
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.



COURSE SYLLABUS, Fall 2020 (2020-1)

<p>Course: EMCO 496A Topics: The Drama</p>

Instructor Name	Mark Cassello
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Virtual Office	Tuesdays, 1:30-3:30 p.m. or by request.
Hours:	Zoom URL: https://ccsj.zoom.us/j/97626484291

Instructor Background: Like many students at CCSJ, I am a first generation college student that hails from a working class family. My mother emigrated from Norway after the Nazi invasion of Oslo during World War II. My father dropped out of high school and earned his G.E.D. in the army where he served in Korea shortly after the Korean War. Later, he worked for CTA in Chicago as a laborer and foreman with the South Shops. As for me, I attended Indiana University Northwest for my undergraduate degree while I worked full-time. Buckling under the pressure of juggling work and school, I left college for a decade to pursue a career in retail management for Wal-Mart and Office Depot. Unhappy, I returned to college, taking classes in the evening until I completed my bachelor's degree in English. Soon after, I earned a master's degree in American Literature with a minor in American Studies from Indiana University in Bloomington. I live in the historic Pullman neighborhood on Chicago's far South Side, which President Barack Obama declared a national monument in 2015. I am passionate about social justice, politics, and cultural heritage preservation.

Course Information:

Course Delivery Method:	This course uses a Traditional delivery model, which means we will meet face-to-face (in person) in a classroom with appropriate social distancing. I reserve the right to modify the delivery method in response to the ongoing Covid-19 pandemic.
Course Time:	Tuesday, 3:30 – 6:30 p.m.
Classroom:	Room 204
Prerequisites:	None.
Required Books & Materials:	<i>The Norton Anthology of Drama</i> (Shorter Edition), 2017. ISBN: 9780393283501 <i>American Buffalo</i> , David Mamet, 1994. ISBN: 9780802150578 <i>The Clean House and Other Plays</i> , Sarah Ruhl, 2006. ISBN: 9781559362665 <i>King Lear</i> , William Shakespeare, 1997. ISBN: 9781903436592

Learning Outcomes / Competencies:

This course meets the following objectives:

Students in this course will...

- Identify the development and application of various time periods, traditions and major authors in western and non-Western drama.
- Identify how drama as a genre reflects and challenges the values of the cultural and historical framework in which it was composed
- Analyze and interpret works of literature of major writers that reflect diverse dramatic traditions, time periods, and cultures
- Analyze the narrative structure, characters, and themes of dramatic texts.
- Understand the artistic and technical processes that transform a dramatic text into a dramatic production.
- Evaluate the role and application of ethical perspectives in dramatic storytelling.

The course also meets the following English & Media Communication Program objectives:

Students will...

- Know the nature of narrative, the elements of story, storytelling genres and structures, the story writing process.
- Understand the mechanics of textual, aural, and visual storytelling, the nature of current industry platforms, and the production process.

- Analyze textual, aural, and video stories in a variety of genres to determine and convey meaning.
- Evaluate the quality of multimedia storytelling in a variety of genres, purposes, and media platforms.
- Evaluate the role and application of ethical perspectives in multimedia storytelling.

This course meets Calumet College of St. Joseph's Signature Assignment requirement to demonstrate fundamental competency in written and/or oral communications.

Course Description:

This course surveys the development of the theater arts during the major periods of the theater, from Ancient Greece to modern times. It explores the genre both as form of writing and as a performance, surveys the masterpieces of world drama, the world's great dramatists, and the most important dramatic movements in world drama. Students will analyze these dramatic works to understand the story structure and how performance and production contribute to the thematic intent of the works.

Learning Strategies:

Direct instruction with classroom lecture and instructional content provided on Blackboard. Students are expected to prepare handwritten notes during periods of direct instruction, including during class discussions. Students' notes should include the day/date of the class session. They should also include a list of unfamiliar vocabulary encountered during direct instruction and class discussions. These notes should be assembled into a chronological archive and stored in a notebook, a folder, or on a digital platform. Student notes may be reviewed and/or collected periodically to evaluate student participation.

