



# THTR13127 Theatre Studies 6

## Term 2 - 2018

Profile information current as at 01/05/2024 06:54 am

All details in this unit profile for THTR13127 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 study the development and structure of various theatre styles from the second half of the twentieth century to the present. You will analyse important primary sources while studying the broader political, social and cultural contexts as they apply to the history of theatrical performance practice.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

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 - 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. **Presentation**

Weighting: 30%

#### 3. **In-class Test(s)**

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 evaluation

##### Feedback

Assessment

##### Recommendation

Continue to provide a variety of assessment items to meet the learning objectives in this unit.

## Unit Learning Outcomes

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

1. Discuss the development and structure of various theatre styles from the mid twentieth century to the present.
2. Articulate attributes of performance practice relating to various theatre styles from the mid twentieth century to the present.
3. Relate the performance practices of the various theatre styles from the mid twentieth century to the present to their broader political, social, and cultural contexts.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
<b>1 - Written Assessment - 30%</b>	•		•
<b>2 - Presentation - 30%</b>		•	
<b>3 - In-class Test(s) - 40%</b>	•		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
<b>1 - Communication</b>	•	•	•
<b>2 - Problem Solving</b>			
<b>3 - Critical Thinking</b>	•	•	•
<b>4 - Information Literacy</b>	•	•	•

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

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	•		•	•						
2 - Presentation - 30%	•		•	•						
3 - In-class Test(s) - 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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Judith Brown** Unit Coordinator  
[j.brown@cqu.edu.au](mailto:j.brown@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Analysing Sondheim	Topic 1 study notes provided on Moodle	

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Analysing Sondheim	Topic 1 study notes provided on Moodle	

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Analysing Sondheim	Topic 1 study notes provided on Moodle	

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Symbolism to surrealism	Topic 2 study notes provided on Moodle	

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Symbolism to surrealism	Topic 2 study notes provided on Moodle	

### 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 3: The theatre of cruelty	Topic 3 study notes provided on Moodle	

### Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: The theatre of cruelty	Topic 3 study notes provided on Moodle	

### Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: The theatre of the absurd	Topic 4 study notes provided on Moodle	<b>Analysis assignment</b> Due: Week 8 Friday (7 Sept 2018) 11:55 pm AEST

### Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: The theatre of the absurd	Topic 4 study notes provided on Moodle	

### Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Trends in modern theatre	Topic 5 study notes provided on Moodle	

### Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic

Topic 5: Trends in modern theatre      Topic 5 study notes provided on Moodle

### Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Summary and conclusion	Review of all study notes	<b>Research essay</b> Due: Week 12 Monday (1 Oct 2018) 11:55 pm AEST

### Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
		<b>In class test</b> Due: Exam Week Friday (19 Oct 2018) 5:00 pm AEST

## Assessment Tasks

### 1 Analysis assignment

#### Assessment Type

Written Assessment

#### Task Description

#### Task Description

**Length:** 750 - 1000 words

**Task:** Complete a musical and textual analysis of one song with **music and lyrics** by Stephen Sondheim. You may NOT use the songs that have been included for analysis in class. Your analysis **must** include the following, but you may present these elements in any order:

- 1) Brief background to the song, the show it is from, and the character(s) who sing(s) it.
- 2) A broad harmonic analysis of the song
  - Keys and modulations, written on the score.
  - Any special melodic, rhythmic or harmonic effects such as
    - Sequences
    - Repeating rhythmic, melodic or harmonic motives
- 3) A full description of the form of the song, as appropriate. For instance:
  - Strophic
  - Through-composed
  - Introductions, codas, verses, refrains, interludes etc.
- 4) Details on the effects of the combination of lyrics and music:
  - Word-painting that is used, shown on the score and detailed in supporting paragraphs
  - How the music and the words support the ongoing revelation and development of the character who sings the song, giving specific instances of music and lyrics.
- 5) Comment on the musical style of this piece and the particular vocal qualities that are needed to portray this song.

#### Assessment Due Date

Week 8 Friday (7 Sept 2018) 11:55 pm AEST

#### Return Date to Students

Week 10 Monday (17 Sept 2018)

#### Weighting

30%

#### Assessment Criteria

- Introduction and conclusion (5%)
- Relevance and accuracy of background information to the song (10%)
- Appropriate description of the form of the song (10%)

- Appropriate description of the keys and modulations within the song (10%)
- Appropriate description of melodic, rhythmic and/or harmonic effects (15%)
- Appropriate description of word painting (15%)
- Appropriate description of the use of music to portray character (15%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)
- Correct use of APA style for the in-text referencing and reference list (10%)

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Discuss the development and structure of various theatre styles from the mid twentieth century to the present.
- Relate the performance practices of the various theatre styles from the mid twentieth century to the present to their broader political, social, and cultural contexts.

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

## 2 Research essay

### Assessment Type

Presentation

### Task Description

**Task:** Write an essay on one of the topics provided below:

**Length:** 2000 - 2500 words

#### Topic One

In 1961, Martin Esslin wrote *Theatre of the Absurd* which discussed post World War II theatrical trends. The catchall label 'absurdist' has since been applied to a number of postwar playwrights including: Beckett, Ionesco, Genet, etc. Compare and contrast Beckett's *Waiting for Godot* with works by other absurdist playwrights. What are the common or disparate factors within the plays? What inspired each playwright to create his or her individual vision of theatre and theatricality?

#### Topic Two

Discuss the way that some composers and directors since the 1960s have made use of minimalist techniques in opera. What makes their work innovative and what was their aim in creating these works? Include examples from the theatre works of John Adams, Peter Sellars, Robert Wilson and Phillip Glass. Support your argument with primary source materials (scores, pictures, designs, composer/performer manifestos etc.)

#### Topic Three

Discuss the ways that Merce Cunningham and John Cage explored new ideas for the creation of modern dance theatre through their exploration of indeterminacy. What makes their work innovative and what was their aim in creating these works? Support your argument with primary source materials (scores, pictures, designs, composer/performer manifestos etc.)

### Assessment Due Date

Week 12 Monday (1 Oct 2018) 11:55 pm AEST

### Return Date to Students

Exam Week Friday (19 Oct 2018)

### Weighting

30%

### Assessment Criteria

- Clear introduction and conclusion (10%)
- Accuracy of information and depth of treatment of the topic (25%)
- Appropriate use of primary and secondary sources to support the argument (20%)
- Ability to present the argument clearly and logically (25%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)

- Correct use of APA style for the in-text referencing and reference list (10%)

### **Referencing Style**

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

### **Submission**

Online

### **Learning Outcomes Assessed**

- Articulate attributes of performance practice relating to various theatre styles from the mid twentieth century to the present.

### **Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy

## **3 In class test**

### **Assessment Type**

In-class Test(s)

### **Task Description**

The in-class test will take place in the end of term examination period. It will consist of short-answer questions based on the learning materials provided for this unit.

### **Assessment Due Date**

Exam Week Friday (19 Oct 2018) 5:00 pm AEST

### **Return Date to Students**

Exam Week Friday (19 Oct 2018)

### **Weighting**

40%

### **Assessment Criteria**

The following criteria are equally weighted:

- Accuracy of factual information
- Clarity of presentation
- Depth of treatment of topics.

### **Referencing Style**

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

### **Submission**

Offline

### **Learning Outcomes Assessed**

- Discuss the development and structure of various theatre styles from the mid twentieth century to the present.
- Relate the performance practices of the various theatre styles from the mid twentieth century to the present to their broader political, social, and cultural contexts.

### **Graduate Attributes**

- Communication
- Critical Thinking



## 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