SYLLABUS

Commonality within Cultural Diversity Experienced through Theatre

Holly McDonald
**Financial Aid Alert:**

As of Fall 2014, all faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity (Module one assignment) by the end of the first week of classes or as soon as possible after adding the course, but no later than August 28th. Failure to do so may result in a delay in the disbursement of your financial aid.

**PROFESSOR CONTACT:**

Professor Holly E. McDonald

E-mail: holly.mcdonald@ucf.edu

Office: T226, Main Campus, New Performing Arts Center

Office Hours: T/TH: 11 - 1, Wed 12 - 2:30

Phone: 407.310.4670

**COURSE DESCRIPTION:**

To introduce the universal ideas, images, and myths that inspired the work of diverse theatre artists. The course will look specifically at the cultures that have yielded significant plays/playwrights from the 1950’s to the end of the twentieth century. We will define, discuss, and analyze common themes within the text.

**COURSE GOALS- OVERARCHING GOALS FOR THE COURSE:**

- To explore various cultures through theatre
- To understand how and why plays can represent/speak for a culture/group
• To be exposed to various ideas, values and challenges of other cultures/groups
• To gain a respect for the theatre in its role/representation of various cultures and values
• Awareness
• Tolerance

**OBJECTIVES- STUDENTS SHOULD BE ABLE TO:**

• Identify the important role theatre plays in supporting diverse communities
• Identify characteristics, challenges, stereotypes of various cultures
• Comment with respect and knowledge on diverse plays and the communities they represent
• Develop an open-minded thought process that allows intelligent conversation to transpire among people with different ideas.
• Appreciate various types of plays and the playwrights inspiration in creating these works

• Gain an appreciation and/or skills in the following Cultural Competencies:

1. A2, Engage in interactions with people of different "cultures and share examples of their own life experiences, values, beliefs, and feelings.
2. A3, Show receptivity to exploring cross-cultural communication styles.
3. S6, Demonstrate diversity leadership by providing constructive feedback to create more inclusive spaces.
4. C2, Understand that diversity is represented by all the ways in which human beings differ.

(Cultural Competency is the ability to function effectively in the presence of sociocultural diversity. It consists of cognitive, affective and skill components, and to be cultural competent, all three of these domains of learning must be addressed.)

**REQUIRED READING:**

• all modules and links within modules
• **Two Trains Running** – August Wilson (UCF Library, E-book)
• **Tea** – Velina Hasu Houston (in the Unbroken Threads Collection)
• **Stop Kiss** – Diana Son
• **Zoot Suit** – Louis Valdez
• **Still I Rise** - Laird and Laird (extra credit and NOT required)

**GRADING:**

Grades are based on the university grading system. To calculate grade at any point, proceed with the following:

1. Total the number of points earned
2. Divide by the amount of points that are possible (at that particular point)
3. This will provide you with a number
4. Check the following chart:

\[
A = 90-100
\]
Activities:

Module 1 ................. 10 point short post
Module 2 ................. 10 point short post
Module 3 .................. 40 point post
Module 4 ................. 20 point short post
1 multiple response midterm assessment
Module 5 .................. 15 point discussion
Module 6 .................. 15 point short post
Module 7 .................. 15 point short post

(Short post are one solid paragraph in length)

1 multiple response final assessment
1 paper (interview) assignment

Extra credit available

UCF Statements:

UCF Creed
Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

**Integrity**

I will practice and defend academic and personal honesty.

**Scholarship**

I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

**Community**

I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

**Creativity**

I will use my talents to enrich the human experience.

**Excellence**

I will strive toward the highest standards of performance in any endeavor I undertake.

**Ethics statement**

UCF faculty support the UCF Creed. Integrity - practicing and defending academic and personal honesty - is the first tenet of the UCF Creed. This is in part a reflection of the second tenet, Scholarship: I will cherish and honor learning as a fundamental purpose of membership in the UCF community. Course assignments and tests are designed to have educational value; the process of preparing for and completing these exercises will help improve your skills and knowledge. Material presented to satisfy course requirements is therefore expected to be the result of your own original scholarly efforts.