Reading is essential to mastering the learning objectives of this course. Students should be prepared to read, re-read, annotate, summarize, discuss, and analyze texts, which will include textbooks, dramatic texts, and may include scholarly articles. Students will also view filmed performances of dramatic works.

Writing is essential to mastering the learning objectives of this course. Students should be prepared to pre-write (list, brainstorm, freewrite), write (draft), re-write (revise), edit, and publish (print/post) a variety of writing assignments. Students will prepare a mixture of explanatory summaries, elementary academic essays, exploratory and expressive writing assignments (e.g., online discussion forum posts, freewriting, journals, reader response).

Oral Communication is essential to mastering the learning objectives of this course. Students should be prepared to formulate their ideas orally during full-class or small-group discussions. Students may also be asked to deliver oral presentations related to course reading and writing assignments.

Individualized Instruction will be provided at various times during the course, particularly to assist students in the writing process. These interactions (e.g., informal paper conferences) provide an opportunity for students to ask questions, respond to instructor feedback, and gain greater control over their personal writing process.

Experiential Learning Opportunities:

-Students may interact with guests who are active in the theater industry via Zoom.

Assessments:

Major Assignments:		Weight
	<p>Student performance in this course will be evaluated using the weighted grading system described herein. Students can track their current grade in Blackboard by viewing the “Weighted Grade” column in the course gradebook. Students’ final grade will be determined based on their performance in five different areas, weighted as follows:</p> <p><u>1. Participation Assignments:</u> <i>Students will complete a variety of short homework and online assignments. Some will assess if students have completed the assigned readings, understood vocabulary, and can articulate key concepts. Others will provide opportunities for students to express their thoughts about class readings or ideas presented in class to an audience that includes the instructor and/or their peers. Still others may be self-reflective assignments to help students formulate their thoughts.</i></p> <p><u>2. Story Structure Outlines and Analysis</u> <i>Students will create outlines that (1) identify the basic plot type, (2) identify the genre and generic conventions used, (3) chart the narrative structure, including the main plot and any subplots, (4) and describe the theme(s) of key dramatic texts. The outline will be accompanied by a short essay that closely examines one key moment of tension in the work.</i></p> <p><u>3. History of Theater Guide and Presentation:</u> <i>Students will be assigned an historical period from the development of Western theatrical tradition. Prepare a one-sheet guide to your historical period for your classmates. Your guide will 1) summarize the key innovations/characteristics of the period, 2) include a handful of notable works from the period, and 3) explain how this period connects to the period that follows it. You will deliver this information to the class in an oral presentation.</i></p> <p><i>NOTE: Please refer to the “Student Responsibilities” section of the syllabus for the course attendance policy.</i></p>	<p>40%</p> <p>40%</p> <p>20%</p>
	Total:	100%

Assessments:

Formative Assessments:

- Participation Assignments
 - Reading quizzes
 - Online assignments
 - In-class and online discussion
 - Review of writing assignment drafts
- History of Theater Guide and Presentation

Summative Assessments:

- Story structure outlines

Grading Scale:	100% – 92%: A	91% – 90%: A-	
	89% – 88%: B+	87% – 82%: B	81% – 80%: B-
	79% – 78%: C+	77% – 72%: C	71% – 70%: C-
	69% – 68%: D+	67% – 62%: D	61% – 60%: D-
	59% and below:	F	

Course Schedule:

I reserve the right to change this schedule to meet the needs of the class.

