

DAN School of Drama and Music

DRAM 100 – Introduction to Theatre **Course Syllabus**

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Description from the Academic Calendar

DRAM 100/6.0 Introduction to the Theatre

An exploration of theatre as a live performing art that seeks to engage, document, and affect communities. Topics may include theatre and society, theatrical representation, performance, and the work of actors, directors, designers, technicians, and playwrights. Opportunities given for practical projects.

LEARNING HOURS 228 (36L;36Lb;36O;120P)

What is Dram100 about?

Theatricality is what makes theatre unique, but what is theatricality, and how can we use it to tell dynamic and transformative stories about the human condition? That's the core question explored in Dram100.

Theatre represents the world through acting, storytelling, design, song, and movement. For as long as humans have existed, they have used theatre to investigate, understand, and discuss the world around them. When it works, it connects us to each other, sometimes in thought and reflection, sometimes in comedy and laughter.

In this course, we are going to discuss what makes theatre a unique artform, and explore why it still matters in a time where social media, film, and television are dominant. We will do this by watching and reading exciting examples of contemporary theatre, dance, performance, and musicals. We will discuss these productions using concepts from the discipline of theatre studies.

Discussion topics will include why representation matters, theatre and social change, theatre and sustainability, the value of comedy, music and musical theatre, the performance of identity in everyday life, theatricality and social media, theatre and accessibility, and more.

Consistent with the liberal arts perspective of the drama program here at Queen's, we will encourage critical thinking about the communicative role of theatre in society and the analysis of what makes good theatre.

Learning Outcomes

To complete this course students will demonstrate their ability to:

- Discuss theatre as both a creative medium and vital mode of human cultural communication.
- Encounter new, challenging, and/or unfamiliar artistic work with an open, inquisitive attitude and a willingness to engage with, rather than reject the work because it is unfamiliar.

- Accurately use basic concepts from theatre studies (including ideas about audiences, reception, dramaturgy, scenography, performance, and history) to investigate and analyze theatrical productions and plays.
- Interrogate how theatrical works can reflect and impact the world around us in both positive and negative ways, particularly in relation to the most pressing issues of our moment (including representation of cultural and personal identities; sustainability and climate; inclusion, accessibility and diversity; indigeneity and decolonization; the need for an ethics of care, kindness, and compassion in times of collective trauma).
- Apply a thoughtful approach to the creative process that blends both intuitive and structural impulses by
 - a) Developing an understanding of a dramatic work or theatrical project
 - b) Making a series of thoughtful scenographic & dramatic choices in response to that understanding
 - c) Reflection upon and evaluate the effectiveness of those choices, once in performance
 - d) Revising the work based on those evaluations and reflections
- Embrace uncertainty in the creative process by realizing the value of Version 2.0, both in terms of how it influences creative development and offers the freedom to fail.
- Deliver and receive peer feedback in a way that is productive, insightful, and that promotes positive development and exploration.
- Explain what the point is, if any, to making theatre in this day and age.

How Dram100 Works

Dram100 is a blend of online and in-class learning. Here's how it works:

- You start by completing the **WEEKLY MODULE**. This online module includes an online version of a theatre production that you will watch/read and a small collection of brief (5 to 10 minute) lecture videos. Module work is due on Monday nights.
- On Tuesday, you will attend the in-person **DRAM100 CLASS** with me, your professor. This is where we will get to discuss the material, get to know each other, and try out some exercises.
- Later in the week, you will attend a **PERFORMANCE CREATION LAB**. This is a small tutorial session where you and approximately 15 other students will experiment with making theatre together. The labs are an amazing way to meet other students and get involved in the theatre and music communities at Queen's.

NOTE: you do not need experience in drama to participate in these labs. Theatre is a multidisciplinary artform. It incorporates music, dance, visual art, sound design, athletics, video gaming, social media content creation, filmmaking, fashion, makeup, etc. We want you to bring your own personal talents, skills, and interests - whatever they are. Those will only make the creative process richer. Therefore, if you've never made theatre before, don't worry. You are welcome in this course.

WHY ARE WE USING A BLENDED LEARNING APPROACH?

We started using a 'blended learning approach' in Dram100 several years before the pandemic. Although we use online modules to supplement learning, this course was specifically designed for on-campus delivery.

How does the blended model work? Traditional lecture content has been reconfigured into a collection of short online videos. It's kind of like a 'talking textbook' that weaves course readings, screenings, and lectures together into a single weekly online module. This frees up classroom time for discussions and exercises. It allows us to actually interact with each other in a meaningful way when we are physically together in a room. The result is that in Dram100, students get to know each other (and the professor), even though it's a large enrollment course.

