THE 5910 Research Methods
Fall 2020
Tuesday 12:00-1:20 pm
Synchronous class meetings

Dr. Julia Listengarten
Office: T220
Office hours: virtual hours by appointment
Please email julia.listengarten@ucf.edu to schedule an appointment

REMOTE INSTRUCTION STATEMENT
This class is a blend of online and remote instruction. Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for synchronous ("real time") class meetings once a week unless you are notified otherwise. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar. If you have to miss a synchronous class meeting due to illness reason, please contact me before class; I will be happy to make arrangements to meet with you individually during my office hours to update you on the missed content and/or adjust course requirements as needed.

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:
• You must sign in to my Zoom session using your UCF NID and password.
• The Zoom sessions may be recorded.
• Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
• You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

COURSE DESCRIPTION: Theatre 5910 is a graduate seminar in theatre research and writing. The course will encourage students to explore various types and modes of theatre research, to develop a plan of research toward their final project for the course, to generate a production
vision that comes out of such research, and to examine their writing closely for the clarity and
efficiency of style, structure, and argument. The course will also prepare graduate students for
the challenges of the thesis project. During course meetings, students will be sharing their
research, presenting oral reports, and discussing short writing assignments. All handouts must be
uploaded or emailed a day before they are due for all members of the class. Class discussions
will also treat journals and theatre organizations that might be particularly helpful in students’
research as well as the development of their professional career.

Matters of research and discussion may include the following:

**Research Resources**

1. Library Resources
2. Organizations/Publications
3. MLA Style
4. Annotated Journal Bibliography/Literature Review

**Research methodologies**

1. Historiography (primary/secondary/tertiary sources)
2. PAR (Practice as Research)
3. Case-Study

**Dramaturgy** (including Play Analysis and Translation Analysis) **toward Generative Collaborative Practice**

**Theory as a Lens**

**Peer Review/Book Review/ Collaborative Practices**

*Coursework will culminate in a final digital performance project. In additional to the performance component, the student digital portfolio will include research findings, production vision, and literature review/ bibliography.*

**COURSE OBJECTIVES:**

To demystify research and find the relevance of research methods/skills to each of our interest areas

To develop writing and research skills necessary for success in graduate school and the professional world, including the navigation of the library and its various research tools

To practice applying research theories, methods, and skills in preparation for your thesis, responsible theatre practices, and other scholarly and artistic pursuits

To gain an understanding of how to publish and present your work in various settings
REQUIRED TEXTS:
Bertolt Brecht, *Mother Courage*
Lynn Nottage, *Ruined*
Handouts/ other readings

SUGGESTED TEXTS:

Please Note: Theatre is fundamentally an exploration of the human condition, therefore the study of dramatic literature, research, and analysis must necessarily include a wide range of human behaviors. The discussions, scripts, and productions covered in this class may occasionally touch upon language and subject matter that some might find immoral, anti-social, or profane. Should anything we cover be outside your comfort range speak to the instructor immediately.

ATTENDANCE:
Attendance of synchronous meetings is required. Per university policy, students are also allowed to turn in make-up work for university-sponsored events, religious observances, or legal obligations (such as jury duty). In these instances, students are excused from class.

If you have to miss a synchronous class meeting due to illness reason, please contact me before class if possible. I will be happy to make arrangements to meet with you individually during my office hours to update you on the missed content, and/or adjust course requirements as needed.

CLASS REQUIREMENTS AND DESCRIPTION OF ASSIGNMENTS:
As of Fall 2014, all faculty members 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 by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 28. Failure to do so will result in a delay in the disbursement of your financial aid.

*** Write one sentence to explain each term:

Dramaturgy, Practice as Research, and Historiography***

You must use Webcourses to submit this assignment.

(5 points—will be added as extra credit)

CLASS PARTICIPATION

Participation in this class is essential, both to maintain a high level of discussion and to encourage you to practice your spoken and written communication skills. You will be graded on quality as well as quantity of your participation. Each and every student is expected take active responsibility for the content and quality of discussions—whether in class or online.

Participation in this class is mandatory and means more than just being present in class. Participation and involvement require concentration, thoughtful speaking and listening in discussions, respect for others in the group, cooperatively working in small groups, and a commitment to the class.

REPORTS

1. One 5-7 minute in-class presentations on a publication or theatre organization (such as ATHE or AATE) and a one-page detailed handout for the class. Present your handout in class and also submit it through webcourses.

