I. Locator Information:
Instructor: Professor Jeremy Fiebig
Course # and Name: THEA 221
Office Location: Butler Building| Room 268
Semester Credit Hours: 3
Office hours: Posted on office door
Day and Time Class Meets: MWF 12-12:50pm
Office Phone: 910-672-2574
Total Contact Hours for Class: 45
Cell Phone: 641-903-9576
Email address: jfiebig@uncfsu.edu

“Effort does not equal excellence.”

This statement means that, while hard work, determination, and completion of tasks are each necessary for success, they do not guarantee success. Success — academic or otherwise — is not guaranteed, and the work you put in, while necessary, does not mean you will receive an “A,” or that the audience will applaud, that people will like you, or that they will buy the thing you’re selling, or make you any money. The statement also means that excellence — the “A,” the applause, or whatever your terms — is defined by conditions that have nothing to do with the amount of work you put in, because it is assumed you put in the level of work necessary.

SPECIAL NOTE ON CALLING/TEXTING
You may text me at any time and I will respond if I am able. You may call me in an urgent or emergency situation, but I am not guaranteed to respond. Your texts should always include your name and the class you’re in. If you call first, you may not get an answer!

SPECIAL NOTE ON WHAT TO CALL ME
FSU has many different kinds of faculty, staff, and administration members. Faculty members are those who teach, or who have some other academic tie-in, staff members provide vital support to the programs and functions of the University, and administrators oversee and support a variety of academic and non-academic programs.

Faculty members are ALL “professors.” A professor is a person who “professes,” which means that they talk about or teach what they practice in a professional field. Some “professors” are also “doctors.” A doctor is a person who holds a specific kind of degree. Not all FSU professors are doctors, and it is a sign of respect to all of them for you to know the difference and to distinguish between them when you address each one.

Though it is acceptable to call a professor “Mister” or “Missus,” it is less specific, and therefore less useful, to use these generic titles. Unless you just can’t remember, try using “Professor” or “Doctor” to refer to a faculty member – but again remember that you should know the difference.

I am a professor, not a doctor, and you can call me “Professor Fiebig” or, if you ask and I say it’s all right, “Jeremy.”

SPECIAL NOTE ON HOW TO SEND EMAIL
Email represents who you are. When you send an email to a professor, you are engaging in formal communication with them, which usually involves making a request of some sort. When you send any kind of formal email, you should engage the following steps:

HAVE A USEFUL SUBJECT HEADING
Make sure your email subject is clear and specific. Don’t use “Absent Tuesday” when you can use “Jane Smith’s Absence on 12/4/11.”

GREETING
Begin your email with “Dear [Person’s Title][Person’s Name],” Spell the person’s name correctly.

HOW TO MAKE YOUR READER MORE LIKELY TO GIVE YOU WHAT YOU WANT
a) Phrase your email professionally and politely. Sometimes tersely worded questions (i.e., questions that seem very short, too direct, or somewhat rude) can put your reader on the defensive. If you have any sensitive or “critical” words, phrases, or requests, simply request a time to meet or speak over the phone in the email – putting those things in an email is not a good idea.

b) Never put your recipient on the spot, such as “Professor Thomas, I came by your office earlier, but you weren’t there, so I’m emailing you.” This, again, puts the reader on the defensive and, with professors in particular, makes it seem like they were the ones who failed you (maybe they did, or maybe they don’t have regular office hours when you stopped by, or maybe there was an emergency—in any case, there is no need to issue the criticism in polite company).

c) Never send an email and then do an immediate phone follow-up. If the issue is urgent, call the faculty member’s office (or, in my case, text me). If the issue is not urgent, try to respect your professor’s time by letting them respond to an email when it is convenient for them.

d) Avoid drama.

HOW TO BE CLEAR
Use correct spelling (particularly of the person’s name and title), complete sentences, and correct grammar and punctuation. Avoid “text” spelling, run-on sentences, or using ALL CAPS or all lower case words in your email. This is especially tricky, but all the more important, to do when you are responding on a mobile device. You will not be taken seriously, you will be seen as not having the time, attention, or respect to treat the email/professor/class well, and you may not get what you want as a result.

HOW TO WRAP UP
Conclude the email in a formal way.

IN CONCLUSION
Use all of these rules on every single email you send, even replies and even when the person you’re emailing breaks all these rules.

