ENG-2430: INTRODUCTION TO LITERATURE: DRAMA

Cuyahoga Community College

Viewing: ENG-2430: Introduction to Literature: Drama

Board of Trustees:
2015-06-24

Academic Term:
2015-08-24

Subject Code
ENG - English

Course Number:
2430

Title:
Introduction to Literature: Drama

Catalog Description:
Reading, discussion, interpretation, and critical analysis of a variety of dramatic works. Designed to develop understanding and appreciation of drama as a literary form.

Credit Hour(s):
3

Lecture Hour(s):
3

Lab Hour(s):
0

Other Hour(s):
0

Requisites
Prerequisite and Corequisite
ENG-1020 College Composition II, or ENG-102H Honors, or departmental approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online athttp://www.tri-c.edu/accessprograms/). Blackboard accessibility information is available athttp://access.blackboard.com.

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III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have "Never Attended" a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):

Apply the literary terminology of drama to selected dramatic works.
Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Define literary terms and devices.
2. Recognize literary terms and devices in selected dramatic works.
3. Analyze the use of literary terms and devices in these works.
4. Critique the effectiveness of literary terms and devices in these works.

Course Outcome(s):
Correlate the developmental shifts inherent in each historical phase of drama with the appropriate century/era with regard to the unique views and values of cultures both within and beyond the United States.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):
1. Analyze the salient characteristics of various time periods, cultures, and ethnicities.
2. Compare and contrast earlier forms of drama with later, more modern, forms.
3. Critique the effectiveness of the works generated in various historical eras.

Course Outcome(s):
Read critically and analyze culturally diverse dramatic works exploring a single theme or themes in relationship to the ethos of the countries of origin.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):
1. Evaluate each play in light of its thematic success.
2. Interpret each work in light of the chosen theme(s).
3. Critique each playwright’s success in conveying the theme(s).

Course Outcome(s):
Evaluate culturally diverse examples of drama as an art form advanced both within and beyond the United States, taking into consideration the beliefs and principles of the country of origin.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):
1. Apply the terms and principles of drama to diverse dramatic works designed as an art form and to those designed for popular response.
2. Compare and contrast representative texts of each type of dramatic work.
3. Critique and evaluate both artistic and popular dramatic works.

Course Outcome(s):
Analyze works of drama in oral and written formats.
Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Discuss various aspects of assigned dramatic works.
2. Write thesis-driven essays interpreting, synthesizing, and critiquing assigned plays.
3. Research playwrights' biographies and plays' critical receptions as needed.
4. Apply the MLA system of documentation to deal ethically with both primary and secondary sources.

Methods of Evaluation:
1. Short answer quizzes/tests
2. Essay exams
3. Study guide questions
4. Response papers
5. Written appraisals/reviews of selected dramatic works and/or performances
6. Thesis-driven analytical/argumentative essays
7. Research project(s) involving primary and secondary sources
8. Oral presentation(s)
9. Capstone project

Course Content Outline:
1. Introduction to the history of drama
   a. Greek Drama
   b. Roman Drama
   c. The Dark Ages
   d. The Medieval Period
   e. The Renaissance
   f. The Puritan Era
   g. The Restoration
   h. Nineteenth-Century Realism
   i. Developments in the Twentieth and Twenty-First Centuries
2. Introduction to the components of dramatic works
   a. Basic elements of dramatic works
      i. Plot
      ii. Conflict
      iii. Theme
      iv. Dialogue
      v. Mood/atmosphere
      vi. Symbol/allegory
      vii. Motif
   b. Basic structure of dramatic works
      i. Act
      ii. Scene
   c. Types of stages
      i. Proscenium
      ii. Thrust
      iii. Theater-in-the-round
   d. Details of production
      i. Set
      ii. Lighting
      iii. Special effects
      iv. Costumes
      v. Gestures
e. Special conventions
   i. Aside
   ii. Soliloquy
   iii. Prologue
   iv. Epilogue
   v. Comic relief
   vi. Males in female roles
   vii. Females in male roles

3. Reading, discussion, and critical analysis of diverse dramatic works
4. Interpretation of various dramatic works in conjunction with the components of drama
5. Correlation and interpretation of dramatic works in light of their historical periods and schools of thought
6. Comparison and critique of dramatic works in written, film, and live theater formats (if time and resources permit)

Resources


**Resources Other**

1. Link to the English Subject Guide: [http://libguides.tri-c.edu/english](http://libguides.tri-c.edu/english)
4. *Masterplots II: Drama Series* Ref 809.204 M423d 2004 Vols. 1-4 Metro, West
5. *Drama Criticism* Ref 809.2 D763c East, Metro, West
6. *Drama for Students* Ref 808.2 D763s East, Metro, West (e-books also available)

**Instructional Services**

**OAN Number:**

TMAH

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