

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>Fine Arts</u>	Department (Full name):	<u>Theatre</u>
Major Name (full name please):	<u>Theatre</u>	Degree Title:	<u>B.A. Theatre</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
Requested Effective Date:	FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.		
Contact Person:	<u>Nancy Jones</u>	Phone:	<u>2573297</u>
		Email:	<u>Nancy.Jones@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>Any number across the university - we have not had any GWR courses in theatre.</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>Students will be able to demonstrate effective written and oral communication skills in the discipline of Theatre as demonstrated by their papers and presentations in TA 383, Play Analysis and effective visual communication skills through their presentations in Costume, Scenic, or Lighting Design class.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:
<u>Students in the Department of Theatre B.A. Degree Program will fulfill their GCCR requirement by taking the TA 383 Play Analysis course. Students will write a 15 page research paper based on a topic that is formed through play readings, analysis and outside research. Students will also present a Visual and Oral presentation of Play Analysis that is a representation of how</u>

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the analysis plays out as a designer, director, or dramaturg.	
C. Delivery and Content:	
<p>1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)</p>	<input checked="" type="checkbox"/> a. Single required course within program <input type="checkbox"/> b. multiple required or optional courses within program <input type="checkbox"/> c. course or courses outside program (i.e., in another program) <input type="checkbox"/> d. combination of courses inside and outside program <input type="checkbox"/> e. other (please specify): __
<p>2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:</p>	
<p>Course #1: Dept. prefix, number, and course title: <u>TA 383</u></p>	
<ul style="list-style-type: none"> • new or existing course? <u>existing</u> (new courses should be accompanied by a New Course Proposal) <ul style="list-style-type: none"> ○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS • required or optional? _____ • shared or cross-listed course? _____ • projected enrollment per semester: _____ 	
<p>Course #2 (if applicable): Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> • new or existing course? _____ (new courses should be accompanied by a New Course Proposal) <ul style="list-style-type: none"> ○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS • required or optional? _____ • shared or cross-listed course? _____ • projected enrollment per semester: _____ 	
<p>Course #3 (if applicable): Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> • new or existing course? _____ (new courses should be accompanied by a New Course Proposal) <ul style="list-style-type: none"> ○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS • required or optional? _____ • shared or cross-listed course? _____ • projected enrollment per semester: _____ 	
<p>3. Shared courses: If the GCCR course(s) is/are shared from <i>outside</i> the program, please specify the related department or program that will be delivering the course(s). Please provide the following:</p>	
<ul style="list-style-type: none"> • Contact information of providing program: _____ • Resources: what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program. _____ • Memorandum of Understanding/Letter of Agreement: Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments). Date of agreement: _____ 	
<p>4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):</p>	
<ul style="list-style-type: none"> • the GCCR assignments are highlighted in the syllabus and course calendar; • the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked here); • the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process; • the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit); 	

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<ul style="list-style-type: none"> • the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit; • the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program” <ul style="list-style-type: none"> ○ if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”
<p>5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in brief statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications where on the syllabus it is found:</p>
<ul style="list-style-type: none"> • <u>overview of delivery model:</u> summarize how the GCCR will be delivered for all program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):
<p><u>This course will be taught each fall semester. It is a course that is appropriate and necessary for all theatre majors, regardless of their area focus. For example, the core of each area of theatre begins with a thorough and deep analysis of the play being produced. Students in TA 383 will be required to not only analyze plays in depth, but present that analysis visually as professional theatre artists are required to do in the field. Designers, directors, and dramaturgs all present an in-depth analysis and conceptualization of research in design meetings to create a vision for the play. This course will be taken by theatre students in their junior year so that most of their foundation level work is complete.</u></p>
<ul style="list-style-type: none"> • <u>assignments:</u> overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:
<p><u>1. RESEARCH/BIBLIOGRAPHY/OUTLINE/PAPER (50%): Each student will be assigned an individual paper topic after consultation with the instructor. The student will conduct research on the topic and develop a thesis statement, bibliography and research paper outline. After further consultation with the instructor the student will conduct additional research and write a 15 page Paper (MLA style, in-text citations plus works cited page, including at least 7 credible sources, i.e., no online encyclopedias or Sparknotes, etc.). The Instructor will provide feedback on the first draft, and student will then undertake a mandatory revision of the paper. (Research/Thesis Statement: 5%; Bibliography: 5%; Outline: 5%; Paper/Revised Paper 35%)</u></p> <p><u>2. ORAL AND VISUAL PRESENTATION OF PLAY ANALYSIS: Students will analyze a play that has been studied and discussed in class. The will then incorporate their research to present to the class in the role of designer, director, or dramaturg. (15%)</u></p>
<ul style="list-style-type: none"> • <u>revision:</u> description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):
<p><u>See above description. Students will receive feedback from the instructor on their first draft and student will undertake a mandatory revision of their paper.</u></p>
<ul style="list-style-type: none"> • <u>other information helpful for reviewing the proposal:</u>
<p><u>Students will be writing and preparing written and visual analysis and research in their subject area that will allow them to demonstrate a stronger understanding of their degree subject matter.</u></p>
<p>D. Assessment:</p>
<p>In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:</p>
<ul style="list-style-type: none"> • <u>specify the assessment schedule (e.g., every 3 semesters; biennially):</u>
<p><u>TA 383 will be assessed biennially in our departmental plan.</u></p>
<ul style="list-style-type: none"> • <u>identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):</u>
<p><u>The Department of Theatre has an Assessment Coordinator and an Assessment Committee who work closely with the DUS and Chair of the Departement on implementation and data assessment.</u></p>
<ul style="list-style-type: none"> • <u>if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):</u>
<p>_____</p>

