UNIVERSITY OF COLORADO
WRTG 3020: WRITING ABOUT THEATRE AND DRAMA

SYLLABUS: SPRING 2007

Instructor: Suzanne Hudson suzanne.hudson@colorado.edu

Office: Temporary Building #1, Room 3
        303-735-2861

Hours: TR 11-12:30 or by appointment

Biography: I have been teaching composition at the University of Colorado since 1990. I have also taught composition, literature, playwriting, and theatre arts at Front Range Community College, Regis University, and Metropolitan State College of Denver. I earned my Master’s degree in Literature and Language from CU in 1989. I have published three textbooks for Thomson Learning/Wadsworth Publishing: *The Art of Writing about Art, Thinking and Writing in the Humanities* and *Writing about Theatre and Drama*, now in its second edition. I love teaching, writing, and attending the theatre and hope to pass some of that enthusiasm on to you.

Course Objectives: The purpose of the course is to instruct students in the art and craft of producing clearly written analytical and argumentative essays in any discipline. The topic for writing in this class is theatre and drama.

Textbooks: *Writing about Theatre and Drama*, by Suzanne Hudson
           *Medea*, by Euripides
           *Antigone*, by Sophocles

*Please bring *Writing about Theatre and Drama* to class every day.

Attendance: Students will earn points toward a final grade for attendance, punctuality, and participation. The evaluation policy is constructed to accommodate the occasional absence, as it is understood that even the most dedicated student cannot always be in attendance. Students are not required to call or email me if they will be absent, or to present me with excuses, as none are needed. I assume that if the student is absent, it is for a good reason. The student must also be aware, however, that frequent absences, no matter how valid the reason, will negatively affect his or her grade.

Late Submissions: I accept late assignments; however, any reading response or homework assignment that is late will earn no more than half credit. Essay grades will be lowered by 10% of the maximum possible points for every class day they are late.

Essays: Each essay will be written expressly for this class and will be approximately 1,250 to 1,500 words in length. Each essay must have undergone at least two peer reviews to be acceptable.
Reading Assignments: Please remember that you are responsible for knowing and understanding the reading material, even if we do not address it directly in class.

Special Assignment: Students must attend one performance of Medea, produced by the CU Theatre and Dance Department, showing March 1-3, at 8:00pm.

Evaluation: Final grades will be calculated as follows:

Attendance (1), punctuality (1), and participation (1):
3 pts. x 30 days = 90 pts.
Peer reviews: 5 pts. x 17 peer reviews = 85 pts.
Homework assignments: 20 pts. x 5 assignments = 100 pts.
1st paper: 230 pts.
2nd paper: 240 pts.
3rd paper: 255 pts.

TOTAL POSSIBLE POINTS 1,000 pts.

A = 900-1,000 pts.
B = 800-899 pts.
C = 700-799 pts.
D = 600-699 pts.
F = below 600 pts.

Grading Criteria for Papers

A: This is a paper that is exceptional in form and content: original, substantive, insightful, well-organized, clear, graceful, error-free. It is written in the assigned mode of discourse, and information gleaned from sources is properly documented.

B: This is a clearly written, well-developed, interesting paper that shows above-average thought and writing craft. There are no major flaws but too many minor ones to merit an A.

C: This is a readable, reasonably well-organized paper that supports a focused thesis satisfactorily. It may have unresolved problems in presentation and distracting grammatical errors and stylistic flaws. It is a mixture of strengths and weaknesses, a paper that fulfills the basic requirements of the assignment, but says little of interest.

D: This paper is seriously deficient in content, form, style or mechanics. It may be disorganized, illogical, confusing, unfocused, or contain pervasive errors that impair readability.

F: A paper that is incoherent, inappropriate, or has not undergone at least two peer reviews.

Plagiarism: A plagiarized paper will earn the plagiarizer an F for the entire course.
**Disabilities:** If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability services determines accommodations based on documented disabilities (303)-492-8671, Willard 322, www.colorado.edu/disabilityservices.

**Religious Observances:** Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please let me know of your needs in a timely manner so that I may accommodate them. See full details at http://www.colorado.edu/policies/fac_relig.html

**Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

**Honor Code:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/

The University of Colorado at Boulder policy on Discrimination and Harassment (http://www.colorado.edu/policies/discrimination.html, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh
CALENDAR: SPRING 2007

Date   Activity

1/16   Welcome. Course overview. Modes of discourse.
       Assignment for 1/18:
       Read xiii-xiv, Introduction, and chapter 1, WTD.

1/18   Discuss reading assignment.
       Background for Antigone.
       Assignments for 1/23:
       Read Antigone.
       Complete Reading Response #1.

1/23   Reading Response #1 is due.
       Discuss Antigone.
       Assignment for 1/25:
       Read chapters 2 and 3 of WTD.

1/25   Discuss reading assignment. Discuss writing analytically.
       Generate topics for Antigone essay. Assign groups.
       Assignment for 1/30:
       Both groups: Write the first paragraph of your analytical paper on
       Antigone. Make 19 copies. Do not write your name on your
       paper, but do write your group number.