A SPECIAL NOTE ON OFFICE HOURS
Professors usually teach between 4 and 6 classes per semester and serve the University and the community in a number of ways, such as committees, leadership positions, etc. This means professors do not typically keep a traditional 40 hour work week, and so it can be frustrating to try to track them down in their office if it is your expectation that “they should be there.” In reality, they probably shouldn’t be there if they’re teaching class or serving on a committee.

I have provided you my personal cell phone number so that you can text me at any time, and I am also pretty diligent about returning email within a day. I also have regularly scheduled office hours you can see posted on my office door.
Almost all of your professors—and I certainly include myself here—are willing, able, and excited to meet with students for advising, help on course work, etc., but aside from regularly scheduled office hours, it is not expected that they will be in their office. **It is also a sign of respect that you (a) schedule a meeting time in advance, and (b) if the professor is in his or her office and seemingly available, to ask whether the present time is convenient for them to meet.** Check their office hours ahead of time and plan ahead.

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

**II. Course Description:** An historical survey of the development of the theatre from its origins to 1650, including studies of representative dramas in their cultural contexts, with analyses of the audiences, actors, and patrons; physical conditions and architecture; and the relationship of the theatre to the other arts.

**III. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.


**V. Student Learning Outcomes**

**Core Learning Outcomes**
This course serves the following core learning outcome:
Global Literacy. Students will experience global diversity through interaction, examination, and critical reflection. Our students will broaden their comprehension and appreciation of globalization and their role as global citizens.

**Program Learning Outcomes**
This course serves the following program learning outcomes for the BA in Theatre:
PLO - Demonstrate competency in research methods as they apply to the critical understanding of theatre and design of theatrical productions.
PLO – Demonstrate familiarity with significant dramatic works from various periods and cultures
PLO – Understanding of significant periods and genres in world theatre history
PLO – Identify historical, multi-cultural and social influences on a theatrical text

**Course-Specific Learning Outcomes Based on Integrated Course Design**
**Foundational Knowledge**
1a. Students will be able to construct a clear sense of how theatre has been made, from its origins to 1650, by relying on key terms, concepts, and relationships as tools.
1b. Students will be able to identify the essential developments in theatre to 1650.
Application
2. Students will be able to analyze meaning derived from certain theatrical expression as it relates to people, beliefs, environment, culture, and values.

Integration
3. Students will be able to compare divergent modes of theatrical expression, with particular attention to the interconnectedness of the cultures that create these modes.

Human Dimension
4. Students will value the role of theatrical expression within their respective communities.

Caring
5. Students will value theatre as a potential reflection of themselves, their communities, and the experiences of each.

Learning to Learn
6. Students will value the need to continually engage the study of theatre, history, and culture as an essential element of lifelong learning.

VI. Course Requirements and Evaluation Criteria
SYLLABUS POLICY
This syllabus serves as a contract between the professor and students. Students should adhere to this syllabus closely. Please be advised that the professor may not provide notice of a project due after a listing in the syllabus or on Blackboard. It is the student’s sole responsibility to turn in work on time. The professor reserves the right to alter the syllabus at any time to benefit student learning or to account for necessary adjustments in how the course is administered. Notice of a change to the syllabus will generally be given in class, on the course website and/or via email. In all cases, the student is responsible for all revised or added due dates for each assignment as well as any adjustments in the course schedule.

COURSE WEBSITE & EMAIL CHECKING
A course website is maintained on the FSU Blackboard server. Students are required to check email and the course site daily and will be held responsible for changes made to the course, assignments, etc. via either of these methods.

Because FSU has open-access computer labs and almost universal wireless or wired access to the internet, and because it provides you with a free, secure, email address, it is understood that you will be able to access a computer, Blackboard, email, and other web-based resources necessary for this course. Inability to access FSU email or Blackboard is something that is your responsibility and will not serve as an acceptable excuse for missing or late assignments, or for missed communication related to the course.

Many course assignments and quizzes/discussions must be submitted via Blackboard. I do not accept emailed or hard copy assignments unless mentioned expressly in class; these will be counted as missing.

SPECIAL NOTE ON BLACKBOARD GRADES: Your grades as listed in Blackboard are not guaranteed to be accurate. They may be weighted differently and certain scores for in-class work and other projects will not appear in Blackboard. You may always contact me for your current grade.
LATE WORK, QUIZZES, & EXAMS

There may be no “make-ups” for late or missing assignments, quizzes, or exams, except for University-approved absences, such as athletics, performances and tours, or other sponsored activities.