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	TA 383 - Play Analysis
Contact Person Name:	Nancy Jones
Phone:	2573297
Email:	Nancy.Jones@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	3/31/2014	N. Jones / 2573297 / Nancy.Jones@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4/1/2014	Michael Tick / 7-1707 / michael.tick@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	4/16/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

PLAY ANALYSIS

TA 383

Instructor: Associate Professor Herman Daniel Farrell III
Office Hours: 4-5pm TTH Email: Herman.Farrell3@uky.edu

COURSE DESCRIPTION:

Student actors, designers, directors, playwrights and dramaturgs will be introduced to critical methodologies that can be applied to in-depth analysis of a variety of styles and genres of dramatic literature and performance. Reading plays and attending theatre productions, facilitating and participating in discussions about dramaturgical theories, plays and playwrights and engaging in the research and drafting and completion of a critical analysis paper will give students a broader understanding of how to interrogate and interpret a play.

STUDENT LEARNING OUTCOMES:

By the end of this course, each student should be able to:

Compare and contrast key theories, practices, styles, structures and genres of plays from across the multicultural canon of great plays that have been written over the past 2500 years; and

Critique each play reviewed in class, applying traditional and non-traditional theories and critical analysis methodologies;

And each student will have:

Attended several theatre productions and crafted written responses to the performances that incorporate theories and critical analysis methodologies discussed in class;

Interrogated and interpreted a dramatic text from the viewpoint of an actor, director, designer, playwright and dramaturg.

Facilitated a class discussion of a classic, contemporary, avant-garde or postmodern play; and

Researched and written a critical analysis paper on several plays and playwrights.

REQUIRED TEXTS:

1. *Understanding Plays, Third Edition* by Milly S. Barranger (Pearson, 2004)
2. *Interpreting the Play Script: Contemplation and Analysis* by Anne Fliotsis (Palgrave Macmillan, 2011)
3. *Backwards and Forward: A Technical Manual for Reading Plays* by David Ball (Southern Illinois University, 1983)
4. Aristotle's *Poetics*
5. Plays listed in Course Schedule
6. Hand-Outs (to be distributed over the course of the semester via Blackboard)

REQUIRED ATTENDANCE AT PLAYS:

Students are required to attend Theatre Department productions over the course of the semester in order to witness the theatrical and dramaturgical concepts, discussed in class, in action on the stage. Play productions are subsequently discussed in class. This requirement does involve a financial cost. Students have the option of signing up work as an usher for performances in order to waive the cost of a ticket.

COURSE ASSIGNMENTS:**QUIZZES: (15%)**

Throughout the semester, quizzes will be conducted on reading assignments (plays and hand-outs).

ORAL AND VISUAL PRESENTATION OF PLAY ANALYSIS (15%)

Students will analyze a play that has been studied and discussed in class. They will then incorporate the research and analysis of the play, playwright, socio-economic climate, history of the region, history of other productions, and create a visual concept for the play as a director, designer, or dramaturg. (Students may choose which point of view they will research and present.) The concept will be exhibited in a Visual and Oral presentation in class that will replicate an early design meeting, whereby students will demonstrate a clear understanding of how Play Analysis is brought to life visually in the role of designer, director, or dramaturg. This presentation will be both peer reviewed (non-graded) and assessed by the Instructor of the course for a final grade based on a rubric that will examine depth of analysis, clarity of research, creativity of concept, visual imagination and presentation and communication during presentation.

