COURSE TITLE: Readings in Dramatic Literature
COURSE NUMBER: LIT 4044

COURSE DESCRIPTION (with prerequisites):
This course consists of two components. The first component, “Performance Analysis,” examines the evolution of several facets of theatre, including acting, directing, playwriting, the physical stage, performance conditions and dramatic literature. The “Performance Analysis” component emphasizes the collaborative, eclectic nature of theatre and provides students with a sophisticated understanding of how live performances have evolved to meet the demands of each society through the ages. The second component, “Textual Analysis,” includes a survey of play scripts which represent important contributions from various genres of western theatre from the Greeks through contemporary drama. 3 semester hours credit.

NAME(S) OF INSTRUCTORS:
Rachel West, Ph.D.
Office Hours: The instructor will be available during office hours for individual assistance.

EFFECTIVE ACADEMIC YEAR:
2017-2018

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

**ATTENDANCE AND WITHDRAWAL POLICIES:**
Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:**
Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran’s status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.
LIBRARY AND ON-LINE REFERENCE MATERIALS:
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:
The college’s learning management system is Canvas. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:
The Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:
Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:
ED Outcome 1: Demonstrate understanding of instructional design and lesson planning by applying concepts for human development and learning theories.

ED Outcome 2: Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.
ED Outcome 3: Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of exceptional student education.

ED Outcome 4: Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.

ED Outcome 5: Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.

ED Outcome 6: Demonstrate professional responsibility and ethical conduct and fulfill expected obligations to students, the public, and the education profession.

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR LIT 4044</th>
<th>NCTE Standards Secondary English</th>
<th>Florida Competencies and Skills: English 6-12</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate awareness of the scope and variety of works in the arts and humanities.</td>
<td>1, 2, 11</td>
<td>4.5, 4.6</td>
<td>UT, Q, F, W, E</td>
</tr>
<tr>
<td>Understand a variety of works in the arts and humanities as expressions of individual and human values within an historical and social context.</td>
<td>1, 2, 3, 6, 11</td>
<td>4.2, 4.5, 4.6</td>
<td>UT, Q, F, W, E</td>
</tr>
<tr>
<td>Respond critically to works in the humanities and fine and performing arts.</td>
<td>3, 4, 5, 6, 11</td>
<td>4.2, 7.1</td>
<td>CF, RPT, W, E, DE, Proj, SP, SD</td>
</tr>
<tr>
<td>Engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.</td>
<td>3, 4</td>
<td>5.1, 7.1</td>
<td>SP, SD, Proj,</td>
</tr>
<tr>
<td>Articulate an informed personal reaction to works in the fine and performing arts and humanities.</td>
<td>3, 11</td>
<td>4.3, 7.1</td>
<td>CF, RPT, W, E, DE, Proj, SP, SD</td>
</tr>
<tr>
<td>Develop an appreciation for the aesthetic principles that guide or govern the humanities and fine and performing arts.</td>
<td>3</td>
<td>7.1</td>
<td>CF, RPT, W, E, DE, Proj, SP, SD</td>
</tr>
<tr>
<td>Analyze significant primary texts, specifically dramatic literature, as</td>
<td>1, 2, 3, 6</td>
<td>1.1, 4.1, 4.2, 4.3, 4.4, 4.5, 4.9, 7.1</td>
<td>CF, RPT, W, E, DE, Proj, SP, SD</td>
</tr>
</tbody>
</table>
**Assessment Codes**

<table>
<thead>
<tr>
<th>T = Tests</th>
<th>Pre/Post = Pre- and Post-Tests</th>
<th>OT = Objective Tests</th>
<th>UT = Unit Tests</th>
<th>Q = Quizzes</th>
<th>F = Final Examination</th>
<th>CF = Cumulative Final</th>
<th>EX = Departmental Exam</th>
<th>SE = Nat’l or State Standardized Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPT = Report/Presentation</td>
<td>SP = Skills Performance</td>
<td>SD = Skills Demonstration</td>
<td>W = Writing Assignments</td>
<td>E = Essays</td>
<td>DE = Documented Essays</td>
<td>RP = Research papers</td>
<td>J = Jury</td>
<td>R = Recital</td>
</tr>
</tbody>
</table>

**Means of Accomplishing Student Learning Outcomes:**

Teacher facilitated: The teacher will be leading class discussions on the material contained in the text during class periods.

Student-centered: The students will take notes, practice theater activities, and make several presentations during class periods.

**Assignment and/or Course Outline**

**Overview:**

LIT 4044 should prepare English education majors to teach dramatic literature in a 6-12 grade setting. The key to teaching dramas is multi-faceted. It blends history, textual analysis, and performance analysis. On top of that, teachers must learn to engage students in the theatre process even though they are in the classroom. Since theatre is live action, teachers should employ multiple techniques/assignments to involve the students.

Students should already have a basic understanding of literary techniques and analysis. In addition, a strong grasp of MLA documented essay structure will be expected.

The first part of the course will be traditional. Lectures about the history of theatre as well as textual analysis techniques will be included. The instructor will lead the discussion on the first four plays.
The second portion of the course will put the students in the instructor role. Students will choose a play and be responsible for teaching the material to the instructor and the rest of the class.

