Courses submitted for inclusion in the HMVV Curriculum must already exist and/or have been approved by the Undergraduate Council.

Course title: Script Analysis  
Department and Course Number: THEA 20103  
Instructor: Harry Parker

Please indicate below which Learning Outcomes* and Student Action Steps** best represent the focus of your course, keeping in mind that your course only needs to meet one of the Learning Outcomes to be approved. Using the bulleted instructions on of this form, please provide examples that explain how students will, through the use of Student Action Steps, achieve the Learning Outcomes in your course.

**Competency:**
TCU Graduates will demonstrate an understanding of, and sensitivity to, our shared literary heritage.

<table>
<thead>
<tr>
<th>Learning Outcomes: Indicate one or both as appropriate to your course.</th>
<th>Student Action Steps: Indicate which are to be used in your course or add others you will use to reach the selected Learning Outcome(s).</th>
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<tbody>
<tr>
<td>Students will demonstrate an understanding of literature as it impacts and/or reflects society and the individual. [X]</td>
<td>Students will read and analyze fiction, drama, poetry, etc., and then examine the role of this material in reflecting and influencing society. [X]</td>
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<td>Students will read and analyze fiction, drama, poetry, etc., and then relate this study to the individual condition, whether of characters, or the students themselves. [X]</td>
<td>Students will examine the interrelationships of the individual, cultural milieu, and society by reading and analyzing fiction, drama, poetry, etc. [X]</td>
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<td>Students will examine the interrelationships of the individual, cultural milieu, and society by reading and analyzing fiction, drama, poetry, etc.</td>
<td>Other: Students will read and analyze several major plays from important periods of theatre history and consider how they reflect those periods in which they were written, and how they might be meaningful today.</td>
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<td>Students will demonstrate an understanding of how literature also constructs human cultures. [ ]</td>
<td>Students will apply broad contextual understanding of literary works to contemporary life and cultural situations. [ ]</td>
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<tr>
<td>Students will read and analyze fiction, drama, poetry, etc., and then explore how meaningful language might construct culture. [ ]</td>
<td>Other:</td>
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</table>

*The Learning Outcomes are statements of what we expect our students to know or be able to do upon completion of a course in that category.

**The Student Action Steps identify the process(es) that will lead to the intended Learning Outcome. As such, Student Action Steps must specify an action(s) to be taken by a student to fulfill a specific Learning Outcome and be reasonable within the context and time frame of the course. The Student Action Steps above are provided as examples of how students might achieve the Learning Outcomes.
Please provide 2 or 3 examples below that explain how students will, through the use of Student Action Steps, achieve the HMVV Learning Outcomes in your course. Although useful, reference to your syllabus does not substitute for a written explanation on this page. To facilitate understanding, please use language accessible both to faculty who might be outside your discipline as well as to students who might see such language in a course syllabus.

Please attach a syllabus as a supporting document for your submission. Syllabi for HMVV courses should reflect the Learning Outcomes and the use of Student Action Steps that correlate with HMVV requirements.

Please attach an additional HMVV course submission form if this course is being submitted for a second HMVV category.

LEARNING OUTCOME #1:

Students will read and analyze more than 15 plays during the course of the semester, from the Greeks, the medieval period, Shakespeare, Moliere, 19th and 20th centuries. They will examine each script as a blueprint for theatre production and answer questions such as the ones below, in class discussions, written essays, and exams.

What does this text tell us about the individual characters in this play? For example, in a close reading of Antigone, how would an actor determine the inner motivations and actions of the title character, if they were assigned to play this role in a production? Is Antigone completely altruistic in her desire to bury her dead brother or is she, perhaps, more selfishly seeking attention by her actions? Is she trying to punish Creon, or avoid marrying Haemon? Could there be a combination of these motives? Most importantly, what evidence in the text supports or fails to support options such as these?

What were the intended themes or messages of the play A Doll’s House to its original audience? What societal characteristics can we apply to our understanding of how the play was received in its earliest productions? What kind of themes or messages will it have to a contemporary audience? How would a director carefully read the text and then determine which factors in Nora’s story are still timely to an audience, or which ones might seem dated? How could these factors be communicated carefully through a director’s conceptualization, the design of the scenery, costumes, and lighting, as well as the acting?

Specific assignments for the course: beyond classroom discussions and four exams, students will be assigned to write 4 essays (app. 1500 words each) on 4 of the different plays read and discussed in class. These essays must analyze at least 3 of the major structural components of the play.