

Instructor Information

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DESCRIPTION OF COURSE

Comparisons of plays and musicals that are also films, with emphasis on structural changes from the play to the film.

COURSE OBJECTIVES

- To gain a better understanding and appreciation of the transformation of plays to film (and films to the stage)
- To make students critically aware of the process of screen adaptation
- To gain insight into dramatic structure
- To develop a comparative eye for differences between playwriting and screenwriting
- To decipher what makes a better cinematic choice vs. a compelling theatrical choice
- To gain a better understanding of theatrical filmmaking
- To become a better critic while watching a film

PROCEDURES FOR ACCOMPLISHING OBJECTIVES

- Thoughtful and creative completion of class assignments
- Applied understanding of the terms and theory covered in script readings and presentations. This is accomplished through discussion board postings, dramatic worksheets, and essays.
- Successful presentation of a mid-term project comparing a play and film.

REQUIRED MATERIALS

****Please note that students are responsible for acquiring the plays and films listed here****

- All students must have access to the following **scripts**:
 - *A Streetcar Named Desire* by Tennessee Williams
 - *Amadeus* by Peter Shaffer
 - *Chicago* by Fosse, Kander, and Ebb
 - *Romeo and Juliet* by William Shakespeare
 - *Hairspray* by O'Donnell, Meehan, Shaiman, and Whitman
 - *Doubt: A Parable* by John Patrick Shanley

Scripts may be purchased at campus bookstores or online (amazon.com, dramabookstore.com). Scripts are available at MSU main library and may be available at your local public library

- All students must have access to the following **films**:
 - "A Streetcar Named Desire" dir. Elia Kazan
 - "Amadeus" dir. Milos Forman
 - "Chicago" dir. Rob Marshall
 - "Romeo+Juliet" dir. Baz Luhrmann
 - "Hairspray" dir. John Waters (**1988 version**)
 - "Doubt" dir. John Patrick Shanley

Films may be purchased online (amazon.com, half.com) or rented (local video store; streaming on youtube; Netflix DVD). Films may also be found at MSU Library Digital and Media Services, or at your local public library.

- **Students must also have access to one additional play and film for the midterm and final project.**

REQUIREMENTS OF STUDENTS

Active participation following each presentation. Participation involves respectful, supportive, and engaged participation in discussion boards assigned and/or uploading assignments to the D2L Dropbox.

- Please adhere to deadlines. **Late work will not be accepted.**
- Completion of Dramatic Worksheets; these should be completed in one sitting.
- Successful completion of a mid-term project on Shakespeare and film.
- Successful completion of a final project on student selected script and film.
- It is the **student's responsibility** to keep up with deadlines, assignments, and projects. Assignments are generally due on Thursdays. Keeping track of deadlines and meeting them is ultimately YOUR responsibility. You are welcome to submit any assignment early.

ONLINE LEARNING

For those of you unfamiliar with online learning, the onus is on the student to keep up with assignments and participate in postings according to deadlines. The benefit of online learning is your ability to work at your convenience and without distraction. The challenge of online learning is that you must be self-motivated. Often, students who would hang back in classroom discussions will thrive in the online learning environment because everyone is required to post on the discussion boards. To assess your interest and ability in online learning, you may want to consider taking an online learning readiness quiz such as this one: <http://www.unc.edu/tlim/ser/>

Students must have reliable access to a MAC or PC with a web browser installed (Mozilla Firefox is recommended), and a fast internet connection that will accommodate streaming video. Free wireless internet can be accessed in countless locations on and off campus, so a lack of internet access is not a valid excuse for late work. Numerous computer labs are available on campus, in particular at the main library.

GRADING POLICIES

Grades are assigned based on the student's understanding, effort, growth and success on each assignment.

Grades will be posted on D2L within two weeks after the assignment was due. It is your responsibility to be aware of your grade in this course. Please feel free to discuss grade questions or concerns with your instructor at anytime. There are a total of 300 points in the course. Each dramatic worksheet is worth 10 points. Each posting is worth 10 points (this includes responding to other students, so be sure to do that). Larger projects include two essays worth 40 points each and a midterm project worth 60 points.

