

Introduction to Drama--Spring 2017

English 202

Dr. Pat Young

Office: 016 Simpkins

Office Hrs: T,Th, 12:20-1:50 and W 9:30-10:30; also by appointment

Class: 11:00-12:15; Si 20; Phone: 8-1482;

FIRST THINGS FIRST: By enrolling and remaining in this class, you are agreeing to abide by the specifications and policies of this syllabus. If you feel that you cannot adhere to the requirements, grading system, and other practices, drop the class today. Please be prepared and eager to work hard and to interact with class members. Do not expect an easy A or an A simply because you show up for class. It is YOUR responsibility to purchase YOUR required texts for YOUR education.

About the course: Eng. 202 offers a reading and a discussion of selected dramatic masterpieces of various literary periods.

Course Objectives: To give you familiarity with one particular playwright, his/her craft, his/her specific work, and the major ideas inherent in it, you will be assigned a presentation and will view films, as appropriate.

Required Texts: Lee A. Jacobus' The Bedford Introduction to Drama, Seventh Edition,

Requirements:

1. Three Exams (which could be essay, objective, short answer, or any combination thereof). In most cases, it is likely that the exam will be a combination of the three forms and will be worth 100 points each) In some cases, you may have an exam that is constructed exclusively of quotations, essays, or short answers
2. One Presentation* worth 100 points
3. In-class spontaneous writing assignments. The topics will be relative to the currently assigned work. They are designed to promote critical thinking, to improve writing skills, and to address questions that may appear on the exams. In general, these short "papers" will not be graded but will be read and discussed in class.
4. Write all essays in INK--BLACK OR BLUE ONLY. Essays written in pencil will not be corrected.
5. Check your Western Online for grades. Check your e-mail for homework assignments and class announcements.
6. Attend your personally scheduled conference to discuss your presentation.

***MORE ABOUT THE PRESENTATIONS:** In general, these presentations will be made as a group, consisting of two or more individuals. Grades, however, will be given on an individual basis. Presentations should treat in depth a single element of drama, e.g., character, setting, and two major

ideas inherent in the work. Mention should be made of plot when discussing the works, but plot should not be emphasized. Moreover, the presentation is to include questions, which the discussants originate. The questions should be only those which promote critical thinking and which generate class discussion. The presentation includes a hand-out containing biographical and bibliographical information regarding the authors. Since the texts contain some biographical data about the dramatists, please try to include some different data. The presentation also contains one scene from the play which the discussants have modernized, using contemporary English. Two-typed page maximum!

To accommodate the needs of all group members, presentations should be from 20-25 minutes in length. Late presentations are lowered by a single letter grade. Please do not copy and paste your report from web sources. Such copying constitutes plagiarism.

MORE ABOUT THE HANDOUTS: In preparing the hand-outs, you may use both sides of the paper to save money and to avoid the excessive use of paper. In light of the budget crisis, we may consider using electronic handouts. There will be an automatic deduction of ten (10) points for presenters who do not have hand-outs at the time of their presentation.

PARTIAL CRITERIA FOR EVALUATING PRESENTATIONS: Least value is assigned to the recitation of the playwright's life. For example, to receive maximum credit, you cannot simply read a chronology of the life of Arthur Miller. Instead, you must address the way in which issues of his life influence or are reflected in his literature. Greatest value is given to the analysis of theme, character, setting, and point of view in a work. With each element, you must provide examples of how the author demonstrates or addresses the element at hand. You may also respond to the writer's treatment of an issue.

Additional areas to be evaluated include:

Delivery (the voice--is it audible, can the speaker be heard?) Organization--is the material presented in a clear, coherent, and concise manner? Content--is the presentation targeted to a college audience? Is it carefully researched and prepared?

Presentation Etiquette: Seldom, at this level, is it necessary to have such policies.

Nevertheless: gum-chewing, internal talking, and blatant day-dreaming/disinterest are rude behaviors and will lower your grade. Also, please refrain from walking out of class. Doing so will result in an absence. Thank you for taking care of your business BEFORE class.

