



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

## Term 2 - 2020

Profile information current as at 04/05/2024 06:50 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 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 - 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](#).

## 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 feedback

##### Feedback

Distance students found the pre-recorded tutorials guides useful.

##### Recommendation

A tutorial guide will be pre-recorded for each week's topic.

#### Feedback from Student feedback

##### Feedback

Student preferred assessment tasks rather than an exam for this unit.

##### Recommendation

The assessment only structure will be maintained.

#### Feedback from Student feedback

##### Feedback

Students liked information in class needs to directly correspond with the assignment work.

##### Recommendation

Face to face tutorials connect script analysis with the work of an actor. Assessment tasks and weekly topics will be revised to make this connection clear for 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, 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 - Report - 10%	•		
2 - Essay - 40%		•	•
3 - Report - 10%	•		

Assessment Tasks	Learning Outcomes		
	1	2	3
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			
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%	•		•	•						

## 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)

## 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 (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	Answer the questions at the end of Thomas Chapter 1 in <i>Script Analysis for Actors, Directors, and Designers</i> .

### Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
External and internal action	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Chapter 4, pages 96-132	Answer questions 1-3 at end of Thomas Chapter 4 pp131-132 in <i>Script Analysis for Actors, Directors, and Designers</i> Selected plays

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
External and internal action	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Chapter 4, pages 96-132	Answer questions 1-3 at end of Thomas Chapter 4 pp131-132 in <i>Script Analysis for Actors, Directors, and Designers</i> Selected plays

### Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
External and internal action	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Chapter 4, pages 96-132	Answer questions end of Chapter 4 in Thomas, <i>Script Analysis for Actors, Directors</i> . Selected plays  <b>Analysis table</b> Due: Week 4 Monday (3 Aug 2020) 11:45 pm AEST <b>Short essay</b> Due: Week 4 Monday (3 Aug 2020) 11:45 pm AEST

#### Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Idea	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Chapter 7, pp 204-232	Answer questions end of Chapter 7 in Thomas, <i>Script Analysis for Actors, Directors</i> . Selected plays

#### Vacation Week/Week 6 - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Idea	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Chapter 7, pp 204-232	Answer questions end of Chapter 7 in Thomas, <i>Script Analysis for Actors, Directors</i> . Selected plays

#### Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Dialogue	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Chapter 8, pp 234-269	Answer questions at the end of Chapter 8, Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> .

#### Week 7 midterm break - CQCM students - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

#### Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Dialogue	Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> : Chapter 8, pp 234-269	Answer questions at the end of Chapter 8, Thomas, <i>Script Analysis for Actors, Directors, and Designers</i> .  <b>Analysis table</b> Due: Week 8 Monday (7 Sept 2020) 11:45 pm AEST

#### Week 9 - 14 Sep 2020

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

#### Week 10 - 21 Sep 2020

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

#### Week 11 - 28 Sep 2020

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

#### Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Self-directed study to complete research assignment

**Short Essay** Due: Week 12 Monday (5 Oct 2020) 11:45 pm AEST

### Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Analysis table

#### Assessment Type

Report

#### Task Description

##### Action analysis

*Use the table provided to analyse text identifying internal and external action of one scene from the selected play.*

Complete an action text analysis of the selected play. Choose one scene from the play to analyse. Examine the dramatic potential of all external and internal events in the scene. Identify and comment upon the significance of the seed, super-objective and through-action of your chosen scene. Please analyse the scene from the perspective of a chosen 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.

#### Assessment Due Date

Week 4 Monday (3 Aug 2020) 11:45 pm AEST

use template provided, upload the completed table via the course platform

#### Return Date to Students

Week 6 Monday (24 Aug 2020)

#### Weighting

10%

#### Assessment Criteria

- Clear identification of external and internal actions in the chosen scene 20%
- Comment on seed, super-objective, through-action in the chose scene 20%
- Demonstration of suitable references from the chosen scene 20%
- 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

complete in the template provided, upload via the course platform.

#### 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

### **Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy

## **2 Short essay**

### **Assessment Type**

Essay

### **Task Description**

### **Action Analysis**

### **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. 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 perspective of a chosen 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.
- Text analysis 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 (3 Aug 2020) 11:45 pm AEST

use the template provided, upload table via the course platform

### **Return Date to Students**

Week 6 Monday (24 Aug 2020)

### **Weighting**

40%

### **Assessment Criteria**

- Clear and connected introduction and conclusion (10%)
- Clear identification of each internal and external event for the selected character (25%)
- Effective connection of each internal and external event to seed, super-objective and through-action for the selected 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 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

## 3 Analysis table

### Assessment Type

Report

### Task Description

#### 'Idea'

*Use the table provided to identify the components of the script that demonstrate the playwright's 'idea'.*

Your analysis table includes the following concepts: words, character, plot. Identify evidence from the selected play for each concept that support the playwright's 'idea'. 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.

### Assessment Due Date

Week 8 Monday (7 Sept 2020) 11:45 pm AEST

complete the template provided, upload via the course platform

### Return Date to Students

Week 9 Monday (14 Sept 2020)

### Weighting

10%

### Assessment Criteria

- Clear identification of evidence for each concept (word, character, plot) that supports the playwright's 'idea' in the chosen play 30%
- Demonstration of suitable references from the play, correctly cited, to support your identification of these concepts 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, action, dialogue and language within the context of the whole work

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

## 4 Short Essay

### Assessment Type

Essay

### Task Description

#### 'Idea' & 'Dialogue'

#### 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.*

Complete a formalist text analysis of the selected play, focusing on 'idea' and 'dialogue'. Refer to your analysis table from Assessment 3. Examine the idea in the selected play through discussing the playwright's use of words in the dialogue (including language structure, literary quality and theatricality), as well as the characters and the plot.

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

#### Return Date to Students

Exam Week Monday (19 Oct 2020)

#### Weighting

40%

#### Assessment Criteria

- Clear and connected introduction and conclusion (5%)
- Clear examination of the 'idea' in the play referring to dialogue, characters and plot (25%)
- Clear discussion of the features of dialogue, characters and plot that demonstrate the 'idea' in the play (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 word document via 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