<u>GRADING SCALE</u>		
300-279= 4.0	263-249= 3.0	218-204= 1.5
278-264= 3.5	248-234= 2.5	203-180= 1.0
	233-219= 2.0	179 & below= 0.0

ASSIGNMENTS

****PLEASE SUBMIT ASSIGNMENTS IN AN APPROPRIATE FILE FORMAT, OR TYPED DIRECTLY INTO D2L.**** Appropriate file formats include .doc, .docx, .pdf, and .rtf. Documents saved as .pages files are never acceptable.

- **Dramatic Worksheets** are found as Quizzes. These should be completed after reading the script, but before viewing the presentation. They are designed for analyzing the play's dramatic structure. (A two-hour time-limit is listed, but you can work beyond this time. However, you should make sure that you can complete the Quiz in one sitting, as you may not be able to access it again after you leave it.)
- **Discussion Board Postings** will be assigned according to topics covered in the presentations. Instructions are given at the end of each presentation. The postings are your opportunity for dialogue and discussion in the course; please be thoughtful and respectful.

- **Essays:** Two essays covering guidelines of major topics will be submitted. You should focus on synthesizing materials and concepts in the course. Your essay should have a strong thesis statement and make an argument.

- **Mid-term Project:** Your opportunity to apply critical thinking and course terminology to a film of your choice, based on a Shakespeare play. Suggestions are given, but you may move beyond these with instructor approval.

Henry IV, Part 1 and *My Own Private Idaho* (dir. Gus van Sant)

Othello and *O* (dir. Tim Blake Nelson)

Macbeth and *Scotland, PA* (dir. Billy Morissette)

The Taming of the Shrew and *Ten Things I Hate About You* (dir. Gil Junger)

Titus Andronicus and *Titus* (dir. Julie Taymor, 1999)

Richard III and *Richard III* (dir. Richard Loncraine; perf. Ian McKellen, 1995)

Hamlet and *Hamlet* (dir. Michael Almereyda, perf. Ethan Hawke, 2000)

- **Final Project:** Find a play script and movie to compare. You get to choose one of the two options to complete for your final project:

Option #1: Essay Requirements:

- 1,500-2,000 words
 - Double-spaced
- First Page Heading:
- Your Name
 - Paper Title
 - Course Number and Section Number
 - Date

Option #2: PowerPoint Presentation:

- 18-20 slides
- Include commentary about specific moments
- Use the presentations for this course as a guide... AND be creative!

DO NOT INCLUDE A COVER PAGE

PLAGIARISM

Please familiarize yourself with guidelines for avoiding plagiarism. <https://www.msu.edu/~ombud/academic-integrity/plagiarism-policy.html> Every instructor of this course has access to all its previous offerings including postings and papers from each version of the course since its inception. Plagiarism includes quoting or paraphrasing from any source without appropriate citation. You should avoid shortcuts and study guides like SparkNotes. Any case of plagiarism, even in the slightest degree, will lead to an automatic 0.0 for the assignment, and could lead to an automatic 0.0 for the course.

IMPORTANT NOTE REGARDING E-MAIL CORRESPONDENCE:

All course communication should be sent to the instructor via D2L or the email address listed at the top of the syllabus. You will see on D2L that the class has been divided in half based off of your last name.

Please write your e-mails to the instructor who is grading your work. When emailing an instructor regarding a question or comment pertaining to class please keep in mind the following guidelines:

- State the issue clearly as it is likely you are not the only person with this question. Provide as much information as possible so the instructor(s) can fully understand your situation/question.
- Make sure to write in a tone that is both respectful and professional.
- Provide your name and an appropriate subject line.
- Please include a salutation/greeting as well as a sign-off to each correspondence.
- Observe correct spelling and grammar practices.
- Be frugal when sending emails regarding questions/issues. Often answers can be found on your own with a little investigation and/or patience. Most of the information you need is already provided for you on D2L.
- Allow the instructor(s) a reasonable time for response and only send a follow up email if needed. Generally e-mails will be answered within a 48-hour period during the regular workweek.

