

WAYLAND BAPTIST UNIVERSITY

VIRTUAL CAMPUS

School of Humanities & Leadership

Wayland Baptist University Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success and service to God and humankind.

Course Name: ENGL 3340/ DRMA 3340 Studies in Drama: Broadway Classic

Term and Year: SP26

Full Name of Instructor: Dr. Kimberlee Mendoza

Office Phone and WBU Email Address: 806-291-1106

Office Hours, Building, and Location: By Appointment

Class Meeting Time and Location: MW hybrid (10:00-10:50am) GH 203

Catalog Description: Regularly alternating topics that pertain to the study of theatrical plays and the art of playwriting. May be repeated one time when topic varies. May be repeated one time when topic varies. **Prerequisite:** ENGL 1302 or higher

Required Textbook and Resources:

- Leadon, Fran. *Broadway: A History of New York City in Thirteen Miles*.
- William Shakespeare. *As You Like It*.
- Hudes. Quiara. A. *In the Heights*.
- Hammerstein, Oscar II. Rodgers & Hammerstein's *The King & I*.
- Hansberry, Lorraine. *A Raisin in the Sun*.
- Inge, William. *Bus Stop*.
- Sondheim, Stephen. *Four by Sondheim*.
- Most popular (videos)

Here are some links to the play in video form (though you may find better ones):

- Shakespeare. <https://youtu.be/RXtXJbPVtEw?si=BXFv7VoGsM2eSvrK> or check out the modern adaption on Amazon. There is a musical version by Taub and Woolery. Here are the songs: https://youtu.be/IwjMOo3OwYU?si=4s_nDSoqyZ14Q153)
- Hudes. <https://www.youtube.com/watch?v=P6CaEpIQGLg>
- Hammerstein songs. <https://youtu.be/0aJbGGsK608?si=Zu21idpmFYuUFnKC>
- Hansberry. <https://youtu.be/GGPH2fLfwfE?si=yMUgvPCIqQ0j9kMP> and songs to adaption musical "Raisin:" https://youtu.be/0J8Xu7L6_Og?si=vMwKrXGpNxaS6U27
- Sondheim
- Inge. Act I- <https://youtu.be/wF2SP7gNyuM?si=hpvQPZc3h6oK2zkI> and Act II <https://youtu.be/Qq4BsikFrLU?si=P4OY767u34-uMEtr>
- Most popular of all time videos to choose from:
 - Chicago - <https://www.youtube.com/watch?v=MUdI55tdMaE>
 - Hamilton - https://youtu.be/gHej85If2Rg?si=YI-nv_AjG3Fax13V
 - Godspell - <https://youtu.be/7cMqoJrsvok?si=hpTSXFOYofMr1tjk>

- Lion King - <https://youtu.be/7XVREwhi5cg?si=tdrVDdLeULj52DDd>
- Phantom of the Opera - https://youtu.be/4xBsZsAmdjI?si=r_DWfjv_ZuiNIQQP

In addition to the plays you will be reading and writing, you will also need to see one live play.

Course Outcome Competencies: Upon the conclusion of this course, students actively engaged in learning will be able to:

1. Describe, analyze, interpret, and judge the craft of a play script.
2. Conduct college-level research on selected scripts.
3. Understand play structures and the art of storytelling within the theatrical medium.
4. Demonstrate the ability to write a script intended for theatre.
5. Critically offer feedback and revisions of both student plays and published scripts.

Attendance Requirements: As stated in the Wayland Catalog, students should make every effort to attend all class meetings. All absences must be explained to Dr. Mendoza, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses seven (7) or more of the regularly scheduled class meetings will receive a grade of “F” in the course (THIS INCLUDES COLLEGE SANCTIONED EVENTS. So please plan accordingly.) If you have a medical emergency, you MUST have a doctor’s or nurse’s note to be excused.

[Link to WBU’s Statement on Academic Integrity](#), and reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course:

No use of any generative AI tools is permitted.

- Students are required to create and produce all work themselves or with assigned group members. Any work submitted that has used an AI generative tool like ChatGPT will be in immediate violation of the academic integrity policies for the course and WBU.
- All assignments must be fully created, designed, and prepared by the student(s).
- Any work that uses generative AI will be treated as plagiarism.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291- 1057. Documentation of a disability must accompany any request for accommodations.

