INTRODUCTION TO DRAMA  
ENGL 2520

Class Hours: 3.0  
Credit Hours: 3.0

Laboratory Hours: 0.0  
Date Revised: Fall 02

Catalog Course Description:

A study of drama as a unique genre of literature with an emphasis on the critical tools necessary for reading and interpreting the visual elements of play-texts. Writing emphasis course.

Entry Level Standards:

Students must be able to plan and write analytical essays, to conduct research, and to write analytically about literature. Students must demonstrate proficiency in standard English grammar, spelling, and mechanics and in source documentation. In addition, students should be familiar with basic literary terminology and genres.

Prerequisites:

ENGL 1020

Textbook(s) and Other Reference Materials Basic to the Course:


I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>What is Drama?; How to Read Drama; Theater Terms</td>
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<tr>
<td>2</td>
<td>Greek drama: <em>Oresteia</em></td>
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<td>3</td>
<td>Medieval drama: <em>Everyman</em></td>
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<td>4</td>
<td>Renaissance drama: <em>Hamlet</em></td>
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<td>5</td>
<td><em>Hamlet</em></td>
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<td>6</td>
<td><em>Rosencrantz &amp; Guildenstern Are Dead</em></td>
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<td>7-8</td>
<td>19th-century drama: <em>Miss Julie</em></td>
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<td>9</td>
<td>Early Twentieth-century drama: <em>Riders to the Sea</em></td>
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<tr>
<td>10</td>
<td><em>Six Characters in Search of an Author</em></td>
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II. Course Objectives*:

A. Identify and understand major themes and concerns of playwrights as they relate to theatrical history from the ancient Greek period to the twenty-first century. IV.2, IV.3

B. Examine in depth a literary genre represented throughout history and across cultures. I.2, III.2, IV.1

C. Explore the unique vision and voice drama gives to the human experience. I.2, IV.2

D. Understand dramatic techniques and critical approaches to drama. I.5

E. Write effective response to varied assignments (e.g. research, essays, creative prompts, journals, short answer, and objective items) to demonstrate an understanding, critical analysis, and appreciation of the works studied. I.3, III.2

F. Demonstrate a comprehensive grasp of the relationships (chronological and conceptual) of individual works to other works and schools of thought. III.2, I.5

G. Identify and relate the varied cultural assumptions and values of theatrical heritage as they influence drama and language. IV.1, IV.2, IV.3

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Collaborate in teams to analyze audience and message, to develop and organize ideas, and to discuss the literature of theater. Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy

2. See live performances of theater. Personal Development Outcome, Transitional Strategy

3. Read assigned plays and related texts and participate in class discussion. Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy

4. Write analytical and researched essays using word processing software. Communication Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Technological Literacy Outcome, Active Learning Strategy

5. Develop research skills using library sources and the Internet to find pertinent information.
6. Develop oral presentation skills to present individual and group information. *Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Information Literacy Outcome, Technological Literacy Outcome, Active Learning Strategy*

7. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. *Personal Development Outcome*

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

**IV. Expectations for Student Performance***:

Upon successful completion of this course, the student should be able to:

1. Recognize drama as a unique genre; identify and understand its major themes and traditions. A, B

2. Employ various critical approaches to understanding drama. B, C, D

3. Understand dramatic terms and techniques. C, D, E

4. Evaluate a play according to structure, visual impact, and dialogue. C, D, E

5. Relate sociological and psychological factors to plays. A, B, D

6. Relate mythology to works of the period. A, B, D

7. Relate biographical information about the authors to their works. A, B, C

8. Trace the development of drama from the ancient Greeks to the present. A, B, C

9. Evaluate the historical and political context of a play. A, B, C

10. Write significant essays in response to drama. A, B, C, D, E

11. Write insightful, appropriately developed, mechanically correct answers to essay test questions concerning the works studied. A, B, C, D, E

12. Answer short answer questions and objective answer questions correctly. A, B, C, D, E

*Letters after performance expectations reference the course objectives listed above.

**V. Evaluation**:

A. Testing Procedures:

   From 60% to 80% of the final grade will be based on tests and quizzes.

B. Laboratory Expectations:
C. Field Work:

The remaining 20% to 40% of the grade will be based on projects such as papers and journals.

D. Other Evaluation Methods:

Students are expected to participate in class discussions of assigned readings.

VI. Policies:

A. Attendance Policy:

Attendance, promptness, and participation are essential to success in college courses. The general attendance policy of the College states that students must be present for at least 75 percent of scheduled class meetings in order to receive credit for the course. Therefore, any student who must miss an excessive number of classes for any reason is advised to withdraw from the College under the "Mitigating Circumstances" provision as described in the PSTCC Catalog.

B. Academic Dishonesty:

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F or a zero for the exercise or examination or to assign an F in the course.

Plagiarism—presenting someone else's words or ideas as your own;
Collusion—allowing other people to write, to revise, or to alter significantly the text of a paper that is supposed to be your work alone.