



*Minnesota State University, Mankato* HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5  
**Curriculum Proposal**

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal # <b>40</b>
College: <u>Arts and Humanities</u>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department: <u>Theatre and Dance</u>	<input type="checkbox"/> Graduate	Academic Year <b>07-08</b>
Program: _____	CIP # _____	(For Office Use Only)
Type of Change: <u>COURSE PROPOSALS</u>	Course Designator	Number of Credits
Proposed: <u>Change in Number</u>		
Title Current: <u>Play Analysis</u>	THEA 281	<b>3</b>
Title Proposed: _____	THEA 381	<b>3</b>
24-Char. Abbrev: _____	(if applicable)	

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Rationale or Justification for change:  
 In practice, this course has become upper division.

**\*\*\*For General Education or Cultural Diversity Courses Only\*\*\***

General Education Course:		Cultural Diversity Course:
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)
<u>N/A</u>	_____	<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
<u>N/A</u>	_____	<input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
<u>N/A</u>	_____	

For Writing Intensive Courses, attach a description of the kind and quantity of writing.  
 For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

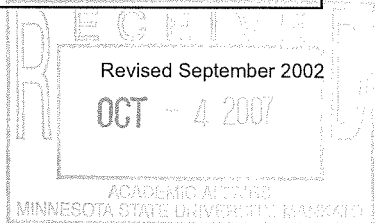
- Syllabus or course outline.
- Course's student learning outcomes associated with each GE competency or CD designation.
- List of strategies to be used to assess students' achievement of each GE competency or CD designation.

**\*\*\*For New Courses\*\*\***

(Check all that apply):	Instructional Type: <u>Lecture</u>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program	_____	<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:	_____	<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		

Attach paper copies of the following:

- Syllabus or course outline.
- Course's student learning outcomes.
- A list of resources required to offer and support this course.
- A description of how teaching this course will affect department staffing.
- If 400/500 level course, an explanation of added expectations of graduate students.






Minnesota State University, Mankato  
Curriculum Proposal

\*\*\*Signature Page\*\*\*

**Department**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

 8/22/07  
 \_\_\_\_\_ Date

Comments:

**College Curriculum Committee**


Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

 9/26/07  
 \_\_\_\_\_ Date

Comments:

**College Dean**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

 10/01/07  
 \_\_\_\_\_ Date

Comments:

**General Education Subcommittee**

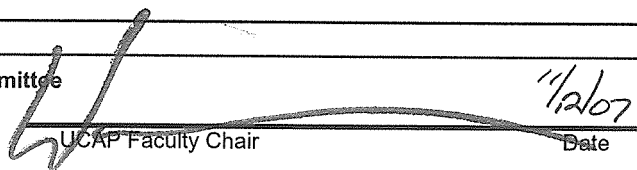
Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

\_\_\_\_\_  
 General Education Subcommittee Chair Date

Comments:

**Undergraduate Curriculum and Academic Policy Committee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

 11/26/07  
 \_\_\_\_\_ Date

Comments:

**Faculty Association Graduate Committee**

Recommended  
 Not Recommended

\_\_\_\_\_  
 Faculty Association Graduate Chair Date

Comments:

**Graduate Dean**

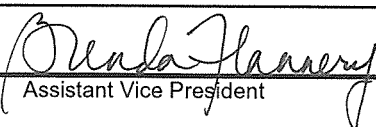
Recommended  
 Not Recommended

\_\_\_\_\_  
 Graduate Dean Date

Comments:

**Academic Affairs Council**

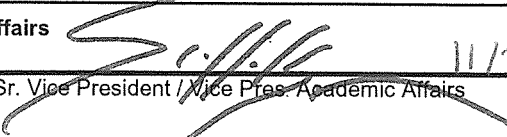
Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

 11/19/07  
 \_\_\_\_\_ Date

Comments:

**Senior Vice President and Vice President for Academic Affairs**

Approved (Category/ies \_\_\_\_\_)  
 Not Approved (Category/ies \_\_\_\_\_)

 11/20/07  
 \_\_\_\_\_ Date

Comments:

# Play Analysis – THEA 281

**Credit Hours:** 3

**Prerequisites:** THEA 100

MWF 1-1:50 pm, PA102

**Instructor:** Nina LeNoir

**Office:** PA 212

**Office Hours:** TBA and by appointment

**Phone:** Office, x3204; Dept. Office, x2118;

**email:** nina.lenoir@mnsu.edu

**Course description:** This course introduces students to methods of script analysis or “how to read a play.” Analysis will focus on dramatic structure, content and meaning from a theatrical point of view in preparation for production. Methods of script analysis will be discussed and applied to representative play scripts.

## **Textbooks:**

*Backwards & Forwards: A Technical Manual for Reading Plays* by David Ball (1983)

*Understanding Plays*, 3d ed. by Milly S. Barranger (2004)

*Romeo and Juliet* by William Shakespeare (any edition)

**Class format and expectations:** Lecture, class discussion and group work will be used to support and enhance reading assignments. Students will be expected to critically engage with the course material and with one another. Reading, writing, thinking, analyzing, discussing and asking questions is expected.

**Student learning objectives:** By the end of the course students will be able to:

- identify elements of dramatic structure and analysis
- identify characteristics of dramatic genre
- apply methods of analysis to dramatic texts
- critically read and analyze representative scripts
- define and defend interpretive choices in production preparation
- effectively and articulately communicate orally, visually and in writing

**Student assessment criteria:** Students will be evaluated on their understanding of each method of analysis presented and the subsequent application of each method to the scripts read in class.

Assessment activities:

1. Written analysis assignments
2. Analysis projects
2. Objective tests
3. Final group project and class presentation
4. In class discussion & participation

**Assignments:** Over the course of the semester, 10 plays will be read. For each script read and discussed in class, students will complete a “First Impressions” worksheet and an analysis project.

Analysis projects will form the basis for classroom discussion on workshop days and are due IN CLASS on the due dates. No late assignments will be accepted for credit.

In addition, at the end of classes, students will do class response papers. Each class response paper is worth 1 point.

**Examinations and projects:** Exams will consist of objective identification of important terms and concepts as well as specific questions on the plays read.

Each student will participate in a final group project on an assigned play that will demonstrate the ability to apply the skills and concepts learned.

**Class participation:** Class discussion in both large and small groups is central to student understanding and the development of oral communication skills.

**Evaluation Criteria/Grading**

• First Impression Papers (10)	80 pts	20.15 %
• Two examinations	80 pts	20.15 %
• Analysis Projects (9)	72 pts	18.14 %
• Final Group Project	85 pts	21.41 %
• Responses to Group Projects	10 pts	2.52 %
• Class Response Papers	30 pts	7.56 %
• Participation	40 pts	10.07 %

**A Note on Disabilities:** Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at (507) 389-2825 (V) or 1-800-627-3529 (MRS/TTY).

MINUTES FOR THE FACULTY MEETING  
DEPARTMENT OF THEATRE AND DANCE  
August 23, 2007

[Excerpt]

**B. Academics**

8. Official Curriculum action:
  - a. Number changes—Students need to take 40 credits at the 300/400 level. To help with this the following changes will be made.
    - i. THEA 200 to 315—Careers in Theatre
    - ii. THEA 211 to 410—Musical Theatre Acting I
    - iii. THEA 281 to 381—Play Analysis
  - b. Credit Change:
    - i. THEA 311 from 0 to 1 credit
  - c. New Music Skills classes:
    - i. THEA 212 Music Skills for Theatre I
    - ii. THEA 213 Music Skills for Theatre II
  - d. BFA in Musical Theatre adjustment—distributed.

All of the above were approved.