



Welcome to DRA 214 Script Analysis

Start date **January 21, 2025** - End date **March 14, 2025** meet **Fridays 4 – 6:50** via [Zoom](#)

CRN 34133 – Spring 2025

Instructor: bree valle - bvalle@cuesta.edu

Student Hours: Via [Zoom](#) 8am- 9am on Monday mornings (SLO time zone).



Welcome to DRA 214 I look forward to this semester where we will work together as a team to build your knowledge, skills, and enjoyment of theatre. This is a challenging course, and it requires time and effort, but you have the tools to be successful and I am here to help you along the way. This Syllabus outlines the expectations, policies, required materials and important dates for this course. It also provides you with tips about what other students have done to be successful in this course. I wish we could be meeting in person, but I promise to do my best to make this course engaging. This 3-unit course is a hybrid hybrid class with us meeting via zoom only once a week. There are **NO** face-to-face meetings. I look forward to having you in my class.

Regards,

bree

About me . . .

I have been in and around the theatre ever since 3 years of age. First crossing the stage as a singing sunflower in Canada. Since that time theatre has taken me to more than 50 countries.

I have been teaching theatre for the past thirty-five years. Before moving to California, I taught at Arizona State University. I love teaching, and love learning from my students. I work hard to create an open, kind, supportive class environment, but I also maintain high standards for my students.

My husband - Philip, son - Zayde, and neurotic French Bulldog - Pilot, make our home in San Luis Obispo. When not in the theatre I love thrifting, hiking, and eating.



How to reach me ...

email bvalle@cuesta.edu

office **virtual Monday mornings 8 – 9am PST**

via [Zoom](#) you may drop in to talk with me without an appointment.

Monday at 8am via Zoom or by appointment

I would love to help you understand the class material better or talk to you in more detail about preparing for assignments. This is also a great chance for us to get to know each other a little better.



Plus, I am available an additional 2 hours of flexible time each week by appointment – email me and we will find time.

In addition to Student Hours, you may reach me via email (bvalle@cuesta.edu)

Equity

I am committed to equity and inclusion in all my classes. If you meet the prerequisites for this course, you belong in this class, and you can succeed. It will take a lot of time, effort, and dedication, but you can do it and I am here to help you! In my class, I expect that all students will behave in a professional manner towards their peers, their instructor, and their community.



Is Distance Learning

Yes!



This class is fully online. You CAN succeed in an online class, although it takes self-motivation, personal discipline, and organization. I will provide motivation and tips to help you along the way and if you stumble, I will help you. Please take the following exploratory [Self-assessment Survey](#) to judge your level of preparedness for taking an online class.



How to Succeed in Introduction to Theatre

Theatre is an exciting subject. Being successful in theatre requires different skills and strategies than chemistry, biology, math, or many other subjects. You will be required to argue your findings in weekly discussion posts and critiques. If you find that you need extra help let me know. I am here to help you learn and enjoy the course material. If you are having trouble, please contact me early, and often. My contact information is on the first page of this syllabus.

In addition, Cuesta provides **FREE** tutoring at the [Student Success Center](#). Writing can be challenging, and the tutors are amazing. Most successful students spend several hours per week in the Student Success Center (either in person or virtual) with a tutor. And it's **free!**



Speaking of FREE – all course materials for this class are **FREE** and included in the weekly modules. Yippee for FREE!!!

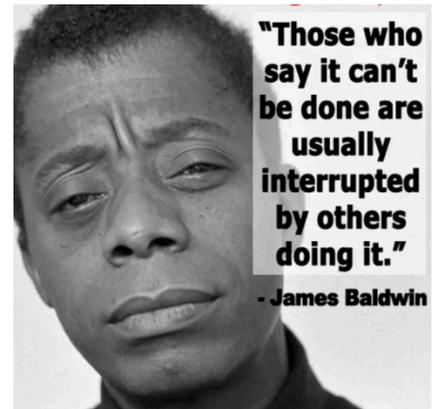
Catalogue Information

Catalogue Description:

We will study a play and learn how to examine their structure, theme and cultural context. Script analysis is an essential applied skill for actors, designers and directors.

