



One College Drive, Blythe CA 92225
(760) 921-5500

Course Control Number:CCC000605464		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	4/11/19	5/14/19
Correspondence Ed.	4/11/19	5/14/19
Distance Ed.	4/11/19	5/14/19

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Sioux L. Stoeckle			
CB01 - Subject and Course #: THA 114			
CB02 - Course Title: Script Analysis			
New Course: <input checked="" type="checkbox"/>		Non-Substantial: <input type="checkbox"/>	
		Substantial: <input type="checkbox"/>	
Articulation Request: <input checked="" type="checkbox"/> UC		<input checked="" type="checkbox"/> CSU	
		<input checked="" type="checkbox"/> CSU-GE	
		<input checked="" type="checkbox"/> IGETC	
Lecture Hours: 54		Laboratory Hours:	
		Clinical/Field Hours:	
CB06/CB07: Course Units: 3.0			
Prerequisites:			
Co-requisites:			
Advisories: THA 110 - Introduction to Theatre			
CB03 - TOP Code:		1007.00 - Dramatic Arts	
CB04 - Credit Status:		D - Credit - Degree Applicable	
CB05 - Transfer Status:		B - Transferable to CSU only	
CB08 - Basic Skills Status:		N - Course is not a basic skills course	
CB09 - SAM Priority Code:		E - Non-Occupational	
CB10 - Cooperative Work:		N - Is not part of Cooperative Work Experience Education Program	
CB11 - Course Classification:		Y - Credit Course	
CB13 - Approved Special:		N - Course is not a special class	
CB21 - Prior Transfer Level:		Y - Not Applicable	
CB22 - Noncredit Category:		Y - Credit Course	
CB23 - Funding Agency:		Y - Not Applicable	
CB24- Program Status:		1 - Program Applicable	
Transfer Request:		A= UC and CSU	

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

- Face-to-Face – Section B
- Correspondence Education – Section C
- Distance Education – Section D

JUSTIFICATION OF NEED:

Script Analysis will be an elective for both the A.A. in Liberal Arts with an emphasis in Arts and Humanities as well as the proposed Associate Degree for Transfer (ADT) in Theatre Arts.

CATALOG DESCRIPTION:

Script Analysis students are introduced to techniques of in-depth reading, analyzing, and understanding play scripts in a variety of genres and styles intended for live theatrical production. Students learn to recognize and evaluate the playwright's methods of creating the plot, themes, characters, and imagery within theatrical scripts and how theatre scripts are distinct from other forms of literature. Also of value to students majoring in theatre is an emphasis on the development of techniques specific to use in acting, directing, design, and critical and social analysis.

COURSE OBJECTIVES:

1. Obtain a greater comprehension of structure and interpretation when reading a play
2. Discover patterns common to most, if not all, dramatic storytelling
3. Practice applying an analytical framework to several model plays
4. Write both personally and academically about drama
5. Undertake individually both a creative and analytical response to a chosen play

STUDENT LEARNING OUTCOMES:

1. Analyze a variety of dramatic works, developing a system of evaluation that emphasizes theatrical requirements, aesthetic representation, stage blocking/movement, and character development.
2. Develop secondary research tools in the analysis and interpretation of scripts.
3. Communicate and articulate viewpoints and creative interpretations of the play/script as they relate to the overall theme, mood, design, and technical requirements of the production.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

- I. Introduction: The Why and What of Play Analysis
- II. First Impressions
 - A. The First Reading
- III. The Essence of Drama
 - A. Conflict
- IV. Gathering Information
 - A. Given Circumstances
 - B. Theatrical Contract
- V. Interpretation
 - A. Characters
 - B. Conflict Analysis Applied to a Scene
 - C. Supplemental Research
- VI. Synthesis

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

3. Examples of reading assignments:

Course textbook(s)
Play scripts

4. Examples of writing assignments:

Character maps
Scene breakdowns and scoring
Character analysis and development
Dialogue interpretation
Director's concept
Designer concept(s)

5. Appropriate assignments to be completed outside of class:

Reading and written analysis assignments
Director's concept presentation
Design concepts/plots for sets, lighting, sound, makeup, or costumes
Attending at least one live play performance, either on or off-campus

6. Appropriate assignments that demonstrate critical thinking:

Play analysis including scene interpretation
Director and/or designer concepts

7. Other assignments (if applicable):

Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education

Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

Lecture, discussion, group activities, viewing and evaluating both live and recorded performances

2. Describe the methods of evaluating of student performance.

College level essays
Written homework
Critiques
Portfolios
Presentations/student demonstration observations
Group activity participation/observation
Product/project development evaluation

Mid-term and/or final evaluations
Student participation/contribution
Student preparation
Oral and practical examination

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education

is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.

Hybrid correspondence education

is the combination of correspondence and face-to-face interaction between instructor and student.

1. Describe the methods of instruction.

Assignments will be provided to students with full explanation in the form of textbook readings, background readings, instructor directions, or all three.

2. Describe the methods of evaluating student performance.

College level essays
Written homework
Critiques
Portfolios
Product/project development evaluation
Mid-term and/or final evaluations

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

At the discretion of the instructor, the procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

It is recommended that students have access to a computer with a word processing program. Internet access is helpful but not required.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education

is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)

is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction

is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

Assignments will be provided to students with full explanation in the form of textbook readings, background readings, instructor directions, or all three.

2. Describe the methods of evaluating of student performance.

College level essays
Written homework
Critiques
Portfolios
Presentations/student demonstration observations
Online group activity participation/observation
Product/project development evaluation

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; online discussions; e-mails; letters; notes; phone calls; or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

At the discretion of the instructor, the procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

For online courses, students must have access to the Internet using a computer with a modern operating system such as Windows 10 or Macintosh OS X version 10.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

Ball, David. Backwards and Forwards: A Technical Manual for Reading Plays. Carbondale: Southern Illinois University Press, 2018, or current edition.

Pritner, Cal, and Scott Walters. Introduction to Play Analysis. University of North Carolina. 2017, or current edition.

Thomas, James. Script Analysis for Actors, Directors, and Designers. 5th Edition, Focal Press. 2014, or current edition.

Individual play scripts for reading and analysis.

SIGNATURES

COURSE INITIATOR: _____

DATE: _____

DIVISION CHAIR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____