PELlisSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

INTRODUCTION TO PLAYWRITING
ENGL 2660 (formerly ENG 2660)

Class Hours: 3.0
Credit Hours: 3.0
Laboratory Hours: 0.0
Revised: Spring 05

Catalog Course Description:

Writing of plays in combination with study of models and techniques.

Entry Level Standards:

Students should have knowledge of expository writing skills, the sort often derived from, but not exclusive to, freshman composition.

Prerequisites:

ENGL 1010 or consent of instructor

Textbook(s) and Other Course Materials:


I. Week/Unit/Topic Basis:

<table>
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<th>Week</th>
<th>Topic</th>
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| 1    | Reading: ACP, 7-20; WP, 15-24  
      | Assignment(s): Drama and Theater; Stage Terminology |
| 2    | Reading: WP, 1-11; ACP, 21-56  
      | Assignment(s): Premise and Action |
| 3    | Reading: ACP, 79-92; WP, 12-23  
      | Assignment(s): Structure and Conflict |
| 4    | Reading: WP, 25-36  
      | Assignment(s): Character |
| 5    | Reading: ACP, 133-153; WP, 38-51  
      | Assignment(s): Dialogue |
| 6    | Reading: WP, 53-68  
      | Assignment(s): Three-Character Conflict |
| 7    | Reading: ACP, 93-112  
      | Assignment(s): Beginnings |
| 8    | Reading: ACP, 113-122  
      | Assignment(s): Middles |
| 9    | Reading: ACP, 123-134  
      | Assignment(s): Endings |
10 Reading: WP, 70-86  
Assignment(s): Writing from Life

11 Reading: WP, 89-102  
Assignment(s): Writing from a Source

12 Reading: WP, 104-111  
Assignment(s): Spontaneous Composition

13 Reading: WP, 105; 149-150; Handouts  
Assignment(s): People, Places and Props

14 Reading: ACP, 154-174  
Assignment(s): Script Analysis: Hedda Gabler

15 Final Exam Period  
Assignment(s): Writing and Revising

II. Course Objectives*:

A. Understand the techniques of imaginative and paradigmatic literature and the critical approaches that clarify its nature and meaning. I.1, 4; II.1, 6

B. Appreciate the quality of imagination and the discipline required to produce stage plays. I.1, 4; II.6

C. Develop and expand a sensitivity to and a thoughtful attitude toward life and its experiences. II.2, 4, 5; III.3

D. Strengthen the skills of writing and revising introduced in such courses as English Composition. I.1, 4, 5

E. Strengthen the skills of critical reading and thinking. I.1, 4, 7; II.1, 2, 6

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:

Students will:

1. Collaborate in teams for peer review of drafts to analyze audience and message, to develop and organize ideas, and to evaluate drafts as to effectiveness and clarity. *Communications Outcome, Transitional Strategy, Active Learning Strategy*

2. Write and analyze manuscripts using word processing software. *Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*

3. Listen to guest speakers who are published authors. *Transitional Strategy*

4. Read assigned manuscripts and participate in class discussion. *Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy*

5. Develop research skills using library sources and the internet to find pertinent information. *Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*

6. Develop oral presentation skills to present individual or group information. *Communication Outcome, Transitional Strategy, Active Learning Strategy*

7. Create a one-act stage play in collaboration with Speech and Theatre Department with view toward eventual production. *Communication Outcome, Transitional Strategy, Active Learning Strategy*
8. 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. Communication Outcome, Transitional Strategy, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference TBR’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. Identify the tripartite structure and other features of a play. A, B
2. Develop a play from a premise and with attention to the six elements of Aristotle. A, B
3. Develop and build characters in a play. A, B
4. Write convincing dialogue that incorporates both exposition and action. A, B, D
5. Analyze and solve problems concerning location and props. A, B, E
7. Focus on creating effective beginnings, middles, and endings in plays. A, B, C, D
8. Write a one-act script for the purpose of reading and production. A, B, C, D, E

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

V. Evaluation:

A. Testing Procedures:

Fifty percent of the final grade will be based on tests and quizzes. Fifty percent of the final grade will be based on a portfolio of exercises and a completed stageplay.

B. Laboratory Expectations:

None

C. Field Work:

None

D. Other Evaluation Methods:

None

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; thus, students who miss 25 percent of class meetings will fail 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:
Any student found engaging in an act of academic dishonesty will be promptly dismissed from
the course with a grade of F. According to the PSTCC 2004-2006 Catalog & Handbook,
Prohibited activities include but are not limited to the following practices:
• Cheating, including but not limited to unauthorized assistance from material, people, or
devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or
completing academic assignments
• Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting
published or unpublished work of another person, including online or computerized services,
without proper documentation of the original source
• Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by
another person or agency that sells term papers or other academic materials to be presented as
one’s own work
• Taking an exam for another student
• Providing others with information and/or answers regarding exams, quizzes, homework or
other classroom assignments unless explicitly authorized by the instructor
• Any of the above occurring within the Web or distance-learning environment. (62-63)

C. Accommodations for disabilities:

If you need accommodation because of a disability, if you have emergency medical information
to share, or if you need special arrangements in case the building must be evacuated, please
inform the instructor immediately. Privately after class or in the instructor's office.
To request accommodations students must register with Services for Students with Disabilities:
Goins 127 or 131, Phone: (865) 539-7153 or (865) 694-6751 Voice/TDD.