Course Requirements and Grading Criteria:

INTERVIEW WITH SHAKESPEARE

1. Create 10 interview questions you'd like to ask Shakespeare, most of them pertaining to *As You Like It*.
2. Then, using the play, analysis, and research, answer each question as you would assume Shakespeare would answer the questions.
3. You may do this in written form, or be creative on video (but both sides must be shown, and must be the original work of the student. Any use of AI must be approved by the professor or it will receive a "zero.") If you are writing, upload your Word document. If you choose video, upload your link from YouTube. (Please do not attach from the Cloud, as I will not be able to view it.)
4. A discussion forum will be created, if you would like to share what you've done with others in the class.

HISTORY OF BROADWAY ESSAY

Students will write an essay (five paragraphs) on the reading and the textbook. You must cite both the reading and the videos. You may not use any other sources. Papers should include proper citations (MLA) in-text and on a Works Cited page. Each paragraph must be ten sentences or longer, which includes citations from the reading and video.

Paragraph 1—Introduction with thesis as the last sentence
Paragraph 2—Topic sentence and evidence
Paragraph 3—Topic sentence and evidence
Paragraph 4—Topic sentence and evidence
Paragraph 5—Conclusion

It must be written in the **third person, academic** tone. (Any use of 1st or 2nd person pronouns (I, we, us, me, our, you, your) will be marked down 10 points per pronoun, up to 30%).

Format

- 12-point font
- Double-spaced
- TimesNewRoman ONLY
- MLA formatted sources

ESSAY OR PRESENTATION (Hudes)

You may complete the essay like you did for the history of Broadway, or you may do a video interview (like Shakespeare) for Hudes' *In the Heights*. Upload Sunday by midnight.

ARTICLE (Hammerstein)

Students will write an article (500-1,000 words) on Hammerstien. It should include a beginning, middle, and end. It should double-spaced, TimesNewRoman or New Courier font, and formatted to look like a newspaper with at least one photo. It should have a bolded, creative title at the top. It should be the original work of the student. Plagiarism will not be tolerated.

SCRIPT REWRITE (Hansberry)

Students will rewrite any scene from the play to be in a modern setting familiar to your personal struggle. It should be MLA formatted with a signature block at the top, double-spaced, TimesNewRoman font. It should have a creative title. They should be the original work of the student. Plagiarism will not be tolerated.

BUS STOP MUSICAL PROPOSAL

Students will write a short proposal, explaining why they think it should be a musical. Include:

- 1) Why it would work as a musical.
- 2)

FINAL ESSAY

Students will write a research paper on a topic that pertains to the musical chosen for the week. The paper should be augmented by sources, which will be discovered through research (not AI). Papers should include proper citations (MLA) in-text and on a Works Cited page.

The thesis should be the last sentence of your introduction, and each paragraph after should have topic sentence.

You are expected to have at least three (3) quality resources beyond the video. The paper must be at least 5-pages. It must be written in the ***third person, academic*** tone. Any use of 1st or 2nd person pronouns (I, we, us, me, our, you, your) will be marked down 10 points per pronoun, up to 30%).

Your essay MUST follow the following formatting:

- 12-point font
- Double-spaced
- TimesNewRoman ONLY
- MLA format

Late Assignments: Late assignments receive a 20% deduction for EACH week they are late. Anything turned in after the due date will be considered late so avoiding procrastination is critical.

Technological issues are not considered valid grounds for late assignment submission (should there be a technical issue, a print screen with time stamp may be provided).

NOTE: EXTRA CREDIT points if you attend a campus production and write a review. However, extra credit is only allowed if you have turned in all your work. You must complete what is due before you are allowed to turn in something extra.

COURSE SCHEDULE

(see instructions above)

WK	TOPIC	READING	ASSIGNMENTS	POINTS
1	History of Broadway	Leadon.	Essay	100
2	The Bard on Broadway	<i>As You Like It</i>	Interview with Shakespeare	100
3	Hudes	<i>In the Heights</i>	Essay or Presentation	100
4	Hammerstein	<i>The King & I</i>	Article	100
5	Hansberry	<i>A Raisin in the Sun</i>	Scene Rewrite	100
6	Inge	<i>Bus Stop</i>	Musical Proposal	100
7	Sondheim	<i>Four</i> (pick one)	Play Review	100
8	Most Popular Musicals	(Videos; pick one)	Final Project	300

“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

UPDATED: KRM 11/13/26