THE 2210 - 01 - Play Analysis

Spring 2022

Instructor: Therrin J. Eber

Office: Stem Annex 119

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Office Hours: MWF 12pm - 2pm; TTH: 12pm - 1pm (make an appt

There is a high chance Therrin may also be in Perry Theatre if he is not in his office.

Class Times: Monday, Wednesday, Friday - Perry Theatre, 10:40am - 11:45am - Face to Face Instruction

Prerequisites: None

This syllabus is subject to change. The instructor has the ability to change lesson design, due dates, or anything needed to change. If this happens, the goal will be to have been emailed at least 24 hours in advance. It is important, now, more than ever, to check your email daily.

Course Description: Design for the Stage (THE 2510) This course in Play Analysis will chronologically and thematically introduce you to a wide variety of plays. We will read and discuss plays as literature intended for theatrical performance, often dealing with the translation of the written page onto the stage. The plays will be examined from the angles of theatre movements, history, cultural context, structure, genre, and form as various viewpoints from which playwrights write and scholars criticize and interpret. This is a class aimed towards performers, designers, directors, and theatre artists.

Course Objective: To familiarize the students with the basic structures characteristic of most plays. To provide them with the analytical tools for understanding scripts, and to give them experience in skillful application of those tools.

Learner Outcomes:

1) To introduce students to the basic principles, techniques, and challenges of script analysis, where the text is examined from a production viewpoint rather than solely for literary merit.
2) To provide students with methods to analyze a play from the perspective of many different members of a production team (including director, performer, designer, playwright, and dramaturg) and begin to make independent choices as an artist.
3) To exercise script analysis methods (individually and in groups) through in-depth exploration of play texts
4) To engage in both ensemble activities and individual work fully and successfully while developing a distinct artistic voice.

Required Texts/Materials:

Textbook: Ball, David - *Backwards & Forwards*

Optional Text: *Script Analysis for Actors, Directors, and Designers* by James Thomas

Plays/Texts: All can be found in the Play Analysis Course Reader

The River by Jez Butterworth

A Doll's House by Henrik Ibsen

The Cherry Orchard by Anton Chekov

Hot L. Baltimore by Lanford Wilson

August: Osage County by Tracy Letts

The Glass Menagerie by Tennessee Williams

God of Carnage by Yasmina Reza

The Christians by Lucas Hnath

The Foreigner by Larry Shue

Network by Lee Hall

Zoo Story - Edward Albee

Method: Lectures, socratic discussion, Page to Stage applications, demonstrations, videos, presentations, forums, discussion, and other media

Course Requirements:

This course will be a ton of reading, expanding your knowledge of "the cannon", and writing both fact-based papers, and opinion journaling. This course is not for the easy A. You will have to read and comprehend the material to make a passing grade. You have to read the plays. You have to be able to discuss the plays. You have to be able to devise your opinion and defend your opinions.

Class Participation

Your full participation in class discussions, exercises, online exercises and projects is expected. Participation is defined as your level of engagement in the work. Engagement manifests itself in the following ways: mental and physical alertness, active and focused listening to what others are saying, willingness to present your own views and to question your own assumptions, comments offered publicly in discussion sessions, notes being taken on the material, evidence of having completed and considered the readings. Disengagement or disrespect will adversely affect your grade.

Quick Note:

During your time in this course, you could possibly encounter ideas, arguments, questions, and other stimuli that evoke an intense, mental/psychological/emotional reaction. There is no shame in such an experience; from what I have seen, most people have some degree of sensitivity to one thing or another. A variety of passionate responses can produce wonderful conversations and inspire further creative work, but it can also contribute to misunderstandings and conflict. My ideal classroom environment exists somewhere just beyond our normal comfort zones. That does not mean I want to traumatize or threaten anyone with the course material or to encourage hostile debates. In order to keep our time together positive and productive, we all have to behave respectfully, even charitably, toward our classmates. This is especially important during instances of disagreement, and I expect everyone to maintain civility and eschew *ad hominem* attacks. That being said, if you ever do feel overwrought or overwhelmed, it is perfectly reasonable to honor yourself and step outside the classroom. You are the most important person in your quest. *** Eschew Ad Hominem means avoiding using direct personal attacks towards another person.*

Note: Cell phones, laptops and IPads/Tablets must be turned off and put away during class. If you have a beeper, I can only assume you are a doctor and you may have it on. If this rule is violated it may result in the confiscation of the device or dismissal from that class period (which is considered an absence).