Also, it gives you complete control over the lecture videos. You can pause, rewind, or fast forward the videos. You can watch them at double speed if you're already familiar with the concepts. You can rewatch specific videos if a concept relates to an assignment you're working on. Finally, captions and transcripts are provided for all lecture videos, which means you don't have to worry about taking detailed notes in class. Instead, you can just come to and participate freely in the discussion and exercises.

Required Texts

The majority of screenings and readings for Dram100 will be provided free via our library's online subscriptions. However, you will need to purchase three titles for this course:

- *Mustard* by Kat Sandler
- *Sequence* (2nd edition) by Arun Lakra
- *Dreary and Izzy* by Tara Beagan

These titles are available as ebooks or hard copies from the publisher's website. Approximate total cost: \$52 plus tax. We will provide links to purchase these books when classes begin.

You will also be expected to attend a live production in the DAN School of Drama and Music sometime in the Winter 2022 semester. Tickets will cost approximately \$15 (with limited tickets also available for a pay-what-you-can preview).

Method of Evaluation

ASSIGNMENT	VALUE
Grade for Completion of Module Responses (10% for Fall term, 10% for Winter)	20%
Grade for Quality of Module Responses	30%
Fall Semester Written Assignment (Performance Analysis)	15%
Winter Semester Written Assignment (Performance Analysis OR Creative Response)	15%
Participation, Professionalism, and Attendance (in class)	10%
Participation, Professionalism, and Attendance (in lab)	10%

Note: Dram100 does not have a final or midterm exam.

Class Schedule

Note: the response assignments for each module are due before the class date listed. We will discuss the module during that class. **This schedule is subject to change.**

FALL 2021

Dates	Class Topic
Class 1: Tues Sept 7	Introduction & Review Syllabus
Class 2: Tues Sept 14	MODULE 1 - Theatre as Performance / Theatre as Art Watch a Production: <i>Frankenstein</i> (115min)
Class 3: Tues Sept 21	MODULE 2 - What is a Play? Read a Play: <i>Late Company</i> (approx 90min)
Class 4: Tues Sept 28	MODULE 3 - Mimesis & Representation Read a Play: <i>Other Side of the Game</i> (approx 90min)
Class 5: Tues Oct 5	MODULE 4 – The Actual and the Fictional Watch a Production: <i>Rent - Filmed Live on Broadway</i> (135min)
Oct 11-15	FALL READING WEEK – No classes
Class 6: Tues Oct 19	MODULE 5 - Stylization Watch a Production: <i>I, Claudia</i> (75min)
Class 7: Tues Oct 26	MODULE 6 - Theatricality Read a Play: <i>Mustard</i> (90min)
Class 8: Tues Nov 2	MODULE 7 - Aesthetic Distance Watch a Production: <i>Black Watch</i> (100min)
Class 9: Tues Nov 9	MODULE 8 – Theatricality and Acting Watch a Production: <i>Kafka's Monkey</i> (55min)
Class 10: Tues Nov 16	MODULE 9 - Theatre and Feeling Watch a Production: <i>Things I Know to be True</i> (120min)
Class 11: Tues Nov 23	MODULE 10 - Understanding Images in the Theatre Watch a Production: <i>A Disappearing Number</i> (120min)
Class 12: Tues Nov 30	MODULE 11 – TBA Production/Play: <i>lady in the red dress</i> (approx 120min)

WINTER 2022

Dates	Class Topic
Class 1: Tues Jan 11	First Class of Semester – Concept Review
Class 2: Tues Jan 18	MODULE 1 - Metatheatre: Making Sense of Worlds Watch a Production: <i>Lilies</i> (95min)
Class 3: Tues Jan 25	MODULE 2 - Introducing Dramaturgy Read a Play: <i>Sequence</i> (approx 120min)
Class 4: Tues Feb 1	MODULE 3 - Dramaturgy and Research Read a Play: <i>Dreary and Izzy</i> (approx 90min)
Class 5: Tues Feb 8	MODULE 4 - How We Understand Watch a Production: <i>The Wedding</i> (80min)
Class 6: Tues Feb 15	MODULE 5 - Thinking Scenographically Watch a Production: Documentary about Gecko Theatre (80min)
Feb 21-25	READING WEEK – No classes
Class 7: Tues Mar 1	MODULE 6 - Theatre, Space, and Audience Watch a Production: <i>The Container</i> (60min)
Class 8: Tues Mar 8	MODULE 7 - The Dramatic and The Postdramatic Watch a Production: <i>Qualitätskontrolle</i> (90min)
Class 9: Tues Mar 15	MODULE 8 - Theatre and the Dionysian Watch a Production: The works of Olivier de Sagazan and Tanya Tagaq (20min)
Class 10: Tues Mar 22	MODULE 9 – Performativity Watch a Production: <i>Hedwig and the Angry Inch</i> (95min)
Class 11: Tues Mar 29	MODULE 10 - Liveness and the Real Watch a Production: <i>Over There</i> (75min)
Class 12: Tues Apr 5	MODULE 11 - Performance Art Production: Marina Abramovic, Lorri Millan and Shauna Dempsey & Nina Arsenault