Understanding the Course Schedule:

NA = Norton Anthology of Drama: Shorter Edition

KL = King Lear; *CH* = Clean House; *AB* = American Buffalo

Online = Reading located on Blackboard in “Weekly Work” folder

BOLD ITEMS = Homework to be turned in or important information

[] = Planned in-class activities

Week One

8/24 – 8/28 READ: Online, History of Drama Packet
DUE: Lessons/Assignments in “Week 1” folder on Blackboard
 [Today’s Topic(s): Introduction to the course]

Week Two

8/31 – 9/4 READ: *NA*, Sophocles and *Oedipus the King*
DUE: Lessons/Assignments in “Week 2” folder on Blackboard
 [Today’s Topic(s): Presentation 1: Ancient Greek Theater; Oedipus discussion]

Week Three

9/7 – 9/11 **DUE: (In-class) Story Structure Outline and Analysis, *Oedipus the King***
DUE: Lessons/Assignments in “Week 3” folder on Blackboard
 You will spend the full class session preparing a story structure outline and analysis of the play, *Oedipus the King*. You may use your textbook but no other resources are allowed.
 [Today’s Topic(s): Prepare story structure outline in class]

Week Four

9/14 – 9/18 READ: *NA*, *Everyman*.
DUE: Lessons/Assignments in “Week 4” folder on Blackboard
 [Today’s Topic(s): Presentation 2: Medieval European]

LAST DAY TO WITHDRAW WITHOUT INSTRUCTOR APPROVAL (9/18)

Week Five

9/21 – 9/24 READ: *KL*, Act 1
DUE: Lessons/Assignments in “Week 5” folder on Blackboard
 [Today’s Topic(s): Introduction to Shakespeare and King Lear]

Week Six

9/28 – 10/2 READ: *KL*, Acts 2-3
DUE: Lessons/Assignments in “Week 6” folder on Blackboard
 [Today’s Topic(s): Discussion; Presentation 3: Early Modern (Elizabethan)]

Week Seven

10/5 – 10/9 READ: *KL*, Acts 4-5
DUE: Lessons/Assignments in “Week 7” folder on Blackboard
 [Today’s Topic(s): Discussion; Special Guest TBD]

MIDTERM GRADES

Week Eight

10/12 – 10/16 **DUE: (In-class) Story Structure Outline and Analysis, *King Lear***
DUE: Lessons/Assignments in “Week 8” folder on Blackboard
 You will spend the full class session preparing a story structure outline and analysis of the play, *King Lear* by William Shakespeare. You may use your textbook, but no other resources are allowed.
 [Today’s Topic(s): Prepare story structure outline in class]

Week Nine

10/19 – 10/23 READ: *Pygmalion* by George Bernard Shaw, Acts 1-2
DUE: Lessons/Assignments in “Week 9” folder on Blackboard
 [Today’s Topic(s): Discussion; Presentation 18th Century (Enlightenment)]

Week Ten

10/26 – 10/30 READ: *Pygmalion* by George Bernard Shaw, Acts 3-4
DUE: Lessons/Assignments in “Week 10” folder on Blackboard
 [Today’s Topic(s): Discussion]

Week Eleven

11/2 – 11/6 READ: *Pygmalion* by George Bernard Shaw, Act 5
DUE: Lessons/Assignments in “Week 11” folder on Blackboard
 [Today’s Topic(s): Discussion; Presentation 19th Century (Industrial Age)]

Week Twelve

11/9 – 11/13 **DUE: Story Structure Outline and Analysis, *Pygmalion***
 READ: *CH*, Act 1
DUE: Lessons/Assignments in “Week 12” folder on Blackboard
 [Today’s Topic(s): Discussion]

Week Thirteen

11/16 – 11/20 READ: *CH*, Act 2

DUE: Lessons/Assignments in “Week 13” folder on Blackboard
[Today’s Topic(s): Discussion]

NO CLASS – FALL BREAK (NOVEMBER 23-28)

Week Fourteen

11/30 – 12/4 READ: *American Buffalo* (all of it)

DUE: Lessons/Assignments in “Week 14” folder on Blackboard
[Today’s Topic(s): Discussion]

LAST DAY TO WITHDRAW WITH INSTRUCTOR APPROVAL (12/4)

Week Fifteen

12/7 – 12/11 **DUE: IDEA Course Evaluation.**

DUE: Course Reflection. For our final week of class, you will reflect on what you have learned this semester. To what extent has this course affected you intellectually or personally?

