

# THEA 401: Drama and Theory

**Trimester 1 + 2 2015**

2 March to 15 November 2015

**30 Points**

## IMPORTANT DATES

Teaching dates:	2 March to 16 October 2015
Easter/Mid-Trimester break:	3 to 19 April 2015
Mid-year break:	2 to 12 July 2015
Mid-trimester break 2/3:	24 August to 6 September 2015
Last assessment item due:	16 October 2015

Withdrawal dates:

Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

## CLASS TIMES AND LOCATIONS

Wednesdays (as per schedule)	10am – 1pm	FT77 208
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## NAMES AND CONTACT DETAILS

### Course Co-ordinators:

T1: James McKinnon	Email: <a href="mailto:james.mckinnon@vuw.ac.nz">james.mckinnon@vuw.ac.nz</a>	Ph: 463 6115
T2: Nicola Hyland	Email: <a href="mailto:nicola.hyland@vuw.ac.nz">nicola.hyland@vuw.ac.nz</a>	Ph: 463 6826

*Office hours by appointment*

## COMMUNICATION OF ADDITIONAL INFORMATION

Additional information will be announced in class, or posted on Blackboard.

If you are not going to use the Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use.

## PRESCRIPTION

In this course, a range of historical and contemporary critical and theoretical perspectives are brought to bear on a representative range of classical and contemporary dramatic texts. Topics covered include classical dramatic theory and dramaturgy, contemporary performance theory, feminist, psychoanalytical, postmodernist, intercultural and postcolonial approaches.

## COURSE LEARNING OBJECTIVES (CLOS)

Students who pass this course should be able to:

1. distinguish, critique, and synthesise a variety of dramatic and theatrical strategies, genres and styles by engaging with a variety of dramatic and critical theories, and applying them to live performance
2. practise a range of creative and critical approaches to inquiry and scholarship, by developing oral and written critiques of live performance and dramatic texts;
3. understand the collaborative and ethical dimensions of creative and critical inquiry by participating in (live and online) discussions about how theatre means;
4. contribute to the development and leadership of productive groups, by engaging in discussion and exchanging feedback with peers;
5. develop skills in oral and written communication, critical thinking, and creative composition, by analysing performance, writing critiques, and exchanging ideas
6. investigate and explain the social functions, cultural politics, aesthetic elements, and historical contexts of drama, theatre, and performance
7. identify and pursue individual research interests in the fields of performance and theatre.

## TEACHING FORMAT

The course consists of 1) a series of seminars, roughly bi-weekly throughout the year; 2) selections of critical readings spanning the history of dramatic and theatrical history; 3) written critiques applying the ideas in the readings to examples of (written) drama and (live) theatre; 4) analysis & critique of one's own and one's peers' critiques.

## MANDATORY COURSE REQUIREMENTS

To pass this course, students must **complete** at least 8 critiques, and achieve a passing grade on all four assessment items listed below.

## WORKLOAD

The expected workload for a 30-point course is 300 hours over the year, or 10 hours per teaching week.

Obviously the time spent on work outside class will be an estimate for an average student but it will provide the basis for discussion when the reality is far from the expectation.

In-class time: 36 hours

Assessments: 55 hours (see below)

Preparation (readings, watching plays): ~ 8 hrs/week

## ASSESSMENT

Assessment items and workload per item		%	CLO(s)
<b>1</b>	<p><b>Critiques:</b> For each seminar, you will prepare by posting a MAX 500 word critique which investigates connections between a selected reading and a live performance chosen by the class. You must submit at least 8 to pass; you will <i>nominate four</i> for summative assessment on 15 October.</p> <p><b>Due dates: TBD. Roughly bi-weekly from 5 March –10 Sept, at least 48 hours before the seminar.</b></p> <p>Total time: 120 minutes per critique = 20 hours.</p>	40	1, 2, 3, 5, 6, 7
<b>2</b>	<p><b>Research/Innovation Project:</b> A new creative/scholarly work developed through independent scholarly and/or performance research using course concepts, skills, and tools, comprising an oral presentation/performance and a written component.</p> <p><b>Due Weeks 19 &amp; 20</b> (as scheduled in class)</p> <p>Total time: 20 hrs</p>	20	3, 4, 6, 7
<b>3</b>	<p><b>Peer assessment:</b></p> <p>1) For each critique submission, you will give formative feedback on one classmate's critique. <b>Due within 24 hours of the seminar.</b></p> <p>2) After all critiques are finished, you will write a (MAX 1000 word) summative "meta-critique" of two of your peers' critiques throughout the course. <b>Due 24 September.</b></p> <p>Total time: 10 hrs.</p>	20	1, 3, 5, 6
<b>4</b>	<p><b>Reflective Practice:</b> After each seminar, you will write a short critical reflection documenting the impact of the seminar discussion on your ideas. <b>Due within 24 hours of the seminar.</b></p> <p>Total time: 5 hrs.</p>	20	1, 3, 4, 5, 6

Details about each assessment item will be discussed in class and are provided on Blackboard.

