

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS

**INTRODUCTION TO DRAMA  
ENGL 2520**

**Class Hours: 3.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Revised: Spring 09**

**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 Course Materials:**

Worthen, W. B. *The Harcourt Anthology of Drama*. Brief Ed. Orlando: Harcourt, 2002. Print.

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Introduction to Drama, Dramaturgy, and Theater 13-24
2	<i>Oedipus the King</i> (Sophocles) 25-44
3	Aristotle's dramatic theories 79-89; <i>Medea</i> (Euripides) 45-62
4	<i>Everyman</i> 171-181 and Medieval Religious Theater
5	<i>Hamlet</i> (Shakespeare) 182-228
6	Hamlet and its Critics (Handouts and Film Adaptations)
7	<i>Chushingura: The Forty-Seven Samurai</i>
8	<i>Chushingura</i> , Noh, Kabuki, and Jojuri

9	<i>A Doll House</i> (Ibsen) 421-447
10	<i>The Cherry Orchard</i> (Chekov) 448-449
11	<i>The Glass Menagerie</i> (Williams) 637-663
12	M. Butterfly (Hwang) 696-719
13	<i>Glengarry Glen Ross</i> (Mamet)
14	Extracurricular Events
15	Final Exam

## II. Course Objectives\*:

- A. Analyze and recognize major themes and concerns of playwrights as they relate to theatrical history from the ancient Greek period to the twenty-first century and as forms of cultural and creative expression. I.1, I.6, II.1, II.3, II.4, II.5, II.6, IV.3, IV.4, IV.5
- B. Explore in depth a literary genre represented throughout history and across cultures and frame a comparative context through which it can be critically assessed. I.1, I.6, II.1, II.2, II.3, II.4, II.5, II.6, IV.3, IV.4, IV.5
- C. Analyze and evaluate the unique vision and voice that drama gives to the human experience. I.1, I.3, I.5, I.6, II.1, II.2, II.3, II.4., II.5, II.6
- D. Manage and coordinate basic information about dramatic techniques and frame critical approaches to drama. I.1, I.2, I.3, I.5, I.6, I.7, II.1, II.2, II.3, II.4., II.5, II.6
- 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.1, I.2, I.3, I.4, I.5, I.6, I.7, II.1, II.2, II.3, II.4., II.5, II.6
- F. Practice criticism and analysis to assess the relationships (chronological and conceptual) of individual works to other works and schools of thought. I.1, I.2, I.3, I.4, I.5, I.6, I.7, II.1, II.2, II.3, II.4., II.5, II.6
- G. Identify, relate and explain the varied cultural assumptions and values of theatrical heritage as they influence drama and language. I.1, I.2, I.3, I.4, I.5, I.6, I.7, II.1, II.2, II.3, II.4., II.5, II.6

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

## 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. *Transitional Strategy, Active Learning Strategy, Communication Outcome, Humanities/Fine Arts Outcome*
2. See live performances of theater. *Transitional Strategy, Communication Outcome, Humanities/Fine Arts Outcome*
3. Read assigned plays and related texts and participate in class discussion. *Active Learning*

*Strategy, Communication Outcome, Humanities/Fine Arts Outcome*

4. Write analytical and researched essays using word processing software.  
*Active Learning Strategy, Communication Outcome, Technological Literacy Outcome*
5. Develop research skills using library sources and the Internet to find pertinent information.  
*Active Learning Strategy, Communication Outcome, Technological Literacy Outcome*
6. Develop oral presentation skills to present individual and group information. *Transitional Strategy, Active Learning Strategy, Communication Outcome*
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. *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. 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:

None

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:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic and Student Affairs, may have requirements that are more stringent.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. 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.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 134 or 126 or by phone: 694-6751 (Voice/TTY) or 539-7153. More information is available at

[www.pstcc.edu/departments/swd/](http://www.pstcc.edu/departments/swd/)