



# THTR13125 *Theatre Studies 4: From Page to Stage*

## Term 2 - 2019

Profile information current as at 03/05/2024 11:53 pm

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 from a variety of dramatic genres. 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 2*

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 Unit evaluations.

**Feedback**

No feedback.

**Recommendation**

Overall improvement in unit satisfaction. Maintain teaching methodologies, resources, assessment tasks and criteria.

## 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, action, dialogue and language 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 - 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			

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - Research Assignment - 50%	•		•	•						
2 - Research Assignment - 50%	•		•	•						

## Textbooks and Resources

### Textbooks

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

##### **Four Great Plays of Henrik Ibsen**

Edition: 1st (2016)

Authors: Ibsen, Henrik

Simon & Schuster

New York , NY , USA

ISBN: ISBN: 9781451685671 ISBN-10: 145168567X

Binding: eBook

THTR13125

#### Prescribed

##### **Script Analysis for Actors, Directors and Designers**

(2013)

Authors: James Thomas

Focal Press

GB

ISBN: 978-0415663250.

Binding: Paperback

#### Additional Textbook Information

e-book can be purchased online via

<https://www.booktopia.com.au/four-great-plays-of-henrik-ibsen-henrik-ibsen/prod9781416500384.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)

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

## Schedule

### Week 1 - 15 Jul 2019

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

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Action Analysis: Internal and External action	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Introduction and Chapter 2 pp 41-72 and Chapter 4, pages 96-132 Shakespeare, <i>Hamlet</i>	Answer questions 1-9 at the end of Thomas Chapter 2 pp 70-72 and 1-3 at end of Thomas Chapter 4 pp131-132 in <i>Script Analysis for Actors, Directors, and Designers</i> using <i>Hamlet</i> as a reference. Repeat activity on Anne Washburn, <i>Mr Burns</i> Act 1. <u>Additional reading:</u> Tony Kushner, <i>Angels in America</i> Sam Shepard, <i>A Lie of the Mind</i> Moliere, <i>Tartuffe</i> Ibsen, <i>The Wild Duck</i> Tom Stoppard, <i>Rozencrantz and Guildenstern are Dead</i> Maria Irene Fornes, <i>Fefu and Her Friends</i>

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 3: Idea & Dialogue	<p>Thomas, <i>Script Analysis for Actors, Directors, and Designers</i>: Chapter 7, pp 204-232 and Chapter 8, pp 324-369.          Donald Margulies <i>Time Stands Still</i>          videos.          Shakespeare, <i>Hamlet</i>          Washburn, <i>Mr Burns</i>          Moodle videos</p>	<p>Answer questions end of Chapter 7 and 8 in Thomas, <i>Script Analysis for Actors, Directors</i>, using <i>Time Stands Still</i> and <i>Mr Burns</i> as references  <b>ASSESSMENT 1 Part 1 due by Monday 29 July</b>  <u>Additional reading:</u>          Lorraine Hansberry, <i>A Raisin in the Sun</i>          Sam Shepard <i>A Lie of the Mind</i></p>
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**Week 4 - 05 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Tempo, Rhythm & Mood	<p>James Thomas' <i>Script Analysis for Actors, Directors, and Designers</i>: Chapter 9, pp 271-294          Moodle videos</p>	<p>Answer the questions at the end of Chapter 9 in <i>Script Analysis for Actors, Directors, and Designers</i> using <i>Hamlet</i> and <i>Time Stands Still</i> as references  <b>ASSESSMENT 1 Part 2 due by Monday 5 August</b></p> <p><b>Action Analysis</b> Due: Week 4 Monday (5 Aug 2019) 9:00 am AEST</p>

**Week 5 - 12 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: The Style of the Play	<p>Read James Thomas' <i>Script Analysis for Actors, Directors, and Designers</i>: Chapter 10, pp 295-391          Re-read Shakespeare's <i>Hamlet</i>          Re-read Margulies' <i>Time Stands Still</i></p> <p>Read Ball, David. (1983) <i>Backwards and forwards: A technical manual for reading plays</i>.          Chapter 1: Shape, and          Chapter 2: Methods</p>	<p>Answer the questions at the end of Thomas, Chapter 10 in <i>Script Analysis for Actors, Directors, and Designers</i> using <i>Time Stands Still</i> and <i>Hamlet</i> as references</p>

**Vacation Week/Week 6 - 19 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 6: Character	Read James Thomas' <i>Script Analysis for Actors, Directors, and Designers: Chapter 6</i> , pp 172-203 Read Henrik Ibsen's <i>Hedda Gabler</i>	Answer the questions at the end of Thomas, Chapter 6 in <i>Script Analysis for Actors, Directors, and Designers</i> using <i>Hedda Gabler</i> as a reference. <b>ASSESSMENT 2 Part 1 due by Monday 19 August</b>
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**Week 6 - 26 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Shape	Read David Ball's <i>Backwards and Forwards: A Technical Manual for Reading Plays: Introduction and Part One: Shape</i> pages 1-44.	Do a basic analysis of <i>Hamlet</i> from the perspective of the role of Hamlet using Mr. Ball's techniques

**Week 7 midterm break - CQCM students - 02 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 8: Methods	Re-read Shakespeare's <i>Hamlet</i> Read David Ball's <i>Backwards and Forwards: A Technical Manual for Reading Plays: Introduction and Part Two: Methods and Part Three: Tricks of the Trade</i> , pages 39-96	Do a basic analysis of <i>Hamlet</i> from the perspective of the role of Hamlet using Mr. Ball's techniques.