1. **Group work:** Assignment Two is a group project. You may work with 1-3 partners, at the discretion and with the approval of the instructor. The assessment, however, will be individual, based on the oral and written presentations.
2. **Peer assessment:** Assignment three entails peer assessment. Half the mark (10% of your total grade) will be determined by taking the mean average of your peers' meta-critiques; the other half (10% of your total mark) represents the instructor's assessment of your weekly peer assessment.
3. **Marking criteria** for each assignment is provided on Blackboard and will be discussed in class.

**Please note:** Marks for Honours level assignments and final course grades are not finalised until feedback from the external examiner has been considered. Honours grades gained in individual courses remain provisional until the overall final classification made by the Honours programme examination committee.

### SUBMISSION AND RETURN OF WORK

Work provided for assessment in this course may be checked for academic integrity by Turnitin the online plagiarism prevention tool.

Electronic assignments are submitted as a MS Word file through Blackboard. How to name your file and step-by-step instructions can be found on Blackboard in the "Assignments and Turnitin" section.

Your marked assignment will be found on Blackboard in the same section.

### EXTENSIONS AND PENALTIES

#### Extensions

In exceptional and unforeseen circumstances an extension may be granted. To apply for an extension, email your Course Coordinator before the assignment is due. If granted, your Course Coordinator will inform you of the new due date. Tutors cannot grant extensions. **No assignment with or without an extension will be accepted after Friday 16 October 2015.**

#### Penalties

Work submitted after the deadline will be penalised by a 2.5 percent deduction from your total mark per work day. Late work also receives only minimal comments from your marker.

### MATERIALS AND EQUIPMENT AND/OR ADDITIONAL EXPENSES

The assessment for this course consists largely of writing in response to up to 10 examples of live theatre and performance in Wellington. Students are responsible for purchasing tickets and arranging their transportation to and from performance venues.

## SET TEXTS

Knowles, Ric. *How Does Theatre Mean?*

---. *Reading the Material Theatre*.

Other readings will be distributed through Blackboard.

You can order textbooks online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz).

## RECOMMENDED READING

Carlson, Marvin. *Theories of the Theatre*. Expanded ed. Ithaca: Cornell UP, 1993.

Fortier, Mark. *Theory/Theatre*. 2<sup>nd</sup> ed. London: Routledge, 2002.

## CLASS REPRESENTATIVE

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

## STUDENT FEEDBACK

The format, delivery, and assessment of THEA 401 reflect and incorporate feedback collected from students between 2012 and 2014, in course and teaching feedback, surveys, and formal research. Feedback from the 2013 and 2014 cohorts showed strong support for the new format and assessments, but we continue to improve the course. For 2015, more emphasis will be placed on peer review, based on findings from research conducted with the 2014 cohort. Anonymous student feedback on these and other issues will be solicited, and may be cited in research publications.

Student feedback on University courses may be found at

[www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

In week six or seven of the trimester your class representative will be invited to a meeting with the Programme staff. In week five your class representative will ask the class for any feedback on this course to discuss at this meeting.

## OTHER IMPORTANT INFORMATION

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

**School of English, Film, Theatre, & Media Studies**  
**THEATRE PROGRAMME COURSE OUTLINE THEA 401**

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute:  
[www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)
- School website: [www.victoria.ac.nz/seftms](http://www.victoria.ac.nz/seftms)

**COURSE PROGRAMME**

Week 1

Week 2

Week 3

Week 4

Week 5

**Easter/Mid Trimester Break:** Friday 3 to Sunday 19 April 2015

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12 *Mid Term Interviews*

**Mid-Year Break:** Thursday 2 to Sunday 12 July 2015

Week 13

Week 14

Week 15

Week 16

Week 17

Week 18

**Mid-Trimester Break:** Monday 24 August to Sunday 6 September 2015

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Week 19

Week 20

Week 21

Week 22

Week 23

Week 24