CLASS SCHEDULE

WEEK	LESSON SUBJECT	ASSIGNMENTS AND POINTS	DUE DATE	PREP FOR NEXT LESSON
1	Lesson 1: Theatrical vs. Cinematic	Posting 1 - 10points	1/14	Read <i>A Streetcar Named Desire</i> , complete the dramatic worksheet, and have the movie version ready to watch before starting the presentation.
2	Lesson 2: Theatrical Adaptation: <i>A Streetcar Named Desire</i> by Tennessee Williams	Dramatic Worksheet 1 - 10 points Posting 2 - 10points	1/21	Read <i>Amadeus</i> , complete the dramatic worksheet, and have the movie version ready to watch before starting the presentation.
3	Lesson 3: Cinematic Adaptation: <i>Amadeus</i> by Peter Shaffer	Dramatic Worksheet 2 - 10 points Posting 3 - 10points	1/28	Read <i>Chicago</i> , complete the dramatic worksheet, and have the movie version ready to watch before starting the presentation.
4	Lesson 4: Theatrical and Cinematic Adaptation: <i>Chicago</i> by Ebb, Fosse, and Kander	Dramatic Worksheet 3 - 10 points Posting 4 - 10 points	2/4	**Essay 1 Due 2/11**
5	Lesson 5: Essay 1 Due on the terms "theatrical" and "cinematic"	Essay 1 - 20 points	2/11	
6	Lesson 6: Shakespeare on Film Overview	Posting 5 - 10 points	2/18	Read <i>Romeo and Juliet</i> , complete the dramatic worksheet, and have the movie version ready to watch before starting the presentation.
7	Lesson 7: Contemporary Shakespeare: <i>Romeo and Juliet</i> by William Shakespeare	Dramatic Worksheet 4 - 10 points Posting 6 - 10 points	2/25	**Midterm Project Due 3/17**
8	Lesson 8 and 9: Shakespeare Re-Imagined: Read one of the Shakespeare texts below and compare it with its modern cinematic update. "My Own Private Idaho"- <i>Henry IV, Part I</i> "O"- <i>Othello</i> "Scotland, PA"- <i>Macbeth</i> "She's the Man"- <i>Twelfth Night</i> "10 Things I Hate About You"- <i>The</i>			**Midterm Project Due 3/17**

	<i>Taming of the Shrew</i>			
9	***Midterm Due***	Midterm Project- 50 points	3/17	
10	Lesson 10: Hollywood Censorship	Posting 7 - 10 points	3/24	Watch the movie version of "Hairspray" and have the script of the musical handy before watching the presentation.
11	Lesson 11: Film as Play: "Hairspray"	Dramatic Worksheet 5 - 10 points Posting 8 - 10 points	3/31	
12	Lesson 12: Films as Plays: Broadway cannibalizes films for musicals and plays	Posting 9 - 10 points	4/7	Read <i>Doubt: A Parable</i> , complete the dramatic worksheet, and have the movie version ready to watch before viewing the presentation.
13	Lesson 13: Play and Cinema tackle the same subject <i>Doubt: A Parable</i> vs. "Doubt"	Dramatic Worksheet 6 - 10 points Posting 10 - 10 points	4/14	**Essay 2 Due 4/21**
14	Lesson 14: Essay 2 Due Compare all of the films and plays for final analysis	Essay 2- 20 points	4/21	Choose a play and its movie version for examination. Get instructor approval for your choices before viewing the presentation. **Final Exam Due Thursday, May 5th**
	No work due April 28– work on your final project!			
15	Lesson 15 and 16: Final Project Due: Find a play and movie and compare.	Final- 50 points	5/5	
		<u>Total points for course</u> <u>300</u>		

UNIVERSITY POLICY AND PROCEDURES:

Academic Honesty: Article 2.3.3 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, **The Department of Theatre** adheres to the policies on academic honesty as specified in General Student Regulations 1.0, *Protection of Scholarship and Grades*; the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in **THR 350-Plays as Film**. Students who violate MSU academic integrity rules may

receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>)

Accommodations for Students with Disabilities (from the Resource Center for Persons with Disabilities (RCPD):

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Drops and Adds: The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is **01/31/2014**. The last day to drop this course with no refund and no grade reported is **02/26/2014**. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes: Commercialization of lecture notes and university-provided course materials is not permitted in this course.**

Attendance: Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

Internet: Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

Disruptive Behavior: Article 2.3.5 of the *Academic Freedom Report* (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

**Note: The Code of Teaching Responsibility requires instructors who permit students to commercialize their class lecture notes to include a statement in their course syllabi that gives such permission. Absent such permission, students may not do so.

SUBHEADING ON TURNITIN

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a "similarity score." The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

Students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g., name or student number), the system will automatically show this information to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

Other optional statements to include based on retention choices instructors set up:

- Student submissions will be retained in the global Turnitin repository.
- Student submissions will be retained only in the MSU repository hosted by Turnitin.
- Student submissions will not be retained beyond the initial comparison.