Faculty of Arts and Science Grading Scheme

Components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the *Faculty of Arts and Science approved scale for letter grade input* (below, left). Your course average will then be converted to a final letter grade according to *Queen's Official Grade Conversion Scale* (below, right).

<u>Arts and Science Letter Grade Input Scheme</u>	
Assignment Mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

<u>Queens Official Grade Conversion Scale</u>	
Grade	Numerical Course Average (Range)
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B-	70 - 72
C+	67 - 69
C	63 - 66
C-	60 - 62
D+	57 - 59
D	53 - 56
D-	50 - 52
F	49 and below

Policy on Extensions

****Extensions are only available for the End of Semester Written Assignments. For the policy about how you can submit late Module Responses, please review the instructions on onQ.**

Because we cannot predict your schedules, we offer one week extensions on written assignments, no questions asked. To receive the extension, follow these instructions:

1. Send an email to queensdram100@gmail.com to tell us that you are taking the extension.
2. In the subject line of your email, write: "Dram100 Extension."
3. In the body of the email, write: "Dear Grahame, I will be taking the extension for the ____ Assignment."

You will automatically receive an extension of one week. Extensions can be requested up until the due date for the assignment. If it is after that, you will need to contact Grahame to negotiate special permission to hand in your assignment.

Academic Integrity

Queen's University Statement on Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the [Senate Report on Principles and Priorities](#)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation 1](#)), on the Arts and Science website (see <https://www.queensu.ca/arts/sci/students-at-queens/academic-integrity>), and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation (i.e. providing information used by another student regardless of whether you gave them permission), forgery and falsification. These are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

How to Avoid Accidental Plagiarism

In Dram100, it is okay to discuss course materials with fellow students and peers. We encourage that. However, when it comes time to write your assignments, **it is VERY IMPORTANT that you write them separately from each other.** Separately, as in offline, in separate rooms, nowhere near each other. Write your assignments in solitude to avoid accidental plagiarism. Also, **avoid discussing your assignments via text chat, DM, or text messaging.** That makes it too easy for others to cut and paste your ideas into their assignment. We have seen it happen so many times in the past.

And most importantly: NEVER NEVER NEVER NEVER copy text from a text chat into your own assignments. If the same sequences of ideas show up in two assignments, even if the wording has been altered, it is still plagiarism. Even if you did it by accident. To protect yourself from accidental plagiarism (and from others taking advantage of you), we recommend avoiding text chats. Talk about assignments and modules **out loud** with your peers. To be safe, use Zoom, Facetime, Google Hangouts, a phonecall, etc.

Additional Resources

Regardless of how and where you retrieve information, the principles of academic integrity apply to all citations. If you take ideas from elsewhere, you need to cite them. These websites can help you with that:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Turnitin Statement

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database.

Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Dan School Of Drama & Music Anti-Harassment Statement

The DAN School of Drama and Music is committed to developing and maintaining an inclusive and respectful workplace and community that support students, staff, and faculty in all spaces including the classroom, office, rehearsal, and performance spaces. We are committed to preventing workplace discrimination and harassment, and to addressing and responding to any reports and complaints of harassment and/or discrimination in the workplace.

If you experience or witness unwelcome behaviour that cannot be resolved directly in a safe manner, you can contact The Dan School of Drama & Music Equity Representative and Chair of the Equity, Inclusive and Diversity Committee (DanSchool.EquityRep@queensu.ca) or the Queen's University Equity and Human Rights Offices (equity@queensu.ca or 613-533-2563).

Copyright

DRAM 100. The material may be downloaded for a registered student's personal use, but shall not be distributed or disseminated to anyone other than students registered in DRAM 100. Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor.

It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Accessing Student Support Resources

If you are struggling to keep up with your work, or if you are having some personal difficulties that are affecting your ability to thrive at Queen's, don't be afraid to reach out and talk to someone. You can speak to your TA and/or you can reach out to Grahame for help. We may not always be able to fix things for you, but we can help you find the right support resources here at Queen's.

[The Queen's Student Wellness Services \(QSAS\) website](#) has a lot of great information about those resources. There are resources for both physical and mental health assistance on the site. It also includes information about how to get urgent help here in Kingston, if you need it.