Exams and Assignments

Course Assignments - Play Presentation: You will have to read and lead an effective and thoughtful discussion over one of the plays in this course. You may or may not have a partner depending on the amount

of students enrolled in the course. You will also have to choose scenes for “on your feet” days where we look at the script from page to stage.

Course Assignments - Participation: It is your responsibility to read the play, not just the Sparknotes versions of them. You need to come with ideas and opinions of the plays ready to discuss them at length. You are also required to participate in Page to Stage days where you may be selected to be a performer of the text. Participation is defined as your level of engagement in the work. Engagement manifests itself in the following ways: mental and physical alertness, active and focused listening to what others are saying, willingness to present your own views and to question your own assumptions, comments offered publicly in discussion sessions, notes being taken on the material, evidence of having completed and considered the readings assigned via Learn Smart assignments and discussion. Disengagement or disrespect will adversely affect your grade.

Course Assignments - Theatrical Performance Analysis Papers: There will be one (1) paper where the student will watch an Aurora University production and will analyze the production while critically thinking about the effectiveness of storytelling within the performance. A two page paper means two full pages and at least a paragraph on the third page.

Course Assignments - Journals: Students will complete 10 journals that are about 300 words in length. They should be opinionated journals where you talk about your personal takeaways from the script and your own understanding of the play. You have to be able to articulate your responses in a formal way, not just “I hate this one.”

Midterm Analysis: The Midterm Analysis will be an analysis over *August: Osage County* by Tracy Letts. The student will use the Hodge Analysis Outline to create a full analysis.

Final Project: The Midterm Analysis will be an analysis over a play of the student’s choosing. The play must be at least a two act play with at least 3 characters. The play must be approved by the instructor prior to starting the project. The student will use the Hodge Analysis Outline to create a full analysis.

Attendance and Tardiness Policy:

Attendance is expected and records will be kept. You are given **three (3) unexcused absences for the semester without penalty**. After the third unexcused absence, **each additional unexcused absence will lower your final course grade by 1/3 letter grade** (A- to B+, B to B-, B- to C, etc.). In cases of extreme hardship, exceptions may be made at the discretion of the instructor.

The only absences that will be excused are those due to a verifiable emergency such as: illness requiring attention by a healthcare provider; the hospitalization, death, or serious illness of a family member; a verifiable and University-sanctioned event; or required appearance in a court of law. You are responsible for **providing documentation** (e.g. doctor’s letter, health center note, court summons, obituary) **unsolicited** to your professor **within 48 hours of your absence** if you wish to be considered excused.

Even if you are legitimately absent (e.g., illness, athletic or scholastic event, etc.), you are responsible for all the information given in that class. This may include any changes in the printed schedule, and will include lecture materials and screenings not found in the reading assignment for the day.

Tardiness:

Three (3) tardies will be treated as one unexcused absence.

-If you arrive to class more than ten minutes late, you are considered absent.

-Leaving class early without prior permission from the instructor will be tallied under tardies.

Make-up Work: Projects or quizzes may be made up but only by prior arrangement with the instructor OR with a **valid written medical excuse**.

Assignments and Grading

Quizzes (10 Plays @ 10pts Each)	100
Play Journals (10 Plays @ 10pts Each)	100
The Spongebob Musical Paper	50
Class Play Presentation	100
Page to Stage Participation	100
Discussion Participation	100
Midterm Analysis (August: Osage County)	100
Final Analysis (Play of Your Choice)	150
Total Possible Points:	**800**

Final Grade Points

A+	790-800	B+	700-739	C+	590-619	D+	480-499
A	760-789	B	670-699	C	530-589	D	420-479
A-	740-759	B-	620-669	C-	500-529	D-	400-419
						F	0-399

Cultural Diversity Statement:

I am committed to providing an atmosphere of learning that is representative of a variety of perspectives. In this class, you will have the opportunity to express and experience cultural diversity as we focus on issues such as: sex, gender, and communication in small groups, communication in the multicultural group, and cross-cultural and intercultural work group communication. In addition, writing assignments and daily activities have been designed to encourage individuality and creative expression. You are encouraged to not only take advantage of these opportunities in your own work, but also learn from the information and ideas shared by other students.

