

**COURSE TITLE:** Dramatic Literature

**COURSE NUMBER:** ENG-200-NC01

**COURSE CREDITS:** 3 Lecture Hours

**COURSE TIME:** 10:00-11:15, Mondays and Wednesdays

**INSTRUCTOR:** Fred Jordan  
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**CATALOG COURSE DESCRIPTION:** This is a course in the study of plays and critical commentary. Students study tragedy and comedy and the experiments in modern drama that have transformed them.

**LEARNING OUTCOMES:** Upon successful completion of the course, the student will:

- Identify and describe representative dramas and their respective authors from the major periods: Classical, Renaissance, Neoclassical, Modern and Contemporary
- Survey and summarize the historical development of drama
- Identify and make use of the cultural, political, historical and sociological influences on individual dramas
- Define and make use of the theatrical terminology
- Assess and criticize at least one theatrical performance
- Discern reasons, such as enjoyment, for reading dramatic literature
- Make use of critical reading, thinking and writing skills applied to drama

**CURRENT TEXT:** *Types of Drama* 8<sup>th</sup> Ed., Barnet, Pearson, 2001.

**COURSE OBJECTIVES:**

1. To introduce the basic components of drama and instill and appreciation for it.
2. To teach the student fundamental methods of critical analysis in judging dram.
3. To help the student achieve an appreciation for the language and its structure as found in play writing.
4. To introduce the students to the structure of a stage and dramatic techniques.
5. To familiarize the students with a variety of themes, styles and plots.

**GENERAL APPROACH:** Lecture will be used primarily for background information. Individual and group discussion will be encouraged. Some dramatic reading and exercises in role-playing, physicalization and creative brainstorming will be utilized to motivate interest.

- COURSE CONTENT:**
- No make-up of pop quizzes.
  - 1. Historical background of Drama
  - 2. Criteria used for critical analysis or a play
  - 3. Introduction to the theater and stage techniques
  - 4. Elements of tragedy
  - 5. Elements of comedy
  - 6. Elements of tragic comedy
  - 7. The Language of Drama
  - 8. The Script and the mechanics of production
  - 9. Research and evaluation techniques

- METHOD OF EVALUATION:**
1. Quizzes at discretion of instructor on assigned reading and class discussion.
  2. Assigned Papers – (See Below)
  3. Critical analysis of plays – Journal – Every play assigned in class and any additional plays.
  4. Research Paper

**ASSIGNED PAPERS:**

1. In groups, read a play from the textbook and write a paper detailing the elements of the play and a reaction to it. Prepare a presentation of this study to class.
2. Write a paper comparing two or more plays using the elements of the drama as a guide. The plays may be by the same author, or have the same theme but different authors.
3. Write an extensive critique of an author's works, including one play in depth, and mention of some of his works. Analyze the play as to its value and merit as a literary work.

WEEK 1      A.      Introduction to Drama  
              B.      1) Read: How to Read A Play – pg. 7  
                  2) "Trifles" pg. 10

WEEK 2      Tragedy  
              Greek Tragedy – "Oedipus" – pg. 47

WEEK 3      Shakespeare Tragedy - "King Lear" – pg. 181

WEEK 4      Ibsen Tragedy – "A Doll's House" – pg. 269

WEEK 5      A.      1<sup>st</sup> Paper Due  
              B.      Comedy – "The Man in a Class" – pg. 707

WEEK 6      French – Comedy of Manners  
              Moliere "The Misanthrope" – pg. 243

WEEK 7      English – Social Satire –  
              Wilde – "The Importance of Being Earnest" – pg. 305

WEEK 8      Irish – Shaw – "Arms and The Man" – pg. 333

WEEK 9      A.      2<sup>nd</sup> Paper Due

B. Tragic Comedy – “On Tidy Endings” – pg. 713

WEEK 10 Theater of the Absurd – Pirandello – pg. 403  
“Six Characters in Search of an Author”

WEEK 11 Modern Tragic Comedy – Marsha Norman – pg. 649  
“Night, Mother”

WEEK 12 Social Statement – Athol Fugard  
“Master Harold...and the Boys” – pg. 615

WEEK 13 A. 3<sup>rd</sup> Paper Due  
B. Begin Group Project

WEEK 14 Group Project – Class Report

WEEK 15 Continue Class Report

**KEY DATES:**            January 11 –            Class begins  
                              Nov. 23-29 –            Spring  
                              Dec. 8-14                Final Exams

\* Changes in course outline may occur depending on size of class and at discretion of instructor.