2. Brief weekly research assignments on various aspects of research. There will be a series of seminar reports in which the results of each student’s research will be presented, discussed, and evaluated. They will include various dramaturgical assignments (short handout is required for each report) and written responses (in the form of online discussion) to the reading. The dramaturgical assignments will also require sharing media sources and peer reviewing on “webcourses.” The responses to the reading will require participation in online discussions.
CONFERENCE PROPOSAL

Choose a conference particular to your area of study and print out the “Call for Papers, Workshops, Panels, Poster-board Presentations, etc.” Following the guidelines provided by your chosen organization, create a written proposal to present at the conference. Please submit the guidelines/call for papers, as well as your written proposal. While you are highly encouraged to submit your proposal for consideration, you are not required to do so. Submit through webcourses.

BOOK REVIEW

One critical book review (1000 words) in your area of expertise

It should be a recent book (2018 or later) that professionals working in your field would consult in the course of their research or teaching. Your book review should be geared towards a particular publication, both in writing style and content. You will be required to provide a draft of the book review for peer reviewing. You will peer review each other’s work in pairs. Pairs will be assigned. Submit through webcourses.

ANNOTATED JOURNAL REVIEW

This exercise encourages you to explore the various journals that inform your field of study. Please create a comprehensive list of various journals that can and will inform you as a scholarly theatre artist—this includes published criticism, scholarly and reflective articles, as well as historical, cultural, and other relevant sources. Include all the necessary bibliographic information for locating each journal followed by a brief reflective paragraph that summarizes the types of information and topics covered by the publication, the intended audience/readership, and your own thoughts about how this journal might inform your creative and scholarly work. You will work in pairs. Submit through webcourses.

THESIS READER RESPONSE

In order to learn more about writing a thesis, you will choose and read two thesis projects (and/or dissertations) that prove relevant to your area(s) of interest and/or study. Please write a reader response to either one or both thesis projects. Please submit your response on webcourses.

ORIGINAL RESEARCH PROJECT PORTFOLIO (consists of Dramaturgical Portfolio and Generative Practice with Advanced Scenography Students). You can work individually or pair up with your classmate. The project must be approved by me. The project includes:

1. Presentations of work-in-progress (project abstract, outline, literature review)

2. Outline of dramaturgical research for your production/ creative practice with initial research findings attached
3. 5 to 7 page original production proposal that details your creative vision for generative practice

4. Bibliography

5. Final Project Presentation

The project proposal must be approved by me.

NOTE: This class requires high quality written work and professional standards of communication in all areas. All written assignments are to be typed/word processed in 12-point font (Times New Roman), double spaced, and formatted according to the latest edition of the MLA handbook (One inch margins please!). Assignments should be proofread and professional in appearance. Substandard assignments/written work will not receive credit.

GRADING POLICY

Each assignment carries a designated point value:

1. Online reading responses (20 pts.)

2. Active Class Participation and Commitment (20 pts.)

3. Professional Organization Presentation/Handout (20 pts.)

4. Weekly Research Assignments (20 pts.)

   Dramaturgical reports (online & in class)

5. Book Review (40 pts.)

   Peer review process (both feedback and revision) (15 pts.)

   Final draft (25 pts.)

6. Conference Proposal/Abstract (20 pts.)

7. Annotated Journal Review (20 pts.)

8. Thesis (2) Reader Response (10 pts.)

9. ORIGINAL RESEARCH PROJECT PORTFOLIO (including a generative collaborative element) (130 pts. total)

   Proposal/abstract – what/why/ how (methodology) (20 pts.)

   Literature Review (20 pts.)

   Bibliography (10 pts.)
Work-in-Progress (20 pts.)

Outline of Dramaturgical Research (each research section) (20 pts.)

Original /Creative Practice Proposal (how does your research inform vision/choices of your generative collaborative project?) (20 pts.)

Presentation of research and generative practice (20 pts.)

Total: 300 points

I DO NOT accept late work and I DO NOT give incompletes. Please make every effort to stay on top of the syllabus and contact me immediately if you are falling behind or having difficulty with the course. You may rewrite papers within one week of the date you receive them back and replace your grade with the new grade.