Notice of Changes

The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

COVID-19

Students are expected to contact AU's COVID line (630-844-7500) if they have received a positive COVID test, have been exposed to someone who has tested positive, or are experiencing COVID-like symptoms. The Student Health Center will then guide the student through any isolation and/or quarantine protocols. Students are expected to share those protocols with their faculty members and work with faculty to develop a plan to make up any missing work. Isolation and/or quarantine are considered excused absences.

AURORA UNIVERSITY MISSION STATEMENT

Aurora University is an inclusive community dedicated to the transformative power of learning. As a teaching-centered institution, we encourage undergraduate and graduate students to discover what it

takes to build meaningful and examined lives. Our singular goal is to empower our students to achieve lasting personal and professional success.

In addition, during the next academic year the campus community must recognize that the COVID-19 pandemic is likely to require changes in plans and flexibility in order to help protect the health and safety of our community. The University has reserved the right to change or alter its programs, services, methods of delivering course content, schedules, and other operations to respond to the evolving COVID-19 situation. Changes to this schedule and syllabus may therefore be necessary; if so, your faculty will notify you.

AURORA UNIVERSITY CORE VALUES

Integrity: Aurora University adheres to the highest standards of integrity in every aspect of institutional practice and operation. Through this proven dedication to honesty, fairness, and ethical conduct, we lead by example and inspire our students to do the same.

Citizenship: Aurora University exercises the rights and responsibilities of citizenship in an inclusive educational community, founded upon the principles of mutual respect and open discourse. We live within our means and manage our resources wisely and responsibly, while sustaining an environment that fosters teamwork and promotes services to others. We serve the needs of the Fox River Valley, McHenry County (Illinois), Walworth County (Wisconsin), and online learners by offering myriad educational and cultural opportunities to our students and the community-at-large.

Continuous Learning: Aurora University works and lives as a non-profit organization dedicated to continuous learning. We help students achieve their full potential.

Excellence: Aurora University pursues excellence by embracing quality as a way of community life.

AURORA UNIVERSITY LEARNING OUTCOMES

Effective Communication - Students will communicate clearly and offer well-supported arguments in their writing and speaking.

Critical Thinking - Students will demonstrate skills of analysis, problem solving, and application.

AURORA UNIVERSITY GENERAL EDUCATION LEARNING OUTCOMES

Discovery and Reflection - Students will demonstrate how discovery and reflection in regard to the world have affected how they view their sense of purpose.

Artistic Literacy - Students will demonstrate the ability to communicate effectively about the expression of ideas through artistic and literary forms.

Cultural Literacy - Students will demonstrate an inclusive perspective through descriptions of the languages, structures and traditions that characterize our communities and world.

Human Inquiry - Students will demonstrate an ability to use theories, principles and evidence to analyze human thought, behavior and decision making.

Scientific Inquiry - Students will utilize scientific principles, models, or theories to demonstrate understanding of natural or physical phenomena.

Quantitative and Formal Reasoning - Students will evaluate and utilize quantitative, symbolic or logical evidence, methods, and models effectively

COURSE ATTENDANCE & WEATHER CONCERNS

In the case of inclement weather, watch the university website and/or register for the university text messaging service for updates on campus closings. Safety is always our first goal. Please use your judgement and do not travel to class if you feel the road conditions in your area are unsafe. Students who cannot make it safely to class are asked to contact their instructor upon making that decision, so your instructor is aware of your situation.