RESEARCH/BIBLIOGRAPHY/OUTLINE/PAPER (50%)

Each student will be assigned an individual paper topic after consultation with the instructor. The student will conduct research on the topic and develop a thesis statement, bibliography and research paper outline. After further consultation with the instructor the student will conduct additional research and write a 4500 word - 15 page Paper (MLA style, in-text citations plus works cited page, including at least 7 credible sources, i.e., no online encyclopedias or Sparknotes, etc.) to be submitted to the instructor (in his Theatre Department mailbox) no later than the third week prior to the end of the semester. The Instructor will provide feedback on the first draft, and student will then undertake a mandatory revision of the paper. The revised paper will be due on the last day of classes in the Theatre Department office. (Research/Thesis Statement: 5%; Bibliography: 5%; Outline: 5%; Paper/Revised Paper 35%)

CLASS DISCUSSION FACILITATOR (10%)

Students will be assigned to lead and facilitate a discussion of the required readings for a class. The facilitator is required to meet with the instructor prior to the assigned class discussion date to discuss the subject matter for discussion and to consider additional research. On the date of the assignment, the facilitator will be required to make a brief (10 minutes) oral presentation on the subject matter (visual aids (e.g., Powerpoint) may be used but are not required). The facilitator will then spark (posing questions to peers) and lead the discussion for at least 20-30 minutes.

CLASS PARTICIPATION/POP QUIZ OPTION (10%)

Students must come to each class prepared to participate in discussions of the readings. The instructor reserves the right to call on students to participate in the discussion and/or to institute a pop quiz based on the readings for a class session.

GRADING SCALE: A= 100-90 B= 89-80 C= 79-70 D= 69-60 E= 59-0

ATTENDANCE POLICY:

Class attendance is required. There will be group projects, a midterm exam and a final exam for which no make-up assignment will be given for an unexcused absence. If an absence is excused and a student misses a project that student is responsible for completing a make-up assignment within 2 classes of the missed project. Three unexcused absences will lower one's grade one letter. Additional absences will lower the grade proportionately. Official University excused absences will be honored. All requests for excused absences must be in writing.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Decorum Policy

The use of electronic devices, including laptops, cellphones, etc. is prohibited in the classroom during class time except for emergencies, accommodations and class presentations.

PLAGIARISM DEFINITION

“Plagiarism means taking the words and thoughts of others (their ideas, concepts, images, sentences, and so forth) and using them as if they were your own, without crediting the author or citing the source. Most plagiarism is willful, a sort of theft. It is possible to plagiarize unintentionally, though, by being careless or hurried, omitting quotation marks or slipping into the words or ideas of others through inattention or simply for convenience. Whether you meant it or not, you can be found guilty of plagiarism whenever other people’s language gets used without proper citation in your text. At this and most other universities, plagiarism is regarded as intellectual theft; faculty will rarely bother to determine whether you stole words on purpose or walked out of the shop having forgotten to pay.” (Source: <http://www.uky.edu/Ombud/Plagiarism.pdf>).

PLAY ANALYSIS/TA 383
COURSE SCHEDULE (Tentative)

Week 1: Introduction, Discussion of Course Requirements, Read Aristotle's *Poetics*

Week 2: Read *Oedipus Rex* by Sophocles and *Interpreting the Play Script* (sections on traditional analysis) by Fliotsis

Week 3: Read *The Menaechmi* by Plautus and readings on Roman comedy
 Discussion of the Role of the Director and how they analyze a play

Week 4: Read *The Damask Drum* and readings on Japanese Noh drama
 Discussion of the Role of the Designer and how they analyze a play

Week 5: Read *The Tempest* by Shakespeare and readings on Shakespeare's romance plays
 Discussion of the Role of the Dramaturg and how they analyze a play

Week 6: Read *The Miser* by Moliere and readings on French NeoClassical comedy
 Discussion of the Role of the Actor and how they analyze a play

Week 7: Read *La Dame aux Camelias* by Dumas (fils) and readings on the Well-Made play and *Backwards & Forwards* by Ball

First Draft of Research Papers Due

Week 8: Read Strindberg's *A Dream Play* and Jarry's *Ubu Roi* and readings on Surrealism and Dada and *Interpreting the Play Script* (sections on non- traditional analysis) by Fliotsis

Week 9: Read *The Cherry Orchard* by Chekhov and readings on tragicomedy

Week 10: Read *The Chairs* by Ionesco and readings on Theatre of the Absurd
Second Draft of Research Papers Due (optional peer review)

Week 11: Read *How I Learned to Drive* by Paula Vogel and readings on Feminist theory

Week 12: Read *Gem of the Ocean* by August Wilson and readings on Magic Realism
15 page Research Paper Due

Week 13: Read *The Secretaries* by The Five Lesbian Brothers and readings on Queer Theory
Oral/Visual Presentations in Class

Week 14: Read *The America Play* by Suzan-Lori Parks and readings on Postmodern theatre
Oral/Visual Presentations in Class

Week 15: Read *Execution of Justice* by Emily Mann and readings on Documentary drama
Oral/Visual Presentations in Class

Week 16: Read *I Am My Own Wife* by Doug Wright and readings on Monodrama