



THTR13125 *Theatre Studies 4*

Term 2 - 2018

Profile information current as at 06/05/2024 03:27 am

All details in this unit profile for THTR13125 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 and songs from important theatre works from the Renaissance to the present day. You will undertake detailed analysis of selected play scripts and songs to develop your understanding of theatrical practice through this period.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Anti-Requisite for Term 2 2017 only: THTR11121 Theatre Studies 2

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 - 2018

- Distance
- Mackay

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. **Written Assessment**

Weighting: 30%

2. **Written Assessment**

Weighting: 30%

3. **Written Assessment**

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](#).

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 Unit evaluations

Feedback

Learning and teaching

Recommendation

Continue positive and constructive communications with students for increased engagement

Feedback from Unit evaluations

Feedback

Assessments

Recommendation

Ensure clarity of assessment task descriptions.

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. Analyse selected songs to identify important elements relating to character, place and action within the context of the whole work
3. Relate the selected scripts and songs to the broader, social and cultural contexts of their respective historical periods.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 30%	•		•
2 - Written Assessment - 30%		•	
3 - Written Assessment - 40%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3

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			
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 - Written Assessment - 30%	•		•	•						
2 - Written Assessment - 30%	•		•	•						
3 - Written Assessment - 40%	•		•	•						

Textbooks and Resources

Textbooks

THTR13125

Prescribed

A Doll's House

Edition: 1st (1999)

Authors: Ibsen, Henrik, trans. Rudall, Nicholas

Dee, Ivan R.

New York , NY , USA

ISBN: 978-1566632263

Binding: Paperback

THTR13125

Prescribed

Backwards and Forwards: A Technical Manual for Reading Plays

Edition: 1st (1983)

Authors: Ball, David

Southern Illinois University Press

Evansville , IL , USA

ISBN: 978-0809311101

Binding: Paperback

THTR13125

Prescribed

Script Analysis for Actors, Directors and Designers

Edition: 5th (2013)

Authors: James Thomas

Focal Press

USA

ISBN: 978-0415663250

Binding: Paperback

Additional Textbook Information

Scripts for Shakespeare's *Hamlet* and *Othello* will be available through an open source link on the unit Moodle site.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

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

Paula Dawson Unit Coordinator

p.dawson@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Introduction to Advanced Script Analysis-Formalist and Action Analysis	Chapter 1: Formalist and Action Analysis: Thinking Eventfully	
	Chapter 2: Given Circumstances	
	Chapter 3: Background story	
	Thomas, James. (2014). Script analysis for actors, directors and designers. Burlington, MA : Focal Press	
	Read <i>Hamlet</i> by William Shakespeare	

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Action analysis: External and Internal Action	Chapter 1: Formalist and Action Analysis: Thinking Eventfully	
	Chapter 4: External and Internal Action	
	Thomas, James. (2014). Script analysis for actors, directors and designers. Burlington, MA : Focal Press	

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Intensive production period: no classes, workshops, lessons in discipline areas		

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Intensive production period: no classes, workshops, lessons in discipline areas		

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Intensive production period: no classes, workshops, lessons in discipline areas		

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Action analysis: External and Internal Action	Chapter 4: External and Internal Action	
	Thomas, James. (2014). Script analysis for actors, directors and designers. Burlington, MA : Focal Press	

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Chapter 7: Idea
Chapter 8: Dialogue

Thomas, James. (2014). Script analysis for actors, directors and designers. Burlington, MA : Focal Press

Read *Time Stands Still* by Donald Margulies

Margulies, Donald. (2010). Time stands still. New York, NY : Dramatists Play Service

Topic 3: Idea and Dialogue

Text Analysis Due: Week 7 Tuesday (28 Aug 2018) 11:45 pm AEST

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Chapter 7: Idea Chapter 8: Dialogue	
Topic 3: Idea and Dialogue	Thomas, James. (2014). Script analysis for actors, directors and designers. Burlington, MA : Focal Press	

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Chapter 7: Idea Chapter 8: Dialogue	
Topic 3: Idea and Dialogue	Thomas, James. (2014). Script analysis for actors, directors and designers. Burlington, MA : Focal Press	Text Analysis Due: Week 9 Friday (14 Sep 2018) 11:45 pm AEST

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Chapter 9: Tempo, Rhythm and Mood	
Topic 4: Tempo, Rhythm and Mood	Thomas, James. (2014). Script analysis for actors, directors and designers. Burlington, MA : Focal Press	

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Chapter 10: The Style of the Play	
	Thomas, James. (2014). Script analysis for actors, directors and designers. Burlington, MA : Focal Press	
Topic 5: The Style of the Play	Chapter 1 and 2: Shape and Method	
	Ball, David. (1983) Backwards and forwards: A technical manual for reading plays. Evansville, IL : Southern Illinois University Press.	