You may not receive credit for an assignment you turn in if you are not present in class when the assignment is due; this means you cannot skip class but still turn in the assignment electronically or otherwise.

No assignments or assessments submitted via Blackboard will be accepted after the acceptance period closes. Email assignments are not accepted and will be treated as though they were not submitted.

ATTENDANCE & TARDY POLICIES

Attendance will be taken daily. There are no excused absences for this course and will result in missing daily assignments and quizzes without the ability to make up the work. I do not require a doctor’s note or any documentation from local social services, because no absence of this nature is “excused.” Either you’re in class or you aren’t.

Multiple absences may be referred to your advisor and to Academic Affairs and may result in negative repercussions for your financial aid, enrollment, or other University concerns. Other action may be taken as allowed by the University catalog and the student handbook.

Tardiness to class is unacceptable and doors may be locked shortly after class begins. Tardiness that happens after attendance is taken may result in a grade reduction for any assignments taken that day. Two tardies shall equal an absence.

The professor reserves the right to issue a failing grade any student with 5 or more absences.

In extreme and documented cases only, such as a medical emergency or death in the family, the instructor, at his discretion, may provide an opportunity for make-up work, or extend a deadline on an assignment, or may waive an absence penalty.

To receive this consideration, a student must apply, with the instructor, for such consideration in an email. At no time should the student assume that an application for consideration will or should result in the professor granting such consideration.

ASSUMPTIONS

Assume that good will is a currency. If you attend class regularly and are actively and positively involved in course work and discussion, an absence, computer issue, tardy, etc. might be more easily overlooked or the professor more amenable to working with you when life’s complexities arise.

STUDENT BEHAVIORAL EXPECTATIONS

Student behavioral expectations are governed by the FSU Policy on Disruptive Behavior (see the FSU
website) and by this syllabus. The following behaviors represent, but in no way limit, the kinds of behaviors that are unacceptable in this class:

1. Failure to respect the rights of other students to express their viewpoints such as repeatedly interrupting others while they speak, using profanity and or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. **Use of cellphones for texting, MP3 players or iPads, earbuds or headphones. iPads and laptops are *only* permissible if used for note-taking.**
4. Overt inattentiveness (sleeping, reading newspapers, talking with classmates)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. **Entering class late or leaving class early on a regular basis**
9. Others as specified by the instructor (for this course, these include excessive or lengthy departures from class to use the restroom, wearing coats, bags, or headphones, engaging in outside-of-class behaviors such as aggressive or rude emails or personal confrontations related to the course, recording the professor in or out of class while at the University or engaged in a University activity, or issues in our productions that disrupt the safety, security, or spirit of the work, and may include others as defined over the course of the semester)

**Consequences for Failing to Meet Behavioral Expectations:** The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines, the instructor may deduct as much as a half letter grade from the final course grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct. In certain egregious, confrontational, or overtly disruptive circumstances, as defined by the professor, the student may be dismissed from the class for the day, or for a term specified by the professor, up to and including the entire course, and may be referred to Student Affairs. In these cases, the student will be subject to an absence, tardy, academic, or other policies listed in the syllabus.

**PLAGIARISM**
Plagiarism is the willful, negligent, or accidental use of another person’s language, ideas, or intellectual property without permission or acknowledgment. It includes lifting or copy-pasting sources from the internet, books, movies, other students, or, for the purposes of this class, even from yourself in work you’ve produced for other classes. This course subscribes to the University policies on plagiarism and academic dishonesty printed in the student handbook. First offense results in an F for the assignment. Second offense results in removal from the class.
GRADING & ASSESSMENT

There is an assignment nearly every day in this class: it is either a project listed below, or it is an in-class activity and/or reflection, or it is an out-of-class reading assignment, journal, or activity. Too many absences will result in you losing points for this kind of work and may do irreparable damage to your final grade.

ASSIGNMENTS

HISTORICAL-CULTURAL ESSAYS: 20%

Students will write a 2-5 page essay on each culture/period studied in which either a person, building, play, technique, movement, or concept is explored as an expression of the experiences, resources, and values of the culture that created it. Essays will also compare the culture/period of study to others and reflect upon the commonalities and differences found.

HISTORICAL RESEARCH PAPER: 20%

Students will write an 8-12 page research essay on a specific topic in theatre history.

PREPARATION & FUNDAMENTALS PROJECTS: 10%

Projects include in-class reflections, framework building, note card and study guide building, discussions, play attendance, etc.