Student Learning Outcomes (What you will do in this course)

1. Assess how various play-reading techniques can increase the reader's comprehension, understanding, and satisfaction when reading a play.
2. Dissect, analyze, and interpret dramatic structure using Aristotle's Six elements of tragedy to discover the patterns common to most dramatic storytelling.
3. Prepare a creative and a written analytic response to a selected play
4. Differentiate among theatrical genres by contrasting their primary characteristics from an applied analytical framework.
5. Interpret a script by examining and synthesizing ideas found in words, character, plot, style, and tempo/rhythm.
6. Appraise a scored script's usefulness as a blueprint for live production.



Free college services available to you

Nationwide, 36% of college students face challenges in securing safe housing or affordable food. If you need help, Cuesta College has several resources that can help.

- On campus food pantry (open daily) and a food bank distribution site (Typically 3rd Tuesday of the month).
- If you experience food or housing insecurity, please contact the Student Support Resolution Coordinator, Isaac Valdez, in Room 3178, 805.546.3192 or isaac_valdez2@cuesta.edu
- The Cuesta café Centre (room 3142) has food, toiletries, hygiene products, and clothing for students in need.
- Cuesta College offers personalized, confidential therapy services to support students for appointments.
- I might be able to help too, if you are comfortable in doing so, please let me know if you need assistance.
- More services and information can be found at <https://cuesta.instructure.com/courses/12134/pages/resources>



Written Assignments - *Arguments*

Every week you will be reading and writing a response to a prompt. I would like you to think of these as if you are presenting an *argument*.

Written *Arguments* - 6 posts / one per week –60 points each 60% of your grade

Your Written *Arguments* will require a minimum word count and must be academic. The prompts are designed to maximize your own personal engagement with the material, and to inform your learning about theatrical script analysis. It's an art form, and a discipline, so a thoughtful response is encouraged. You are encouraged to include references to the weekly module's content in your argument. These references should add to your and justify your point of view. Any responses that obviously don't demonstrate actual engagement with the material (i.e., 'This concept sucked, It was weird, I hate weird, weird sucks,' or, 'I liked it because it wasn't about dogs, and I think dogs suck,' are not particularly valid and you'll lose points). Remember each post will have a minimum word count requirement. All *Arguments* are due before midnight on Wednesday (PST). Late responses are accepted if they are submitted before the next *Argument* is due (one week).

**The written argument
endures. The oral
argument is fleeting.**

RUTH BADER GINSBURG

Weekly Script Readings 6%

We will read a script with gusto and intent.

Oral Presentation – Final 34%

A major emphasis of this class is to do research about one aspect of a theatrical text. This semester it will be *Treasure Island*. You will then present your findings to the group during one of our Friday zoom meetings. I encourage you to include visuals, audio, and any other wiz bang means to communicate your findings.

Your Oral Presentation is worth 34 points - 34% of your final grade.



Extra Credit

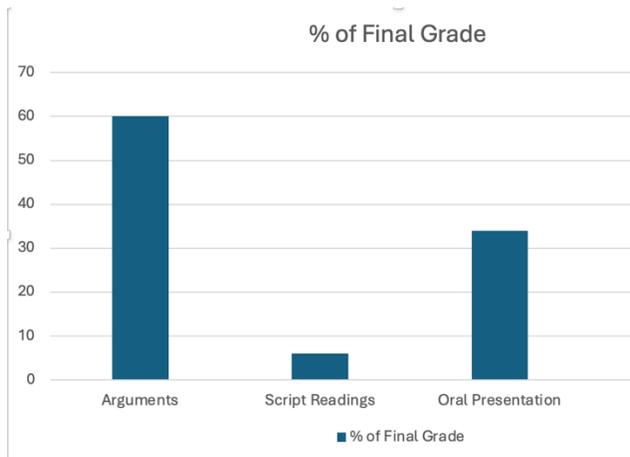
I work hard to create a course where your grade is based on your mastery of the course material, not on “busy work” or extra credit. Therefore, I request that you not ask for extra credit.

***What if I get stuck on an Argument or Presentation?**

Struggling is an important part of learning. There will be times during this course when you won't know how to answer a question. That's OK. If this happens, first look through the module. If you can't figure it out on your own in a reasonable amount of time, send me an email, or visit me in student hours (or make an appointment), or send me a text. Please don't struggle for a long period of time without getting help. Resist copying from someone else or using Google which may have incorrect information and will be considered academic dishonesty.