**Week 8 - 09 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Self-directed study to complete research assignment		<b>ASSESSMENT 2 Part 2 due by Monday 9 September.</b>  <b>Text analysis: Idea and dialogue</b> 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
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Self-directed study to complete research assignment

**Week 12 - 07 Oct 2019**

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

**Review/Exam Week - 14 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 21 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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## 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. This unit builds on concepts and techniques introduced in THTR11121 - Theatre Studies 2. 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](mailto:l.lorenza@cqu.edu.au) to arrange alternative submission dates.

## Assessment Tasks

### 1 Action Analysis

**Assessment Type**

Research Assignment

**Task Description**

**Task Description: Action analysis**

**Part 1: Analysis table****Due Date: Week 3 Monday 29 July 2019, 9am.****Part 2: Short essay****Due Date: Week 4 Monday 5 August 2019, 9am.****Length: 1000-1500-words****Task details:**

Complete an action text analysis of William Shakespeare's *Hamlet*. Choose one scene from the play to analyse. 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 analyse 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.

**PART 1: Analysis table**

Complete the provided table to analyse text identifying internal and external action of one scene from William Shakespeare's *Hamlet* and one section of Act 1 from Anne Washburn's *Mr Burns*.

**Complete this initial analysis in the table and submit by Monday 29 July 2019, 9am.****PART 2: Short essay****Length: 1000-1500-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.*

Revisit the analysis table. 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 analyse 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.

**Complete Part 2 and submit by Monday, 5 August 2019, 9am****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.
- Text analysis (Part 2) must 1.5 spacing throughout
- Sub-headings may be used as appropriate.
- 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 layout.
- Documentation and in-text referencing must follow the APA style. Please see CQU Library Guide site for assistance.
- 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

Analysis table by Monday 29 July; short essay by Monday 5 August 2019.

#### **Return Date to Students**

Week 6 Monday (26 Aug 2019)

#### **Weighting**

50%

#### **Assessment Criteria**

- Clear identification of external and internal actions in analysis table (20%)
- Clear and connected introduction and conclusion (5%)
- Clear examination of each internal and external event, as well as seed, super-objective and through-action (20%)
- 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%)

**Weighting: 50%**

#### **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, action, dialogue and language 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 Text analysis: Idea and dialogue

#### **Assessment Type**

Research Assignment

#### **Task Description**

#### **Task Description: Text Analysis**

#### **Part 1 Analysis table**

**Due date: Monday 19 August, 2019, 9am.**

#### **Part 2: Short essay**

**Length: 1000-1500-words**

**Due date: Monday 9 September 2019, 9am.**

#### **Task details:**

Complete a formalist text analysis of Donald Margulies' *Time Stands Still*.

#### **Part 1**

**Complete the table of given circumstances and additional analysis to prepare your notes.**

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 (James, Sarah) 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, identify why this is the case. Your analysis table also includes the following concepts: backstory, character, idea, dialogue or atmosphere. Identify the concept that you believe most supports the active playing of the character, James and the character, Sarah. Use references from the primary source (the script) 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.

#### **Part 2: Short essay**

**Length: 1000-1500-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.*

**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 in the dialogue (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. Refer to your analysis table from Part 1.

Where possible, explore the concepts of idea and dialogue from the perspective of one of the main characters (Sarah or James) 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.

### **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.
- Text analysis (Part 2) must 1.5 spacing throughout
- Sub-headings may be used as appropriate.
- 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 layout.
  
- Documentation and in-text referencing must follow the APA style. Please see CQU Library Guide site for assistance. 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

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.

### **Return Date to Students**

Week 11 Monday (30 Sept 2019)

### **Weighting**

50%

### **Assessment Criteria**

- Effective connection of given circumstances to the main characters in the play (10%)
- Effective connection of an additional analysis element (backstory, character, atmosphere, etc.) to the active playing of a main character (10%)
- Clear and connected introduction and conclusion (5%)

- Clear examination of idea and dialogue (25%)
- Effective connection of the concepts of idea and dialogue to the actions of a character from the play (10%)
- 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%)

### **Weighting: 50%**

#### **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, action, dialogue and language 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