INTERNATIONAL FOLK FESTIVAL: 10%

Attend Fayetteville’s International Folk Festival, document and reflect on your attendance and the cultural expressions identified.

UNIT ASSESSMENTS: 10% (total)

Objective and essay tests on each culture/period studied

MAJOR ASSESSMENTS :10% - Midterm; 20% - Final

Evaluation Criteria and Procedures

SCALE: I assign grades based on a points system where 60 or higher is a D, 70 or higher is a C, 80 or higher is a B, and 90 or higher is an A.

Generally, all projects are graded based on the following rubric, sometimes with adjustments made depending on the nature of the project. For instance, an acting project might be “well-rehearsed,” but a design project might be “well-prepared.”

General grading of other elements/overall course grade
• Proficient (A) - Represents achievement that is outstanding relative to the level necessary to meet course requirements. This work is superior in every respect, and represents the highest level of achievement. Its quality is so good that it would unreasonable to ask a college student to improve upon it.

• Competent (B) - Represents achievement that is significantly above the level necessary to meet course requirements. Not only were all the basic expectations met, they exceeded minimum expected quality levels. This work probably showed one or more of the following characteristics: excellent understanding of the class material, excellent application of theory to practice, unusual thoroughness in thought and preparation.

• Developing (C) - Represents achievement that meets the course requirements in every respect. This score does not indicate any shortcoming. All the work was done adequately and completely, and the work showed basic understanding and mastery of the course material.

• Emerging (D) - Represents achievement that is worthy of credit even though it does not fully meet course requirements. While there was merit to what was done, there were also deficiencies that meant the work did not fully meet the minimal expectations.

• Failing (F) – Represents work insufficient of credit because it fails to meet course requirements and/or violates guidelines for acceptable work.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

VI. Academic Support Resources – Use of Smart thinking, Criterion, University College Learning Center, Writing Center is strongly encouraged.

VII. Course Outline and Assignment Schedule
The most up-to-date course and assignment calendar is available on the course website. Below is a TENTATIVE course outline:

- August 17 | Course Prep; Defining Theatre & Theatre History
- August 20-24 | The Origins of Theatre; Unit Quiz
- August 27-31 | Ancient Greek Drama; Play One
- September 3 | Labor Day (no class)
- September 5-7 | Play Two; Hellenistic Theatre; Unit Quiz
- September 10-14 | Origins/Greek Essay due; Roman & Byzantine theatre; Play Three
- September 17-21 | More Roman & Byzantine Theatre; Play Four; see Man 1, Bank 0
- September 24-28 | Unit Quiz; Middle Ages in Europe; see Judas; attend International Folk Festival
- October 1-5 | Middle Ages in Europe; Play Four; reflection on Folk Festival due; Unit quiz
- October 8-12 | English theatre to 1642; Play Five; Midterm review; topic selected for research paper; revisions due for any essays to date
- October 15-17 | Midterm & Midterm assessment; essay on Middle ages due
October 19 | Midterm break (no class)
October 22-26 | Shakespeare; Play Six; bibliography due for research paper
October 29 – Nov. 2 | Spanish Theatre to 1650; play seven; thesis due for research paper; Unit Quiz
November 5-9 | Italian Theatre to 1650; Play Eight; essay on English theatre due; Unit Quiz; outline due for research paper
November 12-16 | French Theatre to 1650; Play Nine; see Spoon River
November 19-21 | Islamic, African, and Eastern Theatres; Essay on Spanish, Italian, and French theatre due; Unit quiz
November 23 | Thanksgiving Holiday (no class)
November 26-30 | Islamic, African, and Eastern Theatres; Play Ten; Revisions due for all essays; rough draft of research paper due; final review
December 5 | Final Examination at 12pm (will include unit test and essay on Islamic, African, and Eastern theatres; final research paper due

VIII. Teaching Strategies
Some classes will be lecture while others will consist of activities to include readings, videos, dramatic or musical activities, play readings, model building, etc.. All students are expected to participate. These activities along with essays, a research project, quizzes, and exams will be used for student assessment. Students are also expected to attend performances and reflect on their relationship to the course. Methods will include classroom lecture, instruction, and discussion, as well as play readings and other exercises. Supplemental handouts will be given to further assist the student on assignments.

This course will also incorporate the use of post-reading questions, in-class quizzes and discussions as part of what’s called formative assessment, where the instructor can evaluate the learning of students ahead of time and make adjustments to the course accordingly.

An online discussion board for class inquiries will be kept on the course site.

IX. Bibliography