Plagiarism and cheating - presenting another’s ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers. see [http://www.osc.sdes.ucf.edu/](http://www.osc.sdes.ucf.edu/)

**Academic Integrity/Plagiarism**
Many incidents of plagiarism result from students’ lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF’s policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF’s Golden Rule defines plagiarism as follows: “whereby another’s work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.”

Similarly, please see an Ethics statement.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/.

For more information about UCF’s Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Course Accessibility Statement

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Grades

You can access your scores at any time using the Grades section of Webcourses@UCF.

Technology Requirement:

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software you use to write your assignments is irrelevant, as long as you follow my writing guidelines outlined later in my syllabus. I recommend to have access to a computer weekly. If you do not own a computer, there are computer accessible to you in all UCF's computer labs. For
further information on computer labs, please see the following website: 

Internet Usage

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website: 

Course Requirements

This course may count as a GEP Humanities requirement and a Diversity requirement for some majors. For more information about GEP and Diversity requirements, please see the current course catalog (http://www.ucf.edu/catalog/current/) for Diversity and GEP course requirements.

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF’s complaint processes contact:

- Title IX – EO/AA - http://www.eeo.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services - http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – diversity.ucf.edu
- Student Bias Grievances – Just Knights response team - http://jkrt.sdes.ucf.edu/
Protocols

- Before posting in a forum, always make sure your posting has no grammar, punctuation or spelling errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.
- If you would like to send me email, please add the following to the subject line: "<course prefix>: <Student's last name, first name>". Since I get a variety of email each day, I do not read all emails I receive. By having this heading in the subject line, I will read your email immediately.
- No shorthand notation or acronyms (such as "TTYL", "LOL", or "IMO") may be used at any time for this course. I feel it is unprofessional to use and is ambiguous for those unfamiliar with the acronym. Furthermore, please use smiley sparingly.

- Before posting in a forum, always make sure your posting has no grammar, punctuation or spelling errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.
- If you would like to send me email, please add the following to the subject line: "<course prefix>: <Student's last name, first name>". Since I get a variety of email each day, I do not read all emails I receive. By having this heading in the subject line, I will read your email immediately.
- No shorthand notation or acronyms (such as "TTYL", "LOL", or "IMO") may be used at any time for this course. I feel it is unprofessional to use and is ambiguous for those unfamiliar with the acronym.

UCF Writing Center
- University Writing Center
- Colbourn 105
- Satellite Locations: Main Library, Rosen Library & Online
- 407-823-2197
- http://uwc.ucf.edu/
- The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you’d like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

Unauthorized notes
Third parties may be selling class notes and other materials from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

EMail

In this class our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly. See www.knightsemail.ucf.edu for further information.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFcares.com (Links to an external site.) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Religious Observance

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. Click here for a list of the major religious holidays in a number of faiths. For more details about these and other holidays, go to http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/MajorReligiousHolidays/ or contact the Office of Diversity Initiatives at 407-823-6479.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

CLASS NOTES:
• This syllabus is subject to change at the discretion of the instructor
• Violations of student academic behavior standards are outlined in the Golden Rule, the University of Central Florida’s student handbook.
• Any student in this course who has a disability that may prevent him or her from fully demonstrating her/his abilities should contact Student Disabilities at UCF
• There are plays and materials that may express adult/controversial themes, as well as, adult/strong language.
• Assignments must meet deadlines, no late work
• Please allow 48 hours for an E-mail response,
• Disagreeing is allowed, disrespect will not be tolerated!

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.
Schedule

Commonality within Cultural Diversity Experienced through Theatre

Professor Holly E McDonald
Please carefully and frequently review our schedule.

All late work receives zero points.

Please feel free to work ahead of schedule.