How Will Your Success be Measured?

| Item | % of Grade |
|-------------------|------------|
| Arguments | 60 % |
| Script Readings | 6 % |
| Oral Presentation | 34 % |



Percent will be converted to letter grade as follows
(fractions are rounded to the nearest whole number)

| | | | | |
|----------|---------|-------|---------|------|
| 100 – 90 | 89 – 80 | 79-70 | 69 – 60 | 59 > |
| A | B | C | D | |

“No-Zero” Policy

In this course, I’m trying out a new grading method. It’s called a “No-Zero” policy. What this means is that the lowest numerical grade that you can receive on an assignment, even if you don’t turn it in, is a 50. Yep... you heard that correctly. Let’s talk about why. On the 100 point grading scale, most of the grades represent a 10 point range. A ‘D’ is 60-69, a ‘C’ is 70-79, a ‘B’ is 80-89, etc. However, traditionally, an ‘F’ is 0-60. 60 points. The problem with this is that if you receive a zero on an early large assignment, sometimes it’s almost impossible to get caught up again even if you do well on everything else. By raising the floor of an ‘F’ grade to a 50, this creates more

opportunity for you to recover if something goes wrong. In this class, an 'F' is a 50-59.

Student Question: "Is that grade inflation? Does this mean it's impossible to fail your class?"

My Answer: "No," and "Definitely not." Even if the grade is a 50 and not a zero, an 'F' is still an 'F' and you need at least a 'C' (75%) to pass this course for credit. I hold your work to high standards, and the grades you earn and the feedback you receive will reflect those standards. By removing the zero from my grading scale, I'm essentially offering students a sturdier ladder to use in order to pull themselves up from a failing grade to a passing one. You can still fall behind, but you can't fall quite as far behind.

Catching up is still your work to do, but I'm here to help support you as you need it.

Late work

Sometimes, things happen that might affect your ability to turn in your assignments by the due date. Don't panic. I accept late work when extenuating circumstances have come into play and we have discussed and agreed upon appropriate accommodations. The most important thing is communication: if you need more time because there's something that you're struggling with inside or outside of the course, let me know. We can often come up with flexible solutions together. Once we have communicated, all late work is to be completed by the date that we agree upon.

Accommodations

This course has been designed to be accessible to students with diverse learning needs. At Cuesta, we have the support of our Disabled Students Program & Services office (DSPS), the office helps to make sure that students with diverse learning needs have the right tools to be successful in the classroom. Some services offered by DSPS can be found here: https://www.cuesta.edu/student/studentservices/dsps/dsps_services.html

If you think that you may qualify for assistance or accommodation, you can make a virtual appointment to discuss your situation and needs with a DSPS counselor:

https://www.cuesta.edu/student/studentservices/dsps/dsps_application.html

I fully support the use of services and accommodations by student who need them. For students who wish to use their accommodations in this class, please complete the two following steps:

- If you qualify for services or accommodations that you would like to use in this class, make sure

that I receive the electronic notification of your accommodations from DSPS. (This usually takes

the form of an electronic letter written by DSPS that you have the option to "send" if you decide you want to use accommodations in a particular class.)

- When you'd like to use an accommodation, contact me to discuss which specific accommodation you would like to apply to our classwork. This allows us to work together on

figuring out solutions for modifying course content or requirements to best suit your learning needs



Attendance

This course has no mandatory on-campus or Zoom meetings, however, I expect you to log in to the course on the first day of the class and to log in at least once a week thereafter. Students who fail to log in on the first day of the course risk being dropped from the course to make room for waitlisted students. If I do not hear from you and you miss multiple assignments, you may be dropped as well. Please reach out.

Will you be dropped from the course?

I hope not. However, yes, students who fail to log in on the first day of the class or miss multiple assignments (without contacting me) may be dropped. So please reach out if situations arise that prevent you from staying on top of these requirements. I will be flexible if you are accountable.

Please review the [Dropping Courses Policy](#)

NOTE: If you drop this class after the census date (see course calendar) you will receive a “W” on your transcript. [How to Drop a Course?](#) All courses in which you earn a grade of “D”, “F”, “NP” and/or “W” are counted as “unsatisfactory” attempts to successfully complete the course. You are only allowed 3 attempts to repeat courses for which you receive an “unsatisfactory” grade. A “W” on your transcript will count as an “unsatisfactory” attempt to successfully complete the course



Authentication Policy

Authenticating student identity will be conducted using the Learning Management System, Canvas. Canvas requires each student to log into the program using a secure login and password to access.