Note: Plus and minus grades will be implemented in the grading policy. The following is the system that will be used to determine your grade:

A 93-100
A- 90-92
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76
C- 70-72
D+ 67-69
D 63-66
D- 60-62
F 0- 59

READINGS AND CLASS TOPICS

(The schedule is subject to change based on needs of the class. Even if you are absent, you are responsible for any changes made to the schedule and any work covered in class. Assignments may be added and/or altered as we proceed through the course.)
Week 1
8/25
Join URL: https://ucf.zoom.us/j/98634540571
Subject: Introductions

Online assignment: by Friday, August 28, 11:59 pm. You must use Webcourses to submit this assignment.

Definition of terms: Dramaturgy, Practice as Research, and Historiography

Online discussion assignment: by Sunday, August 30, 11:59 pm. Use the Postmodernism discussion thread.

“Introduction: What’s Going On Here?”

Read a handout and write a 250-word discussion response

Week 2
9/1
Join URL: https://ucf.zoom.us/j/98634540571
Subject: POSTMODERNISM
SUBJECT POSITION

In-Class Discussion of “Introduction: What’s Going On Here?”

PROFESSIONAL DEVELOPMENT AND PROFESSIONAL ORGANIZATIONS

Description and assignment of in-class presentations on publications and organizations (handout)

Discussion of Annotated Journal Assignment

By Sunday, September 6, submit the list of class presentations on professional organizations. Use the Conferences discussion thread to finalize the group list.

Week 3
Join URL:  https://ucf.zoom.us/j/98634540571

Subject:

WHAT IS COLLABORATION? MEETING WITH SCENOGRAPHY STUDENTS AND INTRODUCTORY DISCUSSION OF COLLABORATIVE FINAL PROJECTS (1)

Assignment:

Come to class with a few ideas for your collaborative generative practice. Bring an image or share a story that inspires you.

Week 4

9/15

Join URL:  https://ucf.zoom.us/j/98634540571

Subject:

WHAT IS COLLABORATION? MEETING WITH SCENOGRAPHY STUDENTS AND INTRODUCTORY DISCUSSION OF COLLABORATIVE FINAL PROJECTS (2)

Assignment: continue to ponder ideas for the collaborative digital performance

In class: Find your own group and share your brainstorm

Online discussion assignment 3: by Sunday, September 20, 11:59 pm. Use the Historiography discussion thread.

Read a handout and write a 250-word discussion response:

“Historiography and the Theatrical Event: A Primer with Twelve Cruxes”

9/22

Join URL:  https://ucf.zoom.us/j/98634540571

Subject:

HISTORIOGRAPHY: in-class discussion of “Historiography and the Theatrical Event: A Primer with Twelve Cruxes”

BOOK REVIEWS. Knowing your readership. Major principles of reviewing. Organization. Query letters
Assignment:

Read two book reviews for class discussion

*Book review of Diana Taylor *The Archive and the Repertoire*.pdf


Online discussion assignment: by Sunday, September 27, 11:59 pm. Use Playing with Theory discussion thread

Read handouts from *Playing with Theory in Theatre Practice* and write a 250-word discussion response to one of them:

“Approaching Theory: Scholar and Practitioner”

“Resisting Binaries: Theory and Acting”

9/29

Join URL: [https://ucf.zoom.us/j/98634540571](https://ucf.zoom.us/j/98634540571)

Subject:

**WHAT IS THEORY?**

In-class discussion of:

“Approaching Theory: Scholar and Practitioner”

“Resisting Binaries: Theory and Acting”

PROFESSIONAL DEVELOPMENT AND PROFESSIONAL ORGANIZATIONS (presentations)

Assignment:

Prepare your individual reports and submit one-page handouts

Organizations: ATHE, AATE, ASTR, IFTR, USITT, American Society for Composers and Publishers, Society for Stage Directors and Choreographers

Select your book for review

10/6
Join URL: https://ucf.zoom.us/j/98634540571

Subject:

PROFESSIONAL DEVELOPMENT AND PROFESSIONAL ORGANIZATIONS (presentations)

Assignment:

Prepare your individual reports and submit one-page handouts through webcourses.


10/13

Join URL: https://ucf.zoom.us/j/98634540571

Subject:

WHAT IS COLLABORATION? MEETING WITH SCENOGRAPHY STUDENTS AND INTRODUCTORY DISCUSSION OF COLLABORATIVE FINAL PROJECTS (3)

Assignment: be ready to present your initial ideas for the collaborative project and methodology

Online Assignment 5: by Sunday, Oct. 18, 11:59 pm. Submit through webcourses.