ACADEMIC SUPPORT

Academic Support Center – Aurora Campus

Intended to enhance student learning, the ASC offers free professional writing support for all courses at all levels. Subject tutoring for many undergraduate courses is also available. Tutoring is available to all registered AU students at all locations. To schedule your appointment, go to Academic SupportNet on Okta at https://aurora.mywconline.com. In addition, www.Tutor.com is available for select access math and physics courses 24/7. Students must access www.Tutor.com via their Moodle course shell for the free service provided by AU.

Academic Support – GWC Campus

Writing assistance and peer tutoring are available to GWC students at no charge. If you would like to make an appointment, please email scottlibrary@aurora.edu. In addition, GWC students are eligible to receive tutoring and writing assistance remotely by going to Academic SupportNet on Okta at https://aurora.mywconline.com. To access math tutoring for select undergraduate courses, students can access www.Tutor.com via their Moodle course shell. For questions, contact the Academic Support Center at http://aurora.edu/asc.

Academic Support – Woodstock Campus

Woodstock campus students can access free professional writing support for all courses at all levels via the Aurora campus ASC, or peer writing assistance at the GWC campus. Subject tutoring for many undergraduate courses is also available via Zoom. To schedule an appointment, go to Academic SupportNet on Okta at https://aurora.mywconline.com. In addition, www.Tutor.com is available for select access math and physics courses 24/7. Students must access www.Tutor.com via their Moodle course shell for the free service provided by AU.

Library Services

Access to high quality scholarship in academic journals, magazines, eBooks and print books is provided through the AU libraries. Find these resources and other available services through the AU library website (http://aurora.edu/library), or the GWC Scott Library website (https://gwc.aurora.edu/academics/library). Librarians can help you research and assist with obtaining articles and books. They are available for all students by chat at (http://aurora.libanswers.com/), text (630-796-7615), phone (630-844-7534), or by an online appointment with a librarian http://libguides.aurora.edu/appointments. For assistance on the GWC campus, contact Dr. Julie Beyers (jbeyers@aurora.edu). Services for Woodstock campus students are available through both the Aurora and GWC campuses, including courier delivery of materials.

ACADEMIC REGULATIONS*

Code of Academic Integrity

Aurora University's core values include integrity and ethical behavior. A community of learners, Aurora University students and faculty share responsibility for academic honesty and integrity. The University expects students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Aurora University's Code of Academic Integrity (henceforth, the Code) prohibits the following dishonest and unethical behaviors, regardless of intent.

· Cheating. Cheating is obtaining, using or attempting to use unauthorized materials or information (for example; notes, texts, or study aids) or help from another person (for example looking at another student's test paper, or talking with him/her during an exam), in any work submitted for evaluation for academic credit. This includes exams, quizzes, laboratory assignments, papers and/or other assignments. Other examples include altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors.

· Fabrication. Fabrication is unauthorized falsification, invention or copying of data, falsification of information, citations, or bibliographic references in any academic course work (for example, falsifying references in a paper); altering, forging, or falsifying any academic record or other University document.

· Plagiarism. Plagiarism is representing someone else's work (including their words and ideas) as one's own or providing materials for such a representation, (for example, submitting a paper or other work that is in whole or part the work of another, failing to cite references, presenting material verbatim or paraphrased that is not acknowledged and cited).

· Obtaining an Unfair Advantage. This is (a) stealing, reproducing, circulating or otherwise gaining access to examination materials before the time authorized by the instructor; (b) stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use; (c) intentionally obstructing or interfering with another student's academic work; or (d) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

· Unauthorized Access to computerized records or systems. This is unauthorized review of computerized academic or administrative records or systems; viewing or altering computer records; modifying computer programs or systems; releasing or dispensing information gained via unauthorized access; or interfering with the use or availability of computer systems of information.

· Facilitating academic dishonesty. This is helping or attempting to assist another commit an act of academic dishonesty in violation of this Code (for example, allowing another to copy from one's test or allowing others to use or represent one's work as their own).

Students are advised to consult the University's Code of Academic Integrity at https://aurora.edu/academics/resources/code.html#.WZTQelGQzIU to review the consequences of violating these expectations, consequences which will be enforced within this course. In addition, if a student is found guilty of violating any of the above provisions, the student will receive a sanction ranging from an F on the assignment in question, to an F in the course.

