

# DRA102 Exploring Twentieth Century Theatre

**School:** School of Business and Creative Industries

2025 | Semester 2

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus.

Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.

## 1. What is this course about?

### 1.1. Description

In this highly practical course, you will develop an understanding of key twentieth century theatre movements by exploring performance ideas in workshops, reading plays, viewing performance(s) and engaging in research. You will expand your knowledge of these movements histories, rationales and philosophies. The movements studied include Realism, Symbolism, Futurism, Dada, Expressionism, Epic Theatre, Theatre of the Absurd and a variety of Postmodernism informed artists. This course will combine theory and practice with a focus on building performance skills.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Asynchronous Online Delivery of Learning Material	1hr	Week 1	10 times
<b>Tutorial/Workshop 1</b> – Scheduled On-Campus Workshops	2hrs	Week 1	12 times
<b>ONLINE</b>			
<b>Learning materials</b> – Asynchronous Online Delivery of Learning Material	1hr	Week 1	10 times
<b>Tutorial/Workshop 1</b> – Scheduled Online Workshops	2hrs	Week 1	12 times

### 1.3. Course Topics

Throughout the semester *DRA 102: Exploring Twentieth Century Theatre* students will:

- Explore key dramatic works during the twentieth century's realism and antirealism theatrical movements. *Note: As a reflection of human experiences experienced throughout the twentieth century, the dramatic works read, discussed and viewed throughout this course may include elements of adult themes, course language, sex/sexual references, and/or violence.*
- Investigate historical linkages across society, culture and artistic practice.
- Build interpretative artistic skills through in-class activations of dramatic literature.
- Communicate connections to modern society through a practical realization of the Living Newspaper aesthetic. *Note: In the demonstration of this twentieth century dramatic form through an assessment task, student groups may create and perform a staged reading of their dramatic works reflecting on contemporary news stories with subject matter(s) containing adult theme and/or course language.*
- Develop a better understanding of postmodernist theatre practice.

### 1.4. Mature Content

Sex/Sexual references, Violence, Coarse Language, Adult themes

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Communicate knowledge of Twentieth Century Theatre forms	Knowledgeable
2 Analyse a play text in relation to its historical, social and political context	Creative and critical thinker
3 Analyse a playwright's aesthetic choices based on their philosophical, cultural and artistic contexts.	Creative and critical thinker
4 Create a short performance demonstrating a contemporary activation of a specific Twentieth Century performance form.	Empowered

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

### 5.1. Pre-requisites

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

DRA302

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Competent English language skills for oral and written work.

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Students will have an opportunity to provide an early outline/plan for their first assessment task's performance review in Week 3. All groups working on second assessment task's Living Newspaper piece will have a workshop performance during Week 8.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	20%	800 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Creative Performance	Group	40%	6-8 minutes	Week 9	Online Assignment Submission with plagiarism check and in class
All	3	Essay	Individual	40%	1200-1500 words	Exam Period	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Communicating Themes in Theatrical Performance

<b>GOAL:</b>	Creative practitioners can analyse a contemporary performance work's themes through script analysis and critiquing interpretative choices.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	From a list of pre-selected options, you will watch a recorded professional live theatre performance on Digital Theatre Plus and then compose a performance critique. Your performance critique will identify the dramatic work's significant themes and the production's choices in communicating these specific themes for an audience. Further information will be provided during workshops and on Canvas.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Clear and accurate communication of the dramatic literature's plot and characters.	1
	2	Comprehension of the production's choices transforming the dramatic work for a live audience through specific examples.	2
	3	Written communication skills	1
<b>GENERIC SKILLS:</b>			

### All - Assessment Task 2: Group Performance - The Living Newspaper

<b>GOAL:</b>	As a developing theatre practitioner, in this task you will enhance your performance skills by realising a historic performance style.		
<b>PRODUCT:</b>	Creative Performance		
<b>FORMAT:</b>	You will perform a well-rehearsed six to eight minute scripted performance based on the Living Newspaper techniques brought forward by the Federal Theatre Project during the Great Depression in 1930's America. Though this assessment task, your group will explore how this movement responded to other early twentieth century theatre styles across the globe. Each group will select a prominent Australian news story during the current year and then transform your research into the six to eight minute performance. In Week 8, your group will perform an early draft of this assignment for instructor feedback. Further information about this task will be provided on Canvas.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Realisation of performance style	4
	2	Ensemble skills	3
	3	Overall polish of presentation	4
	4	Dramatic meaning in historical context	2
<b>GENERIC SKILLS:</b>			

### All - Assessment Task 3: Connecting Author to Play-Text

<b>GOAL:</b>	Theatre practitioners analyse a play-text in relation to the playwright's approach towards dramatic style and aesthetics.		
<b>PRODUCT:</b>	Essay		
<b>FORMAT:</b>	For this assignment, you must choose one of the pre-selected play and playwright combinations provided by the course coordinator. The resulting essay will analyse the playwright's construction of their dramatic work as a reflection of dramatic style and aesthetics. The essay will build from the course's set readings, script analysis of the play-text and course workshops. The essay's research will focus on the playwright's artistic approaches, their theories towards dramatic form and the socio-political influences. Further information will be provided in the learning materials and on Canvas.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Understanding of the playwright's historical, social and political context	2
	2	Analysis of the play's characters, plot and themes in relation to the dramatic work's historical, social and political context	2
	3	Written communication skills and referencing	1
	4	Comprehension of the playwright's theatrical aesthetics	1
<b>GENERIC SKILLS:</b>			

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site— Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Students are recommended to wear loose, comfortable clothing suitable for drama workshop activities.

## 9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty  
From 15 minutes to 30 minutes: 20% penalty  
More than 30 minutes: 100% penalty

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)