### **Attendance:**

As attendance and participation is essential, you should plan on attending every class. You are limited to 3 absences, after which you will lose a full letter grade for every class missed.

### **Academic Integrity**

CCAC’s policies regarding Academic Integrity are described in your student handbook on page 20.

I will not tolerate acts of plagiarism, collusion or cheating. Such offenses are corrosive to the ideals of academic inquiry and will result in a failing grade for the assignment. A second offense will result in a failing grade in the course. I will also refer any instances of academic dishonesty to the administration. Plagiarism is the deliberate marketing of another's ideas as your own; collusion involves unauthorized collaboration with others resulting in plagiarism. Examples include the following:

Buying a paper from an online site, having another student write the assignment (collusion), copying substantial portions of the essay from the internet, databases, books, etc.

Failing to place quotation marks around quoted material and/or attributing quotes in your essay. Be sure to include quotation marks, and indent long quotes (over 4 lines).

Failing to include parenthetical citations for any borrowed ideas, including direct quotes, summaries and paraphrases—in other words, don’t take credit for other people’s ideas.

As the assignments in this course are based on your responses to the works in the main text, there is little reason to consult outside sources. If you have any questions regarding citation, paraphrasing or academic integrity, please feel free to contact me.

### **Scholarly Integrity**

As nascent scholars, you also have an obligation to carefully weigh the facts and evidence, and to present them in

an honest and ethical fashion. This means that we cannot afford to allow the fallacy that all opinions are inherently equal take root. We will have a number of discussions throughout the course of the semester, and I encourage you to explore each issue with an open and critical mind.

### Classroom Behavior

I encourage you to participate in our open discussions, and to ask questions. However, some forms of behavior are clearly unacceptable. I ask that you behave in a courteous and respectful fashion, as is appropriate in a college environment. *Do not use cell phones, send text messages, or disrupt the class in any inappropriate fashion.* I will ask a student to cease any behavior that disrupts the class. If the student persists, I reserve the right to ask them to leave. Behavioral conduct is discussed in the Student Handbook on page 20.

My policies on Academic Integrity and Behavioral Conduct are based on CCAC's official policies.

### Essay Format

All essays are to follow MLA formatting and citation guidelines. Papers must be typed and double-spaced. Use a legible 10 or 12 point-size font. I have included a sample from Diana Hacker's website at the end of the syllabus.

### ADA Standard Policy

The Community College of Allegheny County makes every effort to provide reasonable accommodations for students with disabilities. Questions about services and procedures for students with disabilities should be directed to the Office of Supportive Services.

*If necessary, I may make changes to the course outline. I will notify you of any such changes in a timely fashion.*

### Essay Rubric

Performance Criteria	Exceeds Expectation	Meets Expectation	Does Not Meet Expectation
<b>Organization Criteria</b>	Written work has <u>clear and appropriate</u> beginning, development and conclusion. Paragraphing and transitions are also <u>clear and appropriate</u> .	Written work has <u>adequate</u> beginning, development and conclusion. Paragraphing and transitions are also <u>adequate</u> .	Organizational structure and paragraphing have <i>serious and persistent errors</i>
<b>Development of ideas</b>	The length of the written work provides <u>in-depth coverage</u> of the topic, and assertions are <u>clearly supported</u> by evidence.	The length of the written work is <u>sufficient to cover</u> the topic, and assertions are <u>supported</u> by evidence.	Written work <u>does not cover</u> the assigned topic, and assertions are <u>weakly supported or not supported</u> by evidence.
<b>Mechanics</b>	Written work has <u>no more than one major error and few minor errors</u> in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work is <u>relatively free of errors</u> in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work <u>has major and persistent errors</u> in word selection and use, sentence structure, spelling, punctuation, and capitalization.

## OUTLINE FOR PLAYS

Title and Author

- I. Exposition
  - A. Time
  - B. Place
  - C. Mood & Atmosphere
  - D. Preliminary Situation
  
- II. Plot
  - A. Initial Incident
  - B. Rising Action – Summarized Briefly
  - C. Climax
  - D. Conclusion – Final Outcome for Each Major Character
  
- III. Characters
  - A. Protagonist
  - B. Antagonist
  - C. Secondary
  - D. Minor – Listed
  
- IV. Theme – Stated in one sentence
  
- V. Personal Reaction – A brief paragraph stating honestly what you think about the play and why.
  