Student Responsibilities

Safety Measures	<p>The safety of our College Family in this unprecedented time is our primary concern. Following guidelines presented by the Centers of Disease Control (CDC), the Indiana Health Department, and best practices among other institutions of higher education, we are requiring the following:</p> <ul style="list-style-type: none"> • Face coverings over the mouth and nose in all indoor public spaces, including classrooms, the library, the Tutoring Center, and faculty offices. • Because face coverings are in use, no eating or drinking in the classroom. Plan to meet your needs between classes using appropriate social distancing. • Daily self-monitoring. If you have a temperature of 100.4 or higher, or any symptoms of COVID-19 – fever or chills, a cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, or nausea or vomiting – stay home and consult the class policy for staying on track. • Disinfecting your personal space using the materials provided when you enter the classroom. • Maintaining physical distancing of at least six feet within classrooms and other common spaces. <p>Please note: To accommodate students who may not be able to attend class in person, this class may be taped and posted to the course Blackboard site. Tapes will not be used for any other purpose outside of class.</p>
What to Do in Case of Illness	<p>If you are exposed to COVID-19, become ill, or are otherwise unable to attend classes as required, notify the College by sending an email to illness@ccsj.edu. The message that you are unable to attend class will be relayed to your faculty. The College will contact you with expectations regarding next steps and follow-up.</p>
Attending Class	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.</p> <p>In accordance with the English Program attendance policy, any student missing more than NINE (9) hours of class will receive an F (a failing grade) for the course. Exceptions to this policy may be made at the discretion of the Program Director or Administration.</p>
Turning in Your Work :	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due.</p> <p>To pass the course, you must complete and turn in all required assignments. All assignments are to be submitted through Blackboard, unless directed otherwise by the instructor. Do not email your work to Professor Cassello without his permission.</p> <p>Late Work: Due dates and times for all assignments will be indicated on Blackboard and in the Blackboard calendar. Work that is less than one week late may be accepted, but for partial credit. If your work is later than one week, it will be assigned a grade of zero (0), unless you make formal, written arrangements by email with Professor Cassello to submit it for partial credit. The purpose of this policy is to encourage students to submit work on time, so they can succeed in this course.</p>

Missed In-class Work: Our class will meet face-to-face approximately four times during the semester. During these sessions we will be discussing course readings and completing writing activities. If you are unable to attend these class sessions for personal or medical reasons, contact Professor Cassello by email to make arrangements to attend remotely or for an alternative assignment.

**Meeting Standards
for Classroom
Behavior:**

- **Use all the class time.** Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others.
- **Come prepared.** Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class.
- **Respect others.** Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.
- **Use electronic devices only for class purposes.** Engage with your classmates and the instructor without technological distractions.
- **No food or drink is allowed in class.** Do not bring food or beverages to our in person or online class sessions. You are there to learn. You may consume lozenges or other hard candy.
- **Have a professional presence for online class sessions.** Please sit upright at a desk or table for our online class sessions. Be sure to wear appropriate clothing (e.g., no pajamas).

**CCSJ Student
Honor Code:**

This course asks students to reaffirm the CCSJ Student Honor Code:

I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:

- Continuously embrace **honesty and curiosity** in the pursuit of my educational goals;
- Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my **community**;
- Do my own work with **integrity** at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;

Do my utmost to act with commitment, inside and outside of class, to the goals and **mission** of Calumet College of St. Joseph.

**Doing Your Own
Work**

If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at <http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite>

You'll also find a comprehensive guide to understanding what constitutes plagiarism, "What Is Plagiarism," on the Specker Library Web page at <https://www.ccsj.edu/library/What%20is%20Plagiarism.pdf> This guide comes from Plagiarism.com, and covers many ways in which plagiarism can occur. Be sure to review this important source!

Please note: All papers may be electronically checked for plagiarism.

Sharing Your Class Experience	Your voice matters! At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

Resources

CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
Student Success Center	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library. In addition, you can access online tutoring at Tutor.com. See the link within the Blackboard course.
Disability Services	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Crown Counseling , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
CCSJ Alerts	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html .