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Chapter 10: The Style of the Play	
Topic 5: The Style of the Play	Thomas, James. (2014). Script analysis for actors, directors and designers. Burlington, MA : Focal Press	Text Analysis Due: Week 12 Friday (5 Oct 2018) 11:45 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Text Analysis

Assessment Type

Written Assessment

Task Description

Length: 1000-1500-words

Task:

Complete an action text analysis of William Shakespeare's *Hamlet*. Choose one scene from the play to analyze. Examine the dramatic potential of all external and internal events in the scene. Comment on the significance of the seed, super-objective and through-action of your chosen scene. Please analyze the scene from the character perspective of Hamlet. 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.

Formatting guidelines:

- Submissions should be in 12 point Times New Roman font.
- Text analysis must be double-spaced.
- Please include your name on the submission, either on a title page or as a header or footer.
- Failure to follow format guidelines will result in a points deduction from presentation and lay out.
- Documentation and in-text referencing must follow APA style.

Assessment Due Date

Week 7 Tuesday (28 Aug 2018) 11:45 pm AEST

Return Date to Students

Week 9 Friday (14 Sept 2018)

Weighting

30%

Assessment Criteria

- Clear and connected introduction and conclusion (5%)
- Clear examination of each internal and external event, as well as seed, super-objective and through-action (40%)
- Effective connection of each internal and external event, as well as seed, super-objective and through-action 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

Learning Outcomes Assessed

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

context of the whole work

- Relate the selected scripts and songs to the broader, social and cultural contexts of their respective historical periods.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Text Analysis

Assessment Type

Written Assessment

Task Description

Length: 1000-1500-words

Task:

Complete a formalist text analysis of Donald Margulies' *Time Stands Still*, focusing on idea and dialogue.

Examine the concept of *idea* in script analysis by discussing the ideas in words (including language structure, literary quality and theatricality), character, plot and the main idea as a whole. Choose one scene from the play on which to focus your analysis.

Where possible, explore the concepts of idea and dialogue from the perspective of one of the main characters in *Time Stands Still*. 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.

Formatting guidelines:

- Submissions should be in 12 point Times New Roman font.
- Text analysis must be double-spaced.
- Please include your name on the submission, either on a title page or as a header or footer.
- Failure to follow format guidelines will result in a points deduction from presentation and lay out.
- Documentation and in-text referencing must follow APA style.

Assessment Due Date

Week 9 Friday (14 Sept 2018) 11:45 pm AEST

Return Date to Students

Week 11 Friday (28 Sept 2018)

Weighting

30%

Assessment Criteria

- Clear and connected introduction and conclusion (5%)
- Clear examination of idea and dialogue (40%)
- Effective connection of the concepts of idea and dialogue to the actions of a character from the play (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

Learning Outcomes Assessed

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

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

3 Text Analysis

Assessment Type

Written Assessment

Task Description

Length: 1500-2000 words

Task:

Complete a formalist text analysis of Donald Margulies' *Time Stands Still*. 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 a major character from the play. 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. Your analysis should also include a discussion of **one** of the following concepts: backstory, character, idea, dialogue or atmosphere. Choose the concept that you believe most supports the active playing of the character, e.g. James, Sarah, etc. 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.

Formatting guidelines:

- Submissions should be in 12 point Times New Roman font.
- Text analysis must be double-spaced.
- Please include your name on the submission, either on a title page or as a header or footer.
- Failure to follow format guidelines will result in a points deduction from presentation and lay out.
- Documentation and in-text referencing must follow APA style.

Assessment Due Date

Week 12 Friday (5 Oct 2018) 11:45 pm AEST

Return Date to Students

Return following exam week

Weighting

40%

Assessment Criteria

- Clear and connected introduction and conclusion (5%)
- Effective analysis of each given circumstance (40%)
- Effective connection of given circumstances to a main character in the play (10%)
- Effective connection of an additional analysis element (backstory, character, atmosphere, etc.) to the active playing of a main character (10%)
- Depth and quality of analysis (10%)
- Inclusion of documentation and in-text referencing (APA format) from the primary source (10%)
- Correct spelling, grammar, and word usage (10%)
- Presentation and clear layout (5%)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

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