

Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

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Current Status Approved	Course Selected: Subject ENG (English) Catalog Nbr 4300	

Course Revision & College	
Form Submission Revised Submission	College Kingsborough Community College
Please describe revisions that have been made to this course n/a	

Course Data		
Course ID 073145	Subject ENG (English)	Catalog Nbr 4300
Catalog Status Approved	Contact Hours 3	No. of Credits 3
CourseTitle Drama		
Course Description An analysis of dramatic structure and a study of plays representing major dramatic styles.		
Department English		
Pre-Requisites/Co-Requisites		

Course Syllabus [Attachment Filename(s)]
ENG43_syllabus.pdf

Location(Required or Flexible) and Learning Outcomes	
REQUIRED	FLEXIBLE
English Composition	World Cultures & Global Issues
Math & Quantitative Reasoning	US Experience in its Diversity
Life and Physical Sciences <input checked="" type="checkbox"/>	Creative Expression

Individual and Society

Scientific World

Learning Outcomes: Questions	Learning Outcomes: Responses
<p>* 1. Gather, interpret, and assess information from a variety of sources and points of view.</p>	<p>Rather than a textbook, readings for English 43 comprise many distinct dramas representing a variety of eras, genres, and individual voices, including the work of Sophocles, Shakespeare, Tennessee Williams, Lorraine Hansbury, and David Hwang. For class discussions of the plays, weekly Discussion Board postings of at least 700 words, and two 800-word essays, students are required to give detailed comparison and contrast among the various authors.</p>
<p>* 2. Evaluate evidence and arguments critically or analytically.</p>	<p>For seminar discussions, two short essays, and a longer final essay, students are required to closely examine and analyze formal features of dramatic texts such as plot, dialogue, scenery, and gesture through which dramas affect audiences. The longer final essay requires students to critique a performance of a play and/or offer and explain a student’s own performance of a scene from a play. In all three settings, prompts require students to examine dramas in detail to evaluate differing interpretations or justify or criticize a particular staging decision.</p>
<p>* 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.</p>	<p>Students are required to present and support interpretations and arguments in class discussions, the two short essays, and the longer final essay. Essay topics require students to present interpretations of a drama’s impact, or critique or justify an approach to staging, through identification of specific, relevant contextual information and elements of literary form and content – plot structure, characterization, dialogue, imagery, etc. For essays, interpretations must be clearly stated, and supporting evidence must be organized into a coherent whole and documented following the norms for literary criticism (MLA form).</p>
<p>4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</p>	<p>The classroom discussions and Discussion Board postings require students to examine literary dramatic texts closely and use technical vocabulary and appropriate concepts (including recognition of major dramatic genres, themes, tropes, plot construction, dialogue, and other formal elements). The longer final essay requires students to consider approaches drawn from theater studies, including staging and directorial directions, and apply these concepts to their critique of a performance.</p>

<p>5. Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</p>	<p>Reading lists for English 43 comprise drama from a range of cultures of the past (including ancient Greece and Elizabethan England) and present. Analyses of the texts (in seminar discussion and 12 weekly Discussion Board prompts) include discussion of influences and comparisons of various cultures, dramatic conventions and thematic concerns.</p>
<p>6. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</p>	<p>The final essay requires students to articulate the impact of dramatic form on audiences, responses, using technical terminology for formal elements (including dramatic genres, aspects of plot construction, imagery, and tone).</p>
<p>7. Demonstrate knowledge of the skills involved in the creative process.</p>	<p>An option for the final essay asks students to stage and perform a dramatic scene, supporting their staging decisions on elements of the particular drama and their understanding of theatrical technique.</p>
<p>8. Use appropriate technologies to conduct research and to communicate.</p>	<p>Students locate and evaluate published drama reviews using library databases, use scholarly sources for information about authors and theater history, and find and view theater performances online. In essays and Discussion Board posts, all sources must be documented in MLA form.</p>
<p>A. If there is a change to the course title, what is the new course title?</p>	
<p>B. If there is a change to the course description, what is the new course description?</p>	
<p>C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?</p>	

Kingsborough Community College
City University of New York

English 43-01

Drama

COURSE INFORMATION:

Professor XXXX

Email: XXXX@Kingsborough.edu

Phone: 718-368-XXXX

Mailbox: C309

Office Hours: Wednesday 10:30-12:30 and by appointment

Required Text: All readings are provided on Blackboard

Prerequisite: English 12

COURSE DESCRIPTION:

English 43 provides an analysis of dramatic structure and a study of plays representing major dramatic styles. Throughout the semester, assignments will include writing about, reading, viewing, discussing, and, if you choose, performing, drama. This class is designed to give you a deepened awareness of this distinctive form of imaginative literature.