1/30   Peer review Group 1.
       Assignment for 2/1:
       Prepare comments on assigned drafts, using first 6 bullet points on page
       53 of WTD under "Readers Giving Criterion-Based Feedback."

2/1    Peer review Group 2.
       Assignment for 2/6:
       Both groups: Revise 1st paragraphs. Make 5 copies.

2/6    Peer review both groups, revised 1st paragraphs.
       Lesson: Body paragraphs.
       Assignment for 2/8:
       Both groups: Write a half-draft of your analytical paper on Antigone.
       Make 5 copies.

2/8    Peer review both groups, half-drafts.
       Lesson: Quotations.
       Assignment for 2/13:
       Both groups: Write a full draft of your analytical paper on Antigone.
       Make 5 copies.
Date       Activity

2/13       Peer review Group 1, full drafts.
           Assignments for 2/15:
           Complete quotations homework assignment.
           Prepare comments on assigned drafts, using the checklist on page 105
           of WTD.

2/15       Peer review Group 2, full drafts.
           Lesson: preparing essay for submission.
           Quotations assignment due.
           Assignments for 2/20:
           Prepare Antigone essay for submission. When writing, use page 105
           of WTD.

2/20       Antigone essay is due.
           Lesson: Background for Medea.
           Assignment for 2/22:
           Read chapter 5 of WTD.

2/22       Discuss reading assignment and review writing.
           Assignments for 2/27:
           Read Medea.
           Complete Reading Response #2.

2/27       Reading Response #2 is due.
           Discuss Medea (as written).
           Discuss writing theme paragraph.
           Assignment for 3/1:
           Write theme paragraph for critical review. Make 5 copies.
           Do write your name on your paper.

3/1        Peer review: theme paragraph of critical review.
           Prepare to see Medea.
           Assignment for 3/1-3 and 3/6:
           See Medea 3/1-3.
           Bring your notes to class on 3/6.

3/6        Discuss Medea (as performed).
           Assignment for 3/8:
           Write two body paragraphs for critical review.
           Make 5 copies.
Date | Activity
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3/15 | Peer review: Full draft of critical review. Use the checklist on page 184 of WTD. Assignment for 3/22: Read chapter 4 in WTD.
3/20 | Lesson in MLA documentation. Assignment for 4/3: Read pages 197-208 in WTD. Complete MLA Documentation assignment, pp. 208-09 in WTD. Discuss style, last words on writing the critical review. Assignment for 3/22: Prepare critical review for submission. When writing, use checklist on page 184 of WTD.
3/26-30 | SPRING BREAK!
4/3 | MLA Documentation assignment is due. Reading Response #3 is due. Discuss Trifles.
4/5 | Visit Library. Discuss form for argument writing, 1st paragraphs. Assign groups. Assignment for 4/10: Both groups: Write 1st paragraph of argument essay on Trifles. Make 19 copies. Do not write your name on your paper, but do write your group number.
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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>4/10</td>
<td>Peer Review Group 1: 1st paragraph of argument essay.</td>
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<td>Assignment for 4/12:</td>
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<td>Prepare comments for assigned paragraphs, using the first 5 items</td>
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<td>of the checklist on page 142 of <em>WTD</em>.</td>
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<td>4/12</td>
<td>Peer Review Group 2: 1st paragraph of argument essay.</td>
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<td>4/17</td>
<td>Discuss presentation of evidence.</td>
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<td>Assignment for 4/19:</td>
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<td>Both groups: Revise 1st paragraphs and write one refutation section.</td>
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<tr>
<td>4/19</td>
<td>Peer Review both groups: Revised 1st paragraphs and one refutation section.</td>
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<td>Assignment for 4/24:</td>
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<td>Both groups: Write half-draft of argument essay. Make 5 copies.</td>
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<tr>
<td>4/24</td>
<td>Peer Review Group 1: Half-draft of argument essay.</td>
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<td>Assignment for 4/26:</td>
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<td>Prepare comments for assigned drafts, using the first 7 items on</td>
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<td>the checklist on page 142 of <em>WTD</em>.</td>
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<td>4/26</td>
<td>Peer Review Group 2: Half-draft of argument essay.</td>
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<td>Assignment for 5/1:</td>
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<td>Both groups: write full draft of argument essay. Make 5 copies.</td>
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<td>When writing, use checklist on page 142 of <em>WTD</em>.</td>
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<td>5/1</td>
<td>Peer review Group 1: Full draft of argument essay.</td>
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<td>Assignment for 5/3:</td>
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<td>Prepare comments for Group 2's full drafts, using the checklist on</td>
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<td>page 142 of <em>WTD</em>.</td>
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<td>5/3</td>
<td>Peer review Group 2: Full draft of argument essay.</td>
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<td>Exam Day</td>
<td><em>Trifles</em> argument essay is due. Congratulations!</td>
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