



# THTR11121 *Theatre Studies 2: Introduction to Script Analysis*

## Term 2 - 2020

Profile information current as at 28/04/2024 03:57 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 - 2020

- 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. **Report**

Weighting: 10%

2. **Essay**

Weighting: 40%

3. **Report**

Weighting: 10%

4. **Essay**

Weighting: 40%

### 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](#).

## 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



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Report - 10%	•		
2 - Essay - 40%		•	•
3 - Report - 10%	•		
4 - Essay - 40%		•	•

### 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	•	•	•
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence			
8 - Ethical practice			
9 - Social Innovation			

## Graduate Attributes

## Learning Outcomes

1 2 3

### 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 - Report - 10%

• • •

2 - Essay - 40%

• • •

3 - Report - 10%

• • •

4 - Essay - 40%

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## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Linda Lorenza** Unit Coordinator

[l.lorenza@cqu.edu.au](mailto:l.lorenza@cqu.edu.au)

## Schedule

### Week 1 - 13 Jul 2020

Module/Topic

Chapter

Events and Submissions/Topic

Action analysis	James Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Introduction and Chapter 1, pages 1-40	Answer the questions at the end of Thomas Chapter 1 in <i>Script Analysis for Actors, Directors, and Designers</i> .
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**Week 2 - 20 Jul 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Given Circumstances	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Introduction and Chapter 2 pp41-72	Answer questions 1-9 at the end of Thomas Chapter 2 pp70-72 in <i>Script Analysis for Actors, Directors, and Designers</i> .

**Week 3 - 27 Jul 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Given Circumstances	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Introduction and Chapter 2 pp41-72	Answer questions 1-9 at the end of Thomas Chapter 2 pp70-72 in <i>Script Analysis for Actors, Directors, and Designers</i> .
		<b>Analysis Table</b> Due: Week 3 Monday (27 July 2020) 11:45 pm AEST

**Week 4 - 03 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Background story	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Introduction and Chapter 3 pp73-95	Answer questions 1-4 in Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> , p95.

**Week 5 - 10 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Background story	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Introduction and Chapter 3 pp73-95	Answer questions 1-4 in Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> , p95.

**Vacation Week/Wk 6 - 17 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 24 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Progressions & Structures	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Introduction Chapter 6, pp172-203	Answer questions 1-8 in Thomas <i>Script Analysis for Actors, Directors, and Designers</i> , pp202-3
		<b>Short essay</b> Due: Week 6 Monday (24 Aug 2020) 11:45 pm AEST

**Week 7 - 31 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Progressions & Structures	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Introduction Chapter 6, pp172-203	Answer questions 1-8 in Thomas <i>Script Analysis for Actors, Directors, and Designers</i> , pp202-3

**Week 8 - 07 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Progressions & Structures	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Introduction and Chapter 5, pp133-170	Answer questions 1-3 in Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> , pp170-1.

**Week 9 - 14 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic

Progressions & Structures	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Introduction and Chapter 5, pp133-170	Answer questions 1-3 in Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> , pp170-1.  <b>Analysis table</b> Due: Week 9 Monday (14 Sept 2020) 11:45 pm AEST
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### Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Character	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Chapter 6, pp172-202	

### Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Character	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Chapter 6, pp172-202	

### Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Character	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Chapter 6, pp172-202	<b>Short essay</b> Due: Week 12 Monday (5 Oct 2020) 11:45 pm AEST

### Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

### Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Analysis Table

#### Assessment Type

Report

#### Task Description

#### Given Circumstances

Complete a formalist text analysis of the selected play.

In the selected play, identify each given circumstance: Time, Place, Society, Economics, Politics and Law, Learning and the Arts, Spirituality, and the World of the Play. Identify quotes from the script (stage directions or dialogue) to provide evidence for each given circumstance.

#### Complete this initial analysis in the table template provided

#### Assessment Due Date

Week 3 Monday (27 July 2020) 11:45 pm AEST  
analysis in xl table - template provided

#### Return Date to Students

Week 5 Friday (14 Aug 2020)

#### Weighting

10%

#### Assessment Criteria

- Clear identification of each Given Circumstance evident in the chosen play 30%
- Demonstration of suitable references from the script to support identified Given Circumstances 30%

- Correct spelling, punctuation 20%
- Effective use of xl for collating analysis 20%

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

upload your completed table via course platform

### Learning Outcomes Assessed

- Analyse selected play scripts to identify important elements relating to character, place and action within the context of the whole work

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

## 2 Short essay

### Assessment Type

Essay

### Task Description

#### Given Circumstances

#### Length: 1500-2000 words

*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.*

Refer to the analysis table from Assessment 1. Choose one scene from the selected play. Examine the dramatic potential of at least three given circumstances (Time, Place, Society, Economics, Politics and Law, Learning and the Arts, Spirituality, and the World of the Play as significant to the chosen scene. Explore each given circumstance from the perspective of the chosen character. Where possible, explore each given circumstance from the perspective of a chosen character. Select given circumstances that 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.

If a particular given circumstance does not have a strong impact on the dramatic potential of the scene but is significant to the play as a whole, succinctly explain 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.

#### 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 6 Monday (24 Aug 2020) 11:45 pm AEST

**Return Date to Students**

Week 8 Monday (7 Sept 2020)

**Weighting**

40%

**Assessment Criteria**

- Clear and connected introduction and conclusion (10%)
- Clear examination of each given circumstance (25%)
- Effective connection of given circumstances to the character (25%)
- 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 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

upload to required course platform

**Learning Outcomes Assessed**

- 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

### 3 Analysis table

**Assessment Type**

Report

**Task Description**

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 perspective of the selected character. 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 template provided**



**Assessment Due Date**

Week 9 Monday (14 Sept 2020) 11:45 pm AEST

**Return Date to Students**

Week 10 Monday (21 Sept 2020)

**Weighting**

10%

**Assessment Criteria**

- Clearly identified evidence for these components: inciting action, main obstacles and complications, three major climaxes of the play, minor climaxes, reversals, and resolutions in the chosen play 30%
- Demonstration of suitable references from the script to support these components 30%
- Correct spelling, punctuation 20%
- Effective use of xl for collating analysis 20%

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

upload via the course platform

**Learning Outcomes Assessed**

- Analyse selected play scripts to identify important elements relating to character, place and action within the context of the whole work

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy

## 4 Short essay

**Assessment Type**

Essay

**Task Description****Plot Progression and Structure****Length: 1500-2000 words**

*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.*

Refer to the analysis table from Assessment 3. 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 perspective of a particular character. 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.

**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 12 Monday (5 Oct 2020) 11:45 pm AEST

**Return Date to Students**

Exam Week Monday (19 Oct 2020)

**Weighting**

40%

**Assessment Criteria**

- Clear and connected introduction and conclusion (5%)
- Clear examination of plot progressions and structure (25%)
- Effective connection of plot progressions and structure elements to the character (25%)
- Depth and quality of analysis (25%)
- 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 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

upload via the course platform

**Learning Outcomes Assessed**

- 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