COURSE OBJECTIVES:

Pathways Learning Outcomes:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of literary criticism and theater studies to the discussion and interpretation of drama.
- Analyze how theatrical art forms from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of dramatic arts in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed, including the use of critical and technical concepts and vocabulary.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.

And:

- To appreciate drama as a living, expanding art form that adapts to actors, audience, and the historical moment.

COURSE POLICIES:

Absences: If you miss more than six class meetings or fail to make required Discussion Board postings, you will not earn credit for the course.

Due Dates: Late work is not accepted and will not be read. This policy will motivate you to keep up with your work and it ensures fairness to students who do follow deadlines. Note that computer issues or lost files are not acceptable reasons to hand in late work.

Plagiarism and the CUNY Academic Integrity Policy:

Please keep in mind that whenever you use someone else's words – or their ideas, even if they are expressed in your own words – you must give credit. This is true whether the source is a book, a magazine, newspaper, academic publication, television show, on paper, or accessed through the Internet. This class will include instruction on how to acknowledge your sources. Plagiarism, failing to acknowledge sources or submitting someone else's work as your own, is a serious offense. A plagiarized paper or test will receive a grade of F, and instructors who discover plagiarism will file a request for disciplinary action. For more information on the CUNY and KCC Academic integrity policies, go to: http://www.kbcc.cuny.edu/Academic_Integrity_Policy.pdf

Civility:

Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Foul language, raised voices, or verbal or physical threats are not acceptable. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.

WEEKLY MODULES AND ASSIGNMENTS

Each week you will find a new module in the “Modules” folder. Each module includes:

- Objectives for the week
- Reflections on our work from the previous week
- A mini-lecture, including background information on the plays, the author, and literary terms
- Links to the plays, readings, and videos
- A description of the writing activities for the week
- A checklist of the work you need to complete for the week
- Reminders

OVERVIEW OF ASSIGNMENTS

Informational Journals: (20% of your final grade)

After you read the weekly assignment, complete a ten-minute freewrite about your impressions. You will write one Informational Journal each week. Grammar and spelling do not count in this assignment; your ideas are what matter – just type what you think! By the end of the semester, you will have a record of your ideas as they unfolded. Informational journals are due each Wednesday. Each time you complete an Informational Journal, you will receive up to 2 points. If you do not write the Informational Journal by the deadline, you cannot make it up and you will receive a 0. Twelve Informational Journals are assigned this term; you can skip two of them OR you can do all twelve for extra credit.

Short Essays: (20% of your final grade)

You will write two Short Essays, more structured responses about any play of your choice, examining how specific elements of the play contribute to its impact on its audience. Each short

essay should be at least 800 words. You will be required to revise one short essay, but you can complete additional revisions if you choose. Your Short Essay work can form the basis for your final essay. Each short essay (and the required revision) is worth 6-7 points, for a total of 20 points.

Discussion Board: (25% of your final grade)

Each week, you will write at least three Discussion Board posts about the reading. You can start your own thread or you can respond to others – however, your three posts should be a minimum of 700 words total. Feel free to make additional posts, of any length, beyond these minimum requirements. Once a Discussion Board topic closes, you will not receive credit for further posts. It is time to move on to the next Discussion Board topic. The Discussion Board is worth 25 points of your final grade.

Final Essay: Theater Review (20% of your final grade)

In your final paper of the semester, you will write a review of one of the plays that we read or saw together. You will also have the opportunity to record yourself performing a scene, if you choose. You must support the evaluation you provide in your review and your interpretation of the scene by discussing specific elements of the play (lines of dialogue, events in scenes, setting instructions provided in the script, etc.) and may refer to published theatrical criticism. All sources must be documented correctly in MLA form.

Peer Review: (10% of your final grade)

You will be assigned a small group where you will exchange early drafts and ideas about your final paper as well as discuss the reading. Groups will be assigned the second week of class. Each peer review activity will be worth 2 points; all five assignments will equal 10% of your final grade.

Self-Assessment Letter: (5% of your final grade)

In this final assignment of the term, you will write to me a letter to evaluate your reading and writing experiences. Which playwright impacted you the most? Which plays did you dislike, if any? Why? Where could you have done more work? What helped you/ hindered you in your learning this semester? You can earn up to 5 points for the “Self-Assessment Letter.”