Annotated Journal Bibliography

10/20

Join URL: https://ucf.zoom.us/j/98634540571

Subject:

CONFERENCE PROPOSALS: PAPERS, PANELS, WORKSHOPS

Proposing a paper or workshop. Discussing mock proposals and presentations in class.

Assignment:

Bring one conference call for papers or workshops: ATHE, AATE, ASTR, USITT, etc.

Online Assignment: by Sunday, Oct. 25, 11:59 pm
1. Submit Group Conference proposal through webcourses

2. Read the handouts on Dramaturgy and write a 250-word response to one of them. Use the Dramaturgy discussion thread.

Theatre Topics.Dramaturgy.pdf

Active Dramaturgy.pdf

10/27

Join URL: https://ucf.zoom.us/j/98634540571

Subject:

DRAMATURGY


Assignment:

Read handouts: Dramaturgy.pdf

Primary Sources according to Nagler.pdf

Read: ef_smallplanet-2.pdf

Read: Brecht's Mother Courage and prepare dramaturgy reports

11/3

Join URL: https://ucf.zoom.us/j/98634540571

Subject:

THEORY AS A LENS

CRITICAL THEORY: FEMINIST AND GENDER THEORY

POSTCOLONIAL THEORY

Assignment:

Read: Fortier: Feminist and Gender Theory; Postcolonial Theory

Read: Nottage's Ruined
Online discussion assignment: due Sunday, November 8, 11:59 pm. Use the Theory as Lens discussion thread.

Write a 250-word discussion response on Theory as a Lens in application to Ruined

11/10
Join URL: https://ucf.zoom.us/j/98634540571
Subject: BOOK REVIEW
Class critique of drafts of book reviews: work with your writing partner in a breakout room.
Assignment:
Bring your book review draft to class.
Online assignment: Book reviews are due by Sunday, Nov. 15, 11:59 pm. Submit through webcourses.

11/17
Join URL: https://ucf.zoom.us/j/98634540571
Subject: WHAT IS COLLABORATION? MEETING WITH SCENOGRAPHY STUDENTS AND INTRODUCTORY DISCUSSION OF COLLABORATIVE FINAL PROJECTS (4)
Assignment:
Bring your own work-in progress to class. Discuss primary and secondary sources

11/24
Join URL: https://ucf.zoom.us/j/98634540571
Individual Appointments

Online discussion assignment: by Sunday, November 29, 11:59 pm. Use "Representing Silenced Voices" discussion thread.
Read a handout and write a 250-word discussion response:
“Representing Silenced Voices” in Playing with Theory in Theatre Practice

1/1

Join URL: https://ucf.zoom.us/j/98634540571

Subject:

PRACTICE AS RESEARCH

THESIS METHODOLOGIES

Establishing your point of view. Approaches to criticism and analysis. Approach to writing: what is the relationship with the reader; is language formal or informal; did the writer have an effective outline? Organizing material.

Assignment:

Be prepared to discuss two thesis projects in class

Online assignment due Thursday, Dec. 3 by 11:59 pm. Submit through webcourses.

Write a 250-word reader response to either one or both thesis projects

12/10

Final

10:00-12:50

Submit final portfolio through webcourses.

Disclaimer

This syllabus is subject to change at the discretion of the instructor.

Policy Statements

http://theatre.cah.ucf.edu/files/Theatre_UCF_Standards.pdf
Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf [Links to an external site.]). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule [Links to an external site., for student behavior expectations]). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html [Links to an external site.])

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.
Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

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Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

http://www.academicintegrity.org/icai/assets/FVProject.pdf

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

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources comes from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and has been adopted by UCF’s Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.
Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

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://goldenrule.sdes.ucf.edu/zgrade.

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

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes 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.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.
**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.

**Course Summary:**

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<thead>
<tr>
<th>Date</th>
<th>Details</th>
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<tbody>
<tr>
<td>Tue Aug 25, 2020</td>
<td>Calendar Event <strong>THE5910-20Fall 0M01</strong></td>
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<tr>
<td>Fri Aug 28, 2020</td>
<td>Assignment <strong>Academic Activity Required Assignment</strong></td>
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<td>Assignment <strong>Report on Organization or Publication</strong></td>
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<td>Thu Dec 3, 2020</td>
<td>Assignment Thesis Reader Response</td>
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