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. [The Senate Policy for Accommodations for Students with Disabilities](#) was approved at Senate in November 2016.

If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the [Queen's Student Accessibility Services \(QSAS\)](#) and register as early as possible.

ACADEMIC ACCOMMODATIONS AND CONSIDERATIONS

If you find yourself struggling to submit work due to personal issues or learning difficulties, there are policies at Queen's for requesting assistance. The instructors and TAs in Dram100 will respect and honour these accommodations. Part of being responsible and professional as a student is realizing when you need to ask for help. There is no shame in seeking assistance when you need it. We believe in that here in Dram100. Never be afraid to ask for help. Depending on your situation, you might need shorter term Academic Considerations or longer term Academic Accommodations:

Academic Consideration

[Academic consideration](#) is meant to help you manage a [short-term extenuating circumstance](#) that is beyond your control and could affect your academics. This might be a sudden physical or mental illness, a serious injury or required treatment for yourself or a significant other, bereavement (e.g., death of a family member or close friend), or a traumatic event (e.g., sexual assault, divorce). Another example is an absence due to a significant event, such as participating in a varsity championship or performing at a national or international event.

Academic consideration for an extenuating circumstance may include but is not limited to:

- an excused absence
- a deferral
- an extension
- a modified schedule for assignments, projects, labs, or placements
- an alternative assignment
- a re-weighting of term marks
- permission for an incomplete grade
- course withdrawal without penalty (this requires an appeal to the Associate Dean of Studies)

If you are approved for consideration, your instructor (Grahame) will determine which alternative is appropriate for your course based on the academic requirement(s) you may miss and the essential requirements/learning outcomes of the course.

All students who receive academic consideration must meet all essential academic requirements/learning outcomes and standards of the course. Academic consideration does not guarantee academic achievement in a course/program. For more information, and to see if your circumstances do or don't fit the definition of extenuating circumstances, please go to the [Academic Considerations website](#).

Academic Accommodation

Academic Accommodations are adaptations that we make to a course to reduce or eliminate barriers to participation. These barriers arise when a student with a disability interacts with the academic environment. These can include accommodations for learning difficulties.

Depending on your assessed needs, examples of academic accommodation include: extra time on assignments; special arrangements for exams; use of computer or other adaptive technology, note-taking assistance, alternate format for course resources (e.g., receiving textbooks in audio and/or electronic format).

Chronic or ongoing physical health or mental health conditions, or a learning disability are also usually dealt with through the Academic Accommodation process. Examples of conditions include: long-term physical or mental illness (e.g., hearing, visual, or mobility impairments, diabetes, cancer, autism spectrum disorder, ADHD/ADD, OCD, schizophrenia, eating disorders, anxiety, depression, etc.); learning disabilities (e.g., dyslexia, dyscalculia, dysgraphia, dyspraxia, auditory or visual processing disorders, etc.).

To arrange for an Academic Accommodation, you will need to meet with Student Wellness Services and register for accommodations. For more information, visit the [Queen's Student Accessibility Services \(QSAS\) website](#).

Notice of Recording

Synchronous (live) classes may be recorded with video and audio (and in some cases transcription) made available to students in the course for the duration of the term. The recordings may capture your name, image or voice through the video and audio recordings. Recordings will be made available exclusively on the Dram100 onQ course website, which can only be accessed by those currently attending the course.

By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives.

To learn more about how your personal information is collected, used and disclosed by Queen's University, please see the general [Notice of Collection, Use and Disclosure of Personal Information](#).

Technology and Dram100

We will be using onQ for most of our online work in Dram100. In your performance creation labs, you might also decide to use some social media platforms and/or media editing software to make your performances. We will not ask you to purchase any software. We have been researching free software solutions for image, video, and audio editing. We will share these with you as the course progresses.

We will be streaming videos from websites affiliated with the library at Queen's. You will be able to access these resources via the links posted in onQ. Sometimes you will be asked for your Queen's NetID and password. If, for some reason, you are accessing this course remotely from a foreign country and you discover that some streaming videos are blocked, please email Grahame as soon as possible.

onQ performs best when using the most updated version of either **Chrome** or **Firefox**. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ. While wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. To test your internet speed go to: <https://www.speedtest.net/>

For technology support ranging from setting up your device, issues with onQ to installing software, contact ITS Support Centre <https://www.queensu.ca/its/itsc>

Email Communication

You are required to use your queensu.ca email address for communications in this course, and it is your responsibility to check it regularly to ensure you do not miss out on important information. We will post course announcements in onQ. Please ensure that your onQ notification settings are set to send you emails when new announcements are posted