- VI. Evidence – Lines of passages or phrases which clearly illustrate the author's style or express ideas you wish to emphasize.

Dear Student:

**Please sign and date this form which specifies that you:**

1. Have read and understand the syllabus.
2. Are fully aware of the requirements of the course as specified by this instructor.
3. Understand that all papers and grades are returned to the student and are the full responsibility of the student to maintain in case of an error or dispute of a grade.
4. Understand that if stated in the syllabus or by the instructor, there is no allowance for make-up test, except in exceptional cases and at the discretion of the instructor.
5. "Incomplete Grades" are not issued by this instructor except in emergency medical situations and never after mid-term grades are recorded.

Signature \_\_\_\_\_

Date \_\_\_\_\_

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## Checklist for Essay Tests

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Use the following as a guide when writing answers to discussion questions and as a checklist after you have written your answer.

- \_\_\_\_\_ 1. Do I really understand what the question asks me to do?
- \_\_\_\_\_ 2. Have I done any preliminary planning of my major points?
- \_\_\_\_\_ 3. From reading the first sentence of my answer, does the reader know both what the question is and how I will develop my answer?
- \_\_\_\_\_ 4. Do the major points stand out?
- \_\_\_\_\_ 5. Are the major points supported with examples and facts?
- \_\_\_\_\_ 6. Are there clear transitions between the major points?
- \_\_\_\_\_ 7. Would someone who has not taken this class be able to understand the concept discussed in the way I explained it?
- \_\_\_\_\_ 8. Have I completely covered all major points needed to answer the question?
- \_\_\_\_\_ 9. Did I stick to the question?
- \_\_\_\_\_ 10. Have I concluded with a summary statement?
- \_\_\_\_\_ 11. Did I proofread for misspelled words, sentence fragments, run-on sentences, comma splices, subject-verb or pronoun/antecedent agreement errors, and other errors that might prevent the reader from understanding what I have written?

Grade	Thesis	Analysis	Development and Support	Structure	Grammar
A	Essay based on a clear, precise, well-defined, and original thesis that goes beyond ideas discussed in class or the assigned readings.	Essay contains cogent analysis that demonstrates a command of interpretive and conceptual tasks required by assignment and course material.	The essay includes well-chosen examples, persuasive reasoning consistently applied, and solid evidence directly applicable to the thesis.	Essay moves easily from one point to the next with clear, smooth, and appropriate transitions, coherent organization, and fully developed paragraphs.	The author employs sophisticated sentences effectively, chooses words aptly, and observes all the conventions of English grammar to craft an eloquent essay.
B	A clear, specific thesis, central to the essay.	Demonstrates a solid understanding of the texts, ideas, and methods of the assignments.	Pursues thesis consistently, clearly developing a core argument with clear component points and appropriate supportive detail.	Clear transitions, the development of coherent, connected ideas in unified paragraphs.	A good command of English, though with occasional stylistic or grammatical problems (most commonly awkward syntax or excessive use of the passive voice.)
C	A general thesis, central to the essay.	Shows an understanding of the basic ideas and information involved in the assignment, though with some errors of fact or confusion of interpretation, and a tendency toward recapitulations or narration of standard chronology.	Incomplete development of core argument; weak organization or shallow analysis, insufficiently articulated ideas, or unsupported generalizations.	Some awkward transitions, weak or undeveloped paragraphs not clearly connected to one another.	A tendency toward wordiness, unclear or awkward sentences, imprecise use of words, grammatical errors, and a vagueness of meaning brought on by the passive voice.
D	Vague or irrelevant thesis.	Inadequate command of course material with significant factual or conceptual errors. Fails to respond directly to the assignment.	Discursive and undeveloped, a mere narration that digresses from one topic to another.	Simplistic and discursive, tending to vague summations and digressions from one topic to another.	Major grammatical problems such as subject-verb disagreement, obscure pronouns, and sentence fragments. Language marred by clichés, colloquialisms, repeated inexact word choices, and gross spelling errors.
F	No discernible thesis.	Failure to understand class materials. Essay is not a response to the assignment.	Little or no development; a listing of the vaguest generalizations or misinformation.	No transitions and incoherent paragraphs.	Unreadable owing to the violation of the basic rules of grammar.