Classroom Conduct Policy

Students enrolled in AU courses have the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors at a physical campus, in a remote setting, in an online learning classroom, or at an internship/clinical placement, that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors will be referred to the School

Dean for consideration of further action, up to and including dismissal from the institution in serious instances.

Attendance Policy

Regular class attendance is expected of all students. Aurora University has no permissible cut policy. Because of the wide diversity that exists among the various courses within the university and the manner in which they are conducted, it is the responsibility of each instructor to establish and maintain an attendance policy in each class. Each instructor is highly encouraged to maintain a record of attendance history. Students must comply with attendance requirements established by financial aid sources regardless of the attendance policy established by the instructor.

Authorized Absences from Class Policy

A student representing the university at university-sponsored events may be granted authorized absences from class provided that the student has complied with approved procedures. Note that it is the responsibility of the student to attempt to schedule courses so as to minimize potential class absences. It is generally unacceptable for authorized absences to exceed 20% of the class meetings.

Disability Statement

Aurora University provides reasonable accommodations to students with disabilities when modifications are required to provide access to the University's educational programs and activities. Our goal is to address where the academic experience has a barrier that prevents a student from an inclusive

experience free of discrimination due to their disability. More information regarding requesting accommodations is available at http://www.aurora.edu/dro or by emailing disabilityresources@aurora.edu.

Electronic Devices

Students are asked to limit use as to avoid disturbing the learning environment. The instructor reserves the right to further limit use if, in their opinion it is interfering with the orderly functioning of the class. Please refer to the specific policy mandated by your instructor.

Final Exam

All classes are required to meet during the assigned final examination period at the end of the semester as this is considered to be part of the required meeting time for the course, with the exception of online students who engage in scheduled learning activities throughout the last week of class and will not meet at a specific time for a final exam or activity. Alternative testing during finals week is provided through the Academic Support Center for students who receive such accommodations through the Disability Resource Office and for students who receive permission to take the exam after the assigned final examination period due to illness or other emergency.

*** Please refer to the Aurora University Catalog for additional information regarding academic regulations and requirements.**

EMERGENCY PROCEDURES

Students are encouraged to be aware of measures that Aurora University has taken to create a safe learning environment, as well as their own role in emergency preparedness efforts. All main campus classrooms and labs have deadbolt locks installed in entry doors, and these university buildings can be placed into a lockdown status. AU has also installed evacuation maps along with emergency response guides in each classroom and building on campus. Maps include the floor plan of that particular building floor; building name and address; fire evacuation routes; and severe weather safety zones. To help prepare for emergency situations, please make sure to review these maps and guides regularly. As the university puts in place other safety procedures, the campus community will be notified.

Aurora University follows the Run, Hide, Fight protocol in the event of an active shooter. Run, Hide, Fight is the leading protocol followed across college campuses and is endorsed by both local and federal law enforcement agencies, including the Department of Homeland Security. Run, Hide, Fight provides the campus community with clear, actionable steps:

RUN - If there is a clear, accessible escape path, attempt to evacuate.

§ Have an escape route and plan in mind.

§ Evacuate regardless of whether others agree to follow.

§ Leave your belongings behind.

§ Help others escape, if possible.

§ Follow the instructions of any police officers.

HIDE - If evacuation is not possible, find a place to hide

§ Your hiding place should…

o Be out view.

o Provide protection if shots are fired in your direction (Example – an office with a closed and locked door, behind a file cabinet, or a copier).

o Not trap you, or restrict your options for movement (for a fast escape).

§ You should…

o Silence your cell phone (including vibrate mode) and remain quiet.

o Lock and barricade the door.

o Turn off the lights in the room and remain calm and quiet.

FIGHT - As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the shooter.

§ You should…

o Act as aggressively as possible against armed intruder. Yell and scream.

o Improvise weapons or throw items at the armed intruder

o Commit to your actions . . . your life depends on it.