Classroom Etiquette: Gum-popping and eating in class are exceedingly rude and distracting behaviors. They vitiate the academic atmosphere. Thank you for refraining from these acts. The following behaviors also vitiate the academic atmosphere, and repeated violations may result in dismissal from the class and possible judicial referral. Therefore please:

- * Do not do homework for other courses while in this class
- * Do not read material in class that is not related to English 202
- * Please keep your head off the desk
- * Do not text message, play games, listen to music, etc. on handheld devices

Cell Phones: Please turn off all cell phones before entering class. Please submit them to the professor before each exam. They will be returned

Attendance: Class attendance is vital. Examination and presentation dates are confirmed in class. Make-up and late exams are given only when sufficient documentation is produced. For example, if you submit a physician's excuse, it must contain your name and the date(s) of your class absence. Four or more undocumented absences will result in the automatic subtraction of forty (40) points from your overall grade-point average. This policy applies to everyone. If you have an outstanding reason for violating this policy, I will only refer you to this syllabus in response. To ensure that there are no questions regarding this policy, you will highlight it with your marker during our initial class meeting.

Final Grades: Grades will be assigned according to the point system, which contains a maximum of 400 points. Each assignment--that is--each exam and presentation affords the potential of 100 points. Thus, the breakdown is:

360-400pts = A

320-359pts = B

280-319pts = C

240-279pts = D

239 and below = F

Reading List: (Should changes in the reading assignment or due dates occur, you shall be advised.)

1/17 Review Syllabus

1/19 and 1/24 Fiction Overview, Drama Overview

1/26 and 1/31 Oedipus Rex; Receive drama for Group Presentation

2/2 The Playwrights of English 202

2/7 and 2/9 Lysistrata; Sign up for conferences

2/16 and 2/21 Conferences; Bring in notes and outline for your presentation

2/23 Review

2/28 EXAM I (on material above)

3/2 Everyman Student Presentations Begin

3/7-3/9 Film Days

3/13-3/17 Spring Break!

3/21 Riders to the Sea

3/23 Miss Julie

3/28 Review

3/30 EXAM II (over material dating from 3/3-3/24)

4/4-4/6 The Ten-Minute Plays

4/11 In-class Activities

4/13 Ruined

4/18 Death of a Salesman

4/20 –4/25 Fences

4/27 Trifles

5/2-5/4 Review and tie-up

EXAM III (over material dating from 4/4-4/27)

Sample Writing Assignments

Pretend that you are Oedipus Rex and that you are calmly conferring with the gods. You ask them whether or not they would have withheld tragedy from you if your personality had been meeker and more agreeable. What do they answer?

Antigone, what were you thinking about when you defied Creon? Surely, you knew that he was the authority--or that he thought he was.

3. Lysistrata, my dear, you have become "larger than life." After all, it was your plan of sexual black mail that ended that dreadful war. How did you conceive of that coup, and what's your next barrier to dismantle? P.S. Did you get Aristophanes' roses?

4. PBS wants to stage The Colored Museum--cool! The scene I want to see most is...

Presentation Rubric

Content - How well did you cover your assignment? Did you provide relevant and important information? What was the breadth (width, scope) of your coverage? 40pts.

Organization - Did you present information in a clear, coherent, and concise manner? 20pts.

Knowledge - How knowledgeable were you about your topic? Were you able to answer questions directed at you? Did you include a Works Cited page, acknowledging the source of your information? 20pts.

Delivery - Did you speak in an audible and understandable voice? Did you: chew gum during your presentation? talk while your classmates were speaking? daydream and/or stare out of the window during the presentation? Did you READ your presentation? Did you sit down--in a chair, or on top of a desk--during your presentation. 20pts

Partial Data for Meet the Dramatists Assignment

Name, Hometown, Major, Five-year plans; favorite musical groups, hobbies;
what the person would be doing now--if not in class doing this assignment;