

# Script Analysis

Fall/2018

## Instructor Contact

- Instructor: Elizabeth Brendel Horn
- Office: PAC T221
- Office Hours: Mondays 11:30am - 1:30pm, Wednesdays 10:30am - 12:30pm
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## Course Information

- Course Name: Script Analysis
- Course ID & Section: THE 2305 Section 0M01
- Credit Hours: 3.0
- Semester/Year: Spring 2018
- Location: ENG2 0203
- Time: Mondays 1:30 - 2:45 and online

## Course Description and Objectives

**Catalog Description:** Exploration of dramatic form with focus on playscripts for productions.

**Overview:** Through this course, students will develop the ability to deepen one's understanding of a dramatic text through close reading and analysis. Students will explore how various roles within theatre (technician, director, and actor) may be strengthened through careful and purposeful script analysis. This course holds a rigorous standard for attendance, communication, adherence to deadlines, and student engagement with the objective of preparing students for professional careers in the arts.

**Prerequisite:** N/A

## Required Texts

### Textbooks:

*Backwards & Forwards: A Technical Manual for Reading Plays* by David Ball

*Script Analysis for Theatre: Tools for Interpretation, Collaboration and Production* by Robert Knopf. First Edition. 2017.

## Texts Studied:

**NOTE: Please bring the play we are studying to class every day. You may either print it or bring a laptop or tablet.**

All plays studied in this class can be found under the [Files](#) tab in Webcourses.

1. The First One - Zora Neale Hurston
2. Fences - August Wilson
3. A Raisin in the Sun - Lorraine Hansbury
4. Rabbit Hole - David Lindsay-Abaire
5. The Children's Hour - Lillian Hellman
6. Eurydice - Sarah Ruhl

## Course Requirements

During this course, you will:

### Online:

- Participate in class discussions, quizzes, and assignments.
- Complete five response papers.
- Participate in the planning and communication of a final group project.

### Face to Face:

- Participate in class discussions and interactive activities.
- Present a group presentation, performance, and design concept.

## Missed Assignments/Make-Ups

**All assignments are due via Webcourses at noon.** Late work will receive an automatic 10% deduction for each school day it is late. After five school days, the total possible points will be no greater than 50%. **No late assignments will be accepted after the last day of classes on December 1, 2018.** The timestamp on Webcourses will be used for online assignments. Please see me if you are struggling to keep up.

## Evaluation and Grading

\*There is no extra credit in this course.

Final grades are calculated as follows:

Letter Grade	Points
A	94 – 100 points
A-	90 – 93.99 points
B+	87 – 89.99 points
B	84 – 86.99 points
B-	80 – 83.99 points
C+	77 – 79.99 points
C	74 – 76.99 points
C-	70 – 73.99 points
D+	67 – 69.99 points
D	64 – 66.99 points
D-	61 – 63.99 points
F	60.99 and below

## Turnitin.com

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

## Webcourses

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used

as a medium for turning in assignments. My recommendation is to check Webcourses every 2-3 days for updates from your teammates or myself.

## Attendance Policy

1. Attendance will be taken at the beginning of each Face to Face session. Repeated unexcused absences or tardies may result in as much as a 10-point deduction in the student's final grade.
2. Excused absences may include: illness with a doctor's note, a death in the family, a University-sanctioned event, a religious holiday, or at the instructor's discretion. I require written explanations of all excused absences, which will be accepted at my discretion. Please refer to the University handbook regarding timely communication of prearranged absences.
3. Students may only make up in-class assignments if the absence was excused by the instructor. You are responsible for obtaining any missed information from a peer. I will not discuss missed material.

## Participation Policy

1. Class participation is mandatory and anything less than optimal participation may result in as much as a 10-point deduction in the your final grade. Attendance is more than just physically showing up – you must mentally show up as well. Students must be fully prepared: you should have read the homework assignment(s), made notes to ask questions or make comments during class discussions, and should have all necessary supplies. Anything less is unacceptable and may result in you being asked to leave and receiving an unexcused absence.
2. The use of cell phones is not allowed during class time without the instructor's permission.
3. Class work may include physical movement and class presentations. Please see me if this is cause for concern.
4. In order to achieve and maintain a safe space, class discussions must be held in a respectful and professional manner. This means we are accepting of all thoughts and opinions, even if they differ from our own, and refrain from sarcasm, put downs, foul language, discrimination, etc. In this class, we are all coming to the table with multiple voices of equal value, which will lead to a richer discussion.

## Academic Honesty

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community.

Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the [University's Rules of Conduct](#).

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.”**

## Disability 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) 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.

## 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.

## 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.

## Gordon Rule

This is a Gordon Rule class. Your four play responses will serve to fulfill the Gordon Rule Requirement. Your writing will be evaluated based upon college level writing. The University of Central Florida's definition of "College-Level Writing" is as follows:

1. The writing will have a clearly defined central idea or thesis.
2. It will provide adequate support for that idea.
3. It will be organized clearly and logically.
4. It will show awareness of the conventions of standard written English.
5. It will be formatted or presented in an appropriate way.

## Active Learning

Our collective learning experience will be dependent upon critical thinking, collaboration, and student engagement through an instructional strategy known as Active Learning. The UCF Faculty Center for Teaching and Learning defines Active Learning as "a student-centered model that allows students to experiment with ideas, to develop concepts, and to integrate concepts into systems." Examples of active learning in our class might include engagement in group discussions, small group work, peer review, presentations, student-led facilitation, and experiential sharing. Collectively, we will strive for a collaborative environment that is collegial, where each voice is equally valued and respected; that is student-driven and problem-centered; and one in which we are all actively engaged in the learning process. If anyone believes that the design of this course poses barriers to effectively engaging in active learning, please meet

with me to discuss reasonable options and adjustments. You are welcome to talk with me at any point in the semester about your concerns related to active learning. For more information about Active Learning at UCF, please visit: <http://www.fctl.ucf.edu/TeachingandLearningResources/InstructionalStrategies/content/ActiveLearningGuidelines.pdf>.

## Disclaimer

Studying theatre inherently opens up a wide variety of topics. Topics explored in the plays read in class may include, but are not limited to: sex, violence, death, addiction, suicide, abortion, incest, race, and religious commentary. Please see me if you have any concerns about class materials and we will discuss possibilities for an alternative assignment.

## Course Summary:

Date	Details
Mon Sep 4, 2017	<a href="#">Eurydice Response Paper</a>
Fri Jan 12, 2018	<a href="#">The Poetics Worksheet</a>
Fri Jan 26, 2018	<a href="#">Play Response Questions Discussion Post</a>
Fri Mar 30, 2018	<a href="#">The Children's Hour Discussion Post</a>
Wed Apr 4, 2018	<a href="#">The Children's Hour Response Paper Rough Draft</a>
Fri Apr 6, 2018	<a href="#">The Children's Hour Response Paper Peer Review</a> <a href="#">Creative Presentation Proposal</a>
Sat Apr 7, 2018	<a href="#">The Children's Hour Response Paper</a>
Fri Aug 24, 2018	<a href="#">Syllabus Quiz</a>
Fri Aug 31, 2018	<a href="#">"The First One" Discussion and Introductions</a> <a href="#">Backwards and Forwards Worksheet</a>
Fri Sep 14, 2018	<a href="#">Fences: Stasis and Moment of Intrusion</a>

Date	Details
Fri Sep 21, 2018	<a href="#">Fences: Return to Stasis</a>
Fri Sep 28, 2018	<a href="#">Fences Response Paper</a> <a href="#">Fences: Given Circumstances Blueprint</a>
Fri Oct 5, 2018	<a href="#">A Raisin in the Sun: Action</a> <a href="#">A Raisin in the Sun: Ignorance is Bliss</a>
Fri Oct 12, 2018	<a href="#">A Raisin in the Sun Response Paper</a> <a href="#">A Raisin in the Sun: Character Blueprint</a>
Fri Oct 19, 2018	<a href="#">Rabbit Hole: Conflict and Obstacles</a>
Fri Oct 26, 2018	<a href="#">Rabbit Hole Response Paper</a> <a href="#">Rabbit Hole: Relationships Blueprint</a>
Fri Nov 2, 2018	<a href="#">The Children's Hour: Exposition</a> <a href="#">The Children's Hour: Things Theatrical</a>
Fri Nov 9, 2018	<a href="#">The Children's Hour Response Paper</a> <a href="#">The Children's Hour: Structure Blueprint</a>
Fri Nov 16, 2018	<a href="#">Eurydice: Forwards</a> <a href="#">Eurydice: Image</a>
Wed Nov 21, 2018	<a href="#">Eurydice Response Paper</a> <a href="#">Eurydice: Environment Blueprint</a>
Mon Dec 3, 2018	<a href="#">Final Project: Performance/Presentation</a> <a href="#">Final Project: Group Analysis</a> <a href="#">Final Project: Individual Reflection</a>