Academic Honesty

The plagiarism policy is one of most serious policies on the syllabus, and it's because it concerns the integrity of your work. Plagiarism occurs whenever an individual uses (copies or paraphrases with very little alteration) the ideas or work of another person without giving that person credit. This does not include information that is common knowledge (we'll be discussing the difference in class). Examples of plagiarism include: submitting an essay that has been wholly or partially completed by another person, using ideas or language from a text without attributing them to the author, copy-pasting any section of any text written by another person into your essay without the use of quotation marks, or paraphrasing someone else's words without giving that person credit. In this course, you will learn the MLA's methods for appropriately incorporating and acknowledging the work of others in your essays through quotation and citation. If I have reason to believe that you are turning in work that is not your own—either in part or in whole—we will schedule a video conference to discuss what happened, and to decide on an appropriate next step (usually an assignment re-write for partial credit).

If there is a second instance of plagiarism, that assignment will receive a failing grade automatically and a Student Misconduct Report will be filed with the Dean's office. If you find yourself unsure about issues regarding plagiarism, please feel free to ask me questions.

What do we mean by "Academic Dis-honesty?"



- files from a previous semester
- Helping someone or receiving help on a quiz
- Getting someone else to take your quiz
- Using AI to write your papers.
- Sharing answers with another student to complete assignments or quizzes
- Submitting someone else's files as your own
- Submitting either your assignments or another student's

Regular and Effective Contact Policy

Regular and effective contact between the instructor and the students will be achieved by some of the following means:

- Email, phone or messaging to individual students
- Weekly announcements to students
- Weekly constructive feedback on student work
- Attending student hours
- Available time to meet individual students via zoom appointment
- Weekly online discussions with appropriate instructor participation

Civility Requirements

For the interactive portion of the course, it is important that you respect your classmates' comments even if you disagree with their opinions; challenge the idea and not the person. Furthermore, in your discussions, please voice your opinions, yet be sensitive of



others' differences (race/ethnicity, religion, gender, sexual orientation, etc.). Please be respectful of these differences and do not say things that could be hurtful to others.

Contact Expectations

Please note that email is the best way to get in contact with me (I do not check my voicemail). I will make every attempt to answer your emails within 24 hours. And to preserve my sanity, I expect all email correspondence to include the following:

1. The CRN for the course you are in
2. Address the email to me so I know it is for me; and
3. Send a message with punctuation and enough detail for me to help you appropriately.

General Campus Policies

Follow this link for [General Campus Policies](#). (including: Withdrawal, Repeatability, Student Code of Conduct).



Technical Help & Resources

Cuesta students are encouraged to direct all technical support inquiries to support@my.cuesta.edu. If you are having issues with Canvas, you should contact the Canvas Support Hotline at (877) 921-7680, or click on the help button on Canvas Navigation to report a problem.

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be
or



you are having difficulty viewing the course or logging in, it may be because you are not using the correct url: <https://cuesta.instructure.com/> or you are using your phone using an unsupported browser.

Your learning environment is best accessed from a desktop or laptop computer, using Firefox or Chrome. This may solve your problem. Please review the [browser requirements and minimum computer specifications](#)

Cuesta Resources

The [Basic Needs Center](#) can address all of your basic needs. You are encouraged to submit the Basic Needs Support Form on their site to get started.



For quick access to pretty much all student information and resources designed to support you in achieving your education, career preparation and personal development, visit the [Student Services Hub](#). The HUB also includes information about Cuesta activities and opportunities to connect virtually with students.

Get information on virtual and in-person tutoring, check out these [Tutoring Schedules](#).
Get information on free, confidential, educational, mental and physical health care services, visit the [Student Health Center](#).

Get information about [Academic Success Coaches](#) who support students individually and in small groups to develop strategies to become strong, independent, resource-aware learners who are well-prepared for the rigors of college.

Students with a documented disability should get help arranging for accommodations to help them achieve their educational goals by contacting [Disabled Student Programs & Services \(DSPS\)](#).

If you are having difficulty accessing Canvas or any other technical difficulties, visit the [Having Technical Issues?](#) page for guidance.