At Aurora University, everyone is responsible for creating a safe environment, so it is important for students to report suspicious or threatening objects, people, or conditions to Campus Public Safety. At the Aurora campus, call 630-844-5450 or 911 for an emergency; in non-emergency situations, call 630-844-6140 or x6140 (if calling from on campus). At the GWC campus, call 262-749-8320 or 911 for an emergency. At the Woodstock campus, call 815-338-2131 or 911 for an emergency.

In the event of campus classes or offices being closed due to inclement weather, or an emergency situation affecting the campus, AU has an emergency alert notification system that will send important messages through text, email, and the university's social media channels. All current students are automatically enrolled to receive both text and email messages. Please make sure to keep your phone number and contact information updated in WebAdvisor, as well as allow your phone to receive short code messages.

If you do not have text messaging enabled on your cellular phone, you can check the AU website homepage and social media channels to see if there is an emergency announcement.

DISCRIMINATION AND SEXUAL MISCONDUCT POLICIES

Aurora University does not tolerate sex discrimination against students, staff, faculty, or visitors, in any form, including but not limited to: sexual harassment, including quid pro quo sexual harassment, hostile environment sexual harassment, or sexual assault, dating violence, stalking, sexual exploitation, or different treatment based on sex. The University also provides assistance for community members reporting sexual misconduct. More information is available at https://aurora.edu/sexual-misconduct/, including reporting options, support resources, AU's Policy Statement A-1 (Title IX Sexual Harassment Policy) and Policy Statement A-2 (Policy Prohibiting Discrimination, Sexual Misconduct and Interpersonal Violence).

In addition, Aurora University does not tolerate discrimination against students, staff, faculty, or visitors on the basis of race, color, national origin, ancestry, sex/gender, gender identity, sexual orientation, age, disability, pregnancy, veteran status, marital status, familial status, genetic information, or any other status protected by applicable federal, state, or local law. For additional information, please refer to AU's Policy Statement A-2, Policy Prohibiting Discrimination, Sexual Misconduct and Interpersonal Violence at http://aurora.edu/sexual-misconduct/.

The University also provides reasonable accommodations and other services to students and employees with disabilities when modifications are required to provide access to the University's educational programs and activities. More information regarding requesting accommodations is available at http://www.aurora.edu/dro or by emailing disabilityresources@aurora.edu. The University's Notice of Non-discrimination is available at http://aurora.edu/about/reports-policies/non-discrimination.html.

Contacts:

Vice President for Student Life and Title IX Coordinator

(Dr. Amy Gray)

Wellness Center 108

Aurora, IL 60506-4892

Phone: 630-844-5467 Email: agray@aurora.edu

Vice President for Academic and Student Life and Assistant Title IX Coordinator - GWC

(Dr. Kate Herrick)

Meyer Hall 203 (GWC)

Williams Bay, WI 53191

Phone: 262-245-8581 Email: kherrick@aurora.edu

Chief Operating Officer

(Dr. Jeff King)

Eckhart Hall 316B

Aurora, IL 60506-4892

Phone: 630-844-6090 Email: jking@aurora.edu

Confidential medical and mental health support is available via the following resources:

Counseling services and health services are provided to all students free of charge through the TimelyCare app at timelycare.com/Aurora. In addition, students physically located in the State of Illinois are able to access support via Counseling and Psychological Services (call 630-844-4932 or visit http://aurora.edu/counselingappointment to schedule an appointment). The Office of Health Services is also available on the Aurora campus. Please call 630-844-5434 to schedule an appointment.

GWC Students: Contact Dr. Julie Beyers (jbeyers@aurora.edu or 262-245-8531) for assistance in accessing services.

In addition, University Chaplain Mark Woolfington, is available for pastoral support at mwoolfington@aurora.edu, 630-844-6175, 430 S. Evanslawn, Aurora, IL.

Day to Day Schedule

Subject to revision by the instructor and with appropriate notice given to students via email and/or in class.

