* and *Mr Burns*

Week 7 midterm break - CQCM students - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Self-directed study to complete research assignment		***ASSESSMENT 2 Part 2 due Monday 9 September*** **Plot Progressions & Structure** Due: Week 8 Monday (9 Sept 2019) 9:00 am AEST

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Self-directed study to complete research assignment		

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic

Self-directed study to complete
research assignment

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic

Self-directed study to complete
research assignment

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Self-directed study to complete
research assignment

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

This unit is designed to help you learn how to read drama as a performance based art form and imagine the transition from page to stage. Script analysis is a reading technique that allows you, as a theatre artist, to fully understand the meaning and functionality of a play; to understand that plays are designed to be performed, and that, as such, they are constructed in specific ways to maximize their effect onstage.

For **Semester 2 2019** the schedule has been designed to accommodate the timetable for the intensive production period for the Bachelor of Theatre students in Mackay. Distance students may apply for alternative due dates for the assessments. Distance students must apply for alternative dates **before** the listed due date. Please contact Dr Linda Lorenza l.lorenza@cqu.edu.au to arrange alternative submission dates.

Assessment Tasks

1 Given Circumstances

Assessment Type
Research Assignment

Task Description
Complete a formalist text analysis of William Shakespeare's *Hamlet* and Anne Washburn's *Mr Burns* Act 1.
PART 1: Analysis table due by online submission 9am Monday 29 July 2019
Analyse the first Act from each play. Examine the dramatic potential of each given circumstance: Time, Place, Society, Economics, Politics and Law, Learning and the Arts, Spirituality, and the World of the Play. Where possible, explore each given circumstance from the character perspective of Hamlet (*Hamlet*) and Matt (*Mr Burns*). If a particular given circumstance does not have a strong impact on the dramatic potential of the text, either in the scene or the play as a whole, note why this is the case. Remember to focus your analysis on the practical purpose of the text, i.e. staging the play rather than from the perspective of dramatic literature.
Complete this initial analysis in the table and submit online by 9am Monday 29 July 2019.
PART 2: Short essay due by online submission Monday 5 August 2019 9am
Revisit the analysis table. Choose one scene from *Hamlet* Act One. Examine the dramatic potential of each given circumstance: Time, Place, Society, Economics, Politics and Law, Learning and the Arts, Spirituality, and the World of the Play. Where possible, explore each given circumstance from the character perspective of Hamlet. If a particular given circumstance does not have a strong impact on the dramatic potential of the text, either in the scene or the play as a whole, discuss why this is the case. Use references from the primary source to inform your analysis. Remember to focus your analysis on the practical purpose of the text, i.e. staging the play rather than from the perspective of dramatic literature.
Word count: 1500
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct

quotations.

Presentation:
This assignment is to be saved as a Word document and submitted online through the course website.
Use 12 point Times New Roman font.
1.5 spacing throughout
Sub-headings may be used as appropriate.
All excerpts from primary sources, including diagrams and pictures should include an in-text reference, and full details included in the Reference List.
Do not rely solely on web-based sources. On-line research sources obtained from peer reviewed journals or academic databases are acceptable. Any internet sources used must be scholarly and accredited. Citations from Wikipedia, Sparknotes, or similar websites are not to be used under any circumstances.

Assessment Due Date
Week 4 Monday (5 Aug 2019) 9:00 am AEST

Return Date to Students
Week 6 Monday (26 Aug 2019)

Weighting
50%

Assessment Criteria

- Clearly organised analysis points in analysis table submitted by 29 July 2019 (20%)
- Clear and connected introduction and conclusion (5%)

- Clear examination of each given circumstance (20%)

- Effective connection of given circumstances to the character of Hamlet (15%)

- Depth and quality of analysis (20%)

- Inclusion of documentation and in-text referencing (APA format) from the primary source (5%)

- Correct spelling, grammar, and word usage (10%)

- Presentation and clear layout (5%)

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
Part 1 is to be save as an xl document and Part 2 is to be saved as a Word document. Each Part is to be submitted online through the course website.

Learning Outcomes Assessed

- Analyse selected play scripts to identify important elements relating to character, place and action within the context of the whole work
- Identify and discuss specific examples from primary sources that influence the practical staging choices for each play
- Relate the selected scripts to the broader, social and cultural contexts of their respective historical periods.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Plot Progressions & Structure

Assessment Type
Research Assignment

Task Description
Complete a formalist text analysis of William Shakespeare's *Macbeth*, and Ibsen's *Hedda Gabler*, focusing on plot

progressions and structure.

PART 1: Analysis table due Monday 19 August 2019 9am

Complete a formalist text analysis of William Shakespeare's *Macbeth* and Henrik Ibsen's *Hedda Gabler.*

Examine the structure of the play including: inciting action, main obstacles and complications, three major climaxes of the play, minor climaxes, reversals, and resolutions. Where possible, explore progressions and structure from the character perspective of Macbeth. Remember to focus your analysis on the practical purpose of the text, i.e. staging the play rather than from the perspective of dramatic literature.

Complete this initial analysis in the table and submit online by Monday 19 August 2019 9am.

PART 2: Short essay

Revisit the analysis table.

Complete a formalist text analysis of William Shakespeare's *Macbeth* **OR** Henrik Ibsen's *Hedda Gabler.*

Examine the structure of the play including: inciting action, main obstacles and complications, three major climaxes of the play, minor climaxes, reversals, and resolutions. Where possible, explore progressions and structure from the character perspective of Macbeth or Hedda. Use references from the primary source to inform your analysis. Remember to focus your analysis on the practical purpose of the text, i.e. staging the play rather than from the perspective of dramatic literature.

Word count: 1500

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Presentation:

This assignment is to be saved as a Word document and submitted online through the course website.

Use 12 point Times New Roman font.

1.5 spacing throughout

Sub-headings may be used as appropriate.

All excerpts from primary sources, including diagrams and pictures should include an in-text reference, and full details included in the Reference List.

Do not rely solely on web-based sources. On-line research sources obtained from peer reviewed journals or academic databases are acceptable. Any internet sources used must be scholarly and accredited. Citations from Wikipedia, Sparknotes, or similar websites are not to be used under any circumstances.

Assessment Due Date
Week 8 Monday (9 Sept 2019) 9:00 am AEST

Return Date to Students
Week 12 Monday (7 Oct 2019)

Weighting
50%

Assessment Criteria

- **Clearly organised analysis points in analysis table submitted by 9am Monday 19 August 2019 (20%)**
- **Clear and connected introduction and conclusion (5%)**

- Clear examination of plot progressions and structure (20%)

- Effective connection of plot progressions and structure elements to the character of Macbeth or Hedda Gabler (15%)

- Depth and quality of analysis (20%)

- Inclusion of documentation and in-text referencing (APA format) from the primary source (5%)

- Correct spelling, grammar, and word usage (10%)

- Presentation and clear layout (5%)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Part 1 is to be save as an xl document and Part 2 is to be saved as a Word document. Each Part is to be submitted online through the course website.

Learning Outcomes Assessed

- Analyse selected play scripts to identify important elements relating to character, place and action within the context of the whole work
- Identify and discuss specific examples from primary sources that influence the practical staging choices for each play
- Relate the selected scripts to the broader, social and cultural contexts of their respective historical periods.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem