Syllabus

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Drama as Literature: Early to Modern
COURSE NUMBER: ENGL0212
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
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KCKCC-issued email accounts are the official means for electronically communicating with our students.

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: Drama as Literature is a course designed to allow students the opportunity to study plays as a literary form as distinguished from studying plays as performance. The course will begin with a survey of Classical Greek drama and finish by investigating the currents of the modern and contemporary stages. The goal of this course is to develop a heightened sensitivity to the vital elements of drama including plot, characterization, setting, dialogue, music, movement, and theme. Students will also examine various movements within dramatic history. Finally, students will apply critical methods of reading drama that will illuminate the intersection of class, race, gender, and power in the chosen plays.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations,
speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

**COURSE OUTLINE:**

I. Reading and Analyzing Dramatic works
   A. An Introduction to Literary Criticism
      1. Formalist Criticism
      2. Deconstructive criticism
      3. Marxist Criticism
      4. Feminist Criticism
      5. Biographical Criticism
   B. Types of Drama
      1. Tragedy
      2. Comedy
   C. Rhetorical strategies
      1. Use of Language
      2. Arrangement of Content
   D. Formal Elements of Drama
      1. Plot
      2. Characterization
      3. Setting
      4. Dialogue
      5. Music
      6. Movement
      7. Theme

II. Major Dramatic Periods
   A. Greek Drama
   B. Roman and Medieval Drama: An Overview
   C. Renaissance Drama
   D. Late Seventeenth and Eighteenth Century Drama
   E. Nineteenth century through the turn of the Century
   F. Drama in the early and mid Twentieth Century
   G. Contemporary Drama

**EXPECTED LEARNER OUTCOMES:**

The learner will be able to demonstrate a basic understanding of a play.
The learner will be able to identify the rhetorical strategies of a play.
The learner will be able to identify the formal elements of a play.
The learner will be able to identify the defining characteristics of the major periods comprising dramatic history.
The learner will be able to demonstrate an understanding of the tragic dramatic tradition.
The learner will be able to demonstrate an understanding of the comic dramatic tradition.
The learner will be able to demonstrate a basic understanding of different schools of literary criticism.
The learner will be able to demonstrate how different schools of literary criticism influence the interpretation of a play.
COURSE COMPETENCIES:
The learner will be able to demonstrate a basic understanding of a play.

1. The learner will be able to discuss the techniques for analyzing and interpreting a play.
2. The learner will be able to read and critically analyze a play.
3. The learner will be able to demonstrate through oral and/or written assignments an ability to employ various schools of literary criticism to formulate informed and coherent interpretations of the plays read and discussed in class.

The learner will be able to identify the rhetorical strategies used in a play.

4. The learner will be able to analyze the rhetorical strategies used in a play including use of language and arrangement of content.
5. The learner will be able to demonstrate through written and/or oral assignments an ability to analyze the rhetorical strategies used in a play including, but not limited to: use of language and arrangement of content.

The learner will be able to identify the formal elements in a play.

6. The learner will be able to analyze the formal elements used in a play including plot, characterization, setting, dialogue, music, movement and theme.
7. The learner will be able to demonstrate through written and/or oral assignments an ability to analyze plot in a play.
8. The learner will be able to demonstrate through written and/or oral assignments an ability to analyze characterization in a play.
9. The learner will be able to demonstrate through written and/or oral assignments an ability to analyze setting in a play.
10. The learner will be able to demonstrate through written and/or oral assignments an ability to analyze dialogue in a play.
11. The learner will be able to demonstrate through written and/or oral assignments an ability to analyze music in a play.
12. The learner will be able to demonstrate through written and/or oral assignments an ability to analyze movement in a play.
13. The learner will be able to demonstrate through written and/or oral assignments an ability to analyze theme in a play.

The learner will be able to identify the defining characteristics of the major periods comprising dramatic history.

14. The learner will be able to demonstrate through oral and/or written assignments an understanding of the formal elements that define the major periods of dramatic history.
15. The learner will be able to demonstrate through oral and/or written assignments an understanding of the thematic elements that define the major periods of dramatic history.
16. The learner will be able to demonstrate through oral and/or written assignments an understanding of the philosophic elements that define the major periods of dramatic history.
17. The learner will be able to demonstrate through oral and/or written assignments an understanding of the historical contexts that define the major periods of dramatic history.
18. The learner will be able to demonstrate through oral and/or written assignments an understanding of the cultural contexts that define the major periods of dramatic history.

19. The learner will be able to demonstrate an understanding of the tragic dramatic tradition.

20. The learner will be able to demonstrate through oral and/or written assignments an understanding of the formal elements that define the tragic tradition.

21. The learner will be able to demonstrate through oral and/or written assignments an understanding of the thematic elements that define the tragic tradition.

22. The learner will be able to demonstrate an understanding of the comic dramatic tradition.

23. The learner will be able to demonstrate through oral and/or written assignments an understanding of the formal elements that define the comic tradition.

24. The learner will be able to demonstrate through oral and/or written assignments an understanding of the thematic elements that define the comic tradition.

25. The learner will be able to demonstrate through oral and/or written assignments an ability to identify the basic assumptions that define different schools of literary criticism.

26. The learner will be able to demonstrate through oral and/or written assignments an ability to understand how different schools of literary criticism influence and broaden interpretation and understanding of a play.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.
Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call at: 288-7670.