**Assignments/Grades:**
- Analysis essay (20%)
- Interactive student presentation of assigned play (45%)
- Participation/Discussion Posts /Attendance (15%)
- Final exam (20%)

**Analysis Essay:**
Students will write a 1000-1200 word analysis essay on *Oedipus, Amadeus, Doubt*, and/or *Rosencrantz and Guildenstern Are Dead*. The essay should be double-spaced and typed. Students will upload the essay to Canvas. My computer only reads Microsoft Word, so attachments should be .doc or .docx files. Should you have a different word processing program, save your assignment as Rich Text Format .rtf; otherwise, I will be unable to open the file, and the grade will be a zero. I will not accept a late essay.

**Student Presentations:**
Students will lead the lesson on one play. For this process to be successful, the instructor will require certain tasks:

1. Pre-reading exercise: The week prior to the student’s assigned play, a 30 minute pre-reading exercise will be given in class. This means that the other students should not read ahead for this exercise to work effectively.
2. Multiple assignments for lesson: Presenting students should include, but are not limited to, worksheets, websites, writing assignments, quizzes, and/or handouts. A formal lesson plan is not required, but an organized approach to the lesson will be expected. The student should plan on 2 – 2 ½ hours’ worth of instruction/activities. No more than 45 minutes can be video.
3. Active participation: All students who are not presenting must be an active audience and participate in all student-led activities.
4. Materials: Make copies of all pertinent materials for the class and email all assignments as separate documents/links to the instructor within a week of presenting.
5. All material presented will be used to create the final exam.

By the end of the semester, students should leave with material to teach a number of plays. There are no make-ups for missing the given presentation day. Should a student miss the presentation day, a grade of “0” will be assigned.

**Discussion Posts:**
Students will respond thoughtfully and respectfully to four Discussion Posts throughout the semester. First, students will post their comments; then they will respond to three other student postings per assignment. Check the due dates for each of the posts. Do not respond to other students’ postings until after the initial due date. The posts will be based on current discussions, so students should not work ahead on this assignment.

Students must use Standard English when responding to Discussion Posts. This means proper grammar and spelling. Text language will not be accepted.

**Final Exam:**
The exam will be identification and short answers derived from all the plays covered in course.
Canvas:
Students should regularly check Canvas for course updates and information. Canvas assignments must be completed on time as the site will automatically lock out the student after the due date and time. It is the student’s responsibility to keep track of these due dates. Contact your instructor using Canvas.

Late Arrivals/Early Departures:
Class begins promptly. That means students should be in their seats and prepared to begin class at 4:00—not just walking in at 4:00. Should you be a few minutes late, come in quietly and begin work. See me after class to make sure I change your absence to a tardy. Should you be more than 15 minutes late, you will be counted as absent. You may still enter the class and complete the assignments within the remaining time. Students who leave early will also be counted as absent.

Respect:
Free exchange of ideas demands respect from the instructor and other students. This respect includes listening to classmates’ viewpoints even if you disagree. Respect also includes paying attention to presentations and not talking while others are presenting. There are a few other points of respect and classroom etiquette I expect:

--silence your cell phones and put them away. I can tell when you are texting. No, you cannot learn and text at the same time. Besides, it is rude to your instructor as well as to your classmates.
--no laptops or IPads. I know you are not taking notes. Talk to me in private, should you need to use one of these devices.
--no side conversations

Enjoy:
I am passionate about reading and watching plays. I hope you are as well by the end of the semester.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/19</td>
<td>Course Introduction</td>
</tr>
</tbody>
</table>
| 8/26 | *Oedipus the King*  
Seagull Reader xi-xl |
| 9/2  | Labor Day |
| 9/9  | *Amadeus* |
| 9/16 | *Doubt: A Parable* |
| 9/23 | *Rosencrantz & Guildenstern Are Dead*  
Discussion Post: First response due 9/25 at 10:00 p.m.  
Response to others due 9/28 at 10:00 p.m. |
| 9/30 | *Trifles* Student_____________________________ |
10/7  *Death of a Salesman*  Student_____________________________________________

10/14  *The Crucible*  Student_____________________________________________
       Discussion Post: First response due 10/16 at 10:00 p.m.
       Response to others due 10/19 at 10:00 p.m.

10/21  *The Glass Menagerie*  Student_____________________________________________

10/28  *A Raisin in the Sun*  Student_____________________________________________

11/4  *The 1940’s Radio Hour*  (Theatre)
       Analysis Essay Due
       Discussion Post: First response due 10/30 at 10:00 p.m.
       Response to others due 11/2 at 10:00 p.m.

11/11  Veteran’s Day

11/18  *Our Town*  Student_____________________________________________
       Discussion Post: First response due 11/20 at 10:00 p.m.
       Response to others due 11/23 at 10:00 p.m.

11/25  *A Doll’s House*  Student_____________________________________________

12/2  Final Exam

See your Instructor First Day Handout for individual instructor assignment schedule.