

This instructor is SACS qualified to teach this course regularly at his/her TBR Institution

Tennessee Consortium of International Studies

MASTER SYLLABUS

Course Title: INTRODUCTION TO DRAMA
HUMANITIES/ENGLISH 2520

Class Hours: 3.0
Laboratory Hours: 0.0

Credit Hours: 3.0
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. This course in dramatic literature examines the plays and playwrights of ancient Greece and the works which were inspired by the classical plays. Discussions about plot, character, and theme will be supplemented with lectures, demonstrations, performances, and field trips to selected locations. While visiting Greek theaters, students will read from scenes of these classical works.

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: English Composition II

Textbook(s) and Other Course Materials:

Davidson, Josephine. *Teaching and Dramatizing Greek Myths*. 1995.
Jacobus, Lee A. *Bedford Introduction to Drama*. 3rd edition. 1997.
Oates, Whitney J. & Eugene O'Neill. *Seven Famous Greek Plays*. 1950.
Rehm, Rush. *Greek Tragic Theatre: Theatre Production Studies*. 1994.
Wise, Jennifer. *Dionysus Writes: The Invention of Theatre*. 1998.

I. Class/topic Basis:

<i>Class</i>	<i>Topic</i>
1	What is Drama?; How to Read Drama; Theater Terms
2	Greek drama: Homer
3	Greek drama: Aeschylus
4	Greek drama: Sophocles
5	Greek drama: Euripides
6	Greek drama: Aristophanes

7	Racine; Anouilh
8	Shakespeare
9	Shakespeare
10	Pirandello; Cocteau
11	Shaw; Fugard
12	Eugene O'Neill; Sartre
13	David Edgecombe <i>The Trojan Women</i>
14	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:

Students will visit historical sites of early Greek theaters and sites associated with playwrights.

D. Other Evaluation Methods:

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

20-40% of the grade will be based upon the creation of a blog.

VI. Policies:

A. Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absence due to illness must be reported immediately to the program director.

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

VII: Instructional hours:

Class time will be 38 hours plus 15 hours of educational field trips, totaling 53 hrs.