***Subject to change**

1	M 1/10	Syllabus Day and Introduction	
1	W 1/12	Understanding *The Poetics*	
1	F 1/14	Discussion on Backwards & Forwards: Part 1 Discussion of Given Circumstances	
2	M 1/17	Martin Luther King Jr. Day – No Classes	No Class
2	W 1/19	Discussion on Backwards & Forwards: Part 2 Continued Discussion of Given Circumstances	
2	F 1/21	Read and Respond - The River Page to Stage - The River	Quiz: The River *Jez Butterworth* Journal Entry Due
3	M 1/24	Musical Monday - A Brief History of the Musical / Sunday in the Park with George	
3	W 1/26	Read and Respond - A Doll's House Page to Stage - A Doll's House	Quiz: A Doll's House *Henrik Ibsen* Journal Entry Due
3	F 1/28	Discussion on Backwards & Forwards: Part 3 Introduction to the Hodge Analysis & the Understanding of Given Circumstances	
4	M 1/31	Musical Monday - Into the Woods / Assassins	
4	W 2/2	Progression and Structure More Hodge Analysis	
4	F 2/4	Read and Respond - The Cherry Orchard Page to Stage - The Cherry Orchard	Quiz: The Cherry Orchard *Anton Chekhov* Journal Entry Due
5	M 2/7	Musical Monday - Oklahoma & Rodgers and Hammerstein	
5	W 2/9	Read and Respond - Hot L Baltimore Page to Stage - Hot L. Baltimore	Quiz: Hot L. Baltimore *Landford Wilson* Journal Entry Due
5	F 2/11	Character Analysis More Hodge Analysis	

6	M 2/14	Musical Monday - West Side Story and other treasured shows	
6	W 2/16	Read and Respond - August: Osage County	Quiz: August: Osage County *Tracy Letts* Journal Entry Due
6	F 2/18	Page to Stage - August: Osage County	
7	M 2/21	Combining the Hodge Analysis	
7	W 2/23	In Class Midterm Work Day	
7	F 2/25	In Class Midterm Work Day	
8	M 2/28	Musical Monday - The Work of Jonathan Larson	Midterm Due - August: Osage County
8	W 3/2	Read and Respond - The Glass Menagerie	Quiz: The Glass Menagerie *Tennessee Williams* Journal Entry Due
8	F 3/4	Page to Stage - The Glass Menagerie	
9	M 3/7	Spring Break - No Classes	No Class
9	W 3/9	Spring Break - No Classes	No Class
9	F 3/11	Spring Break - No Classes	No Class
10	M 3/14	Musical Monday - Company, Hal Prince, Bob Fosse	
10	W 3/16	Read and Respond - God of Carnage	Quiz: God of Carnage *Yasmina Reza* Journal Entry Due
10	F 3/18	Page to Stage - God of Carnage	
11	M 3/21	Musical Monday - Ragtime and the 90s.	
11	W 3/23	Read and Respond - Zoo Story	Quiz: The Zoo Story *Edward Albee* Journal Entry Due
11	F 3/25	Page to Stage - Zoo Story	
12	M 3/28	Musical Monday - The Musicals of Lin Manuel Miranda	
12	W 3/30	Read and Respond - Network	Quiz: Network *Lee Hall* Journal Entry Due

12	F 4/1	Page to Stage - Network	
13	M 4/4	Musical Monday - *The Spongebob Musical* and other Current Musicals	
13	W 4/6	Read and Respond - The Christians	Quiz: The Christians *Lucas Hnath* Journal Entry Due
13	F 4/8	Page to Stage - The Christians	
14	M 4/11	One on One Meetings - Final Play Choices	
14	W 4/13	One on One Meetings - Final Play Choices	
14	F 4/15	Easter Break - No Classes	No Class
15	M 4/18	Read and Respond - The Foreigner	Quiz: The Foreigner *Larry Shue* Journal Entry Due
15	W 4/20	Page to Stage - The Foreigner	
15	F 4/22	Spring Convocation - No Classes	No Class
16	M 4/25	Catch Up Day / Final Project Work Day	
16	W 4/27	Final Project Work Day	
16	F 4/29	Final Project Work Day	
17	M 5/2	**Final Meeting**	Final Paper Due

Final Exam is Final Exam May 2- MONDAY 11:15AM - 02:00PM