Schedule:

Week 1..................... 8/24 - 8/28 ............. Module 1, read and 10 pt. post, due by 8/28

Week 2..................... 8/31 - 9/4 ............. Module 2, read and 10 pt. post, due 9/11

Week 3..................... 9/7 - 9/11 ............. Module 2, paper guidelines and extra credit (NOT due this week, due on 10/16)*

Week 4..................... 9/14 - 9/18 .......... Module 3, read module information and read Wilson's Two Trains Running

Week 5 .................... 9/21 - 9/25 ............. Module 3, read 40 pt. post due on 9/25

Week 6..................... 9/28 - 10/2 ............ Module 4, read module and read Tea

Week 7 .................... 10/5 - 10/9 ............. Module 4, 20 point tea post due on 10/9

Week 8..................... 10/12 - 10/16 .......... Paper/interview due on 10/16 and extra credit quiz due on same date (from Mod. 2)*

Week 9 .................... 10/19 - 10/23 ......... Midterm Assessment, due on 10/23, will NOT be extended

Week 10.................... 10/26 - 10/30 .......... Module 5, read and 15 pt. "discussion" post due on 10/30

Week 11.................... 11/2 - 11/16 .......... Module 6, read module and Stop Kiss

Week 12.................... 11/9 - 11/13 .......... Module 6, 15 point post due on 11/13

Week 13.................... 11/16 - 11/20 .......... Module 7, read module and Zoot Suit

Week 15....................11/30 - 12/4 .............. Review your grades, alert me to questions, start reviewing for your final.

12/7.................. Last Day of Class. The final assessment is currently open, if you would like to take it early.

12/9................. Final Assessment Due. No extensions. The 9th is on a Wednesday.

Protocols

Commonality within Cultural Diversity
Experienced through Theatre

Professor Holly E McDonald

Protocols
Classroom Expectations

Please carefully review these expectations.

1. Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See handbook for further details.
2. Don't turn in late assignments.
3. Keep up with the reading.
4. See the UCF Statements on our syllabus

E-mail

E-mail will be an integral part of this course. Make sure you:

1. Check your e-mail often.
2. Be patient. Don’t expect an immediate response when you send a message. Generally, 48 hours is considered a reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Note: Review the Netiquette and Viruses section below

**Discussion Topics**

Many of the "rules of the road" or protocols that apply to e-mail also apply to the use of discussions. Use the following conventions when composing a discussion posting:

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use e-mail rather than the discussions (see above E-mail Protocols).
3. Use the appropriate Discussion Topic; don’t post everything on the "Main" Discussion Topic.
5. A helpful hint for use with both discussions and email --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition into email or the discussion. This also saves online time.
6. Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
7. Respect other ideas, feelings and experience.
8. Reminder-be courteous and considerate.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.

11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.

12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.

14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

Note: Review the Netiquette, Viruses and Technical Resources sections below.

**Netiquette**

"Netiquette" has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. "Emoticons" and other tools have become popular and I encourage their use when it will add to the clarity of your communication.

:-) = happy, pleased
:-() = sad, displeased
:-O = surprised
>:-| = angry

Abbreviate when possible. Examples:

- LOL = laugh out loud, "I find this funny"
- ROFL = rolling on floor laughing, really funny
- BTW = by the way
- *grin* = smiling
- IMHO = in my humble opinion
- FYI: for your info
- Flame = antagonistic criticism

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the "cute" symbols in the world cannot replace your careful choice of words and "tone" in your communication.

You can learn more about Netiquette and electronic communication by visiting Learning Online.

**Viruses**
A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, back up your files: "My hard drive crashed." "My modem doesn't work." "My printer is out of ink." These are today's equivalents of "My dog ate my homework." And these events really do occur and they are really inconvenient when they do. However, these are not valid excuses for failing to get your work in on time.

**Technical Resources**

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

- UCF Home Page will help find UCF resources - [http://www.ucf.edu](http://www.ucf.edu)
- Learning Online - [http://learn.ucf.edu](http://learn.ucf.edu) This URL also includes access to information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment - [http://www.cstore.ucf.edu/](http://www.cstore.ucf.edu/)
- Hardware/Software Requirements - [http://learn.ucf.edu/1courses/1technical.html](http://learn.ucf.edu/1courses/1technical.html)
- Virus information - [http://learn.ucf.edu/1courses/1virus.html](http://learn.ucf.edu/1courses/1virus.html)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor the forum and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.