



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

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:

2023-2024

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

- *The Seagull Reader: Plays Ed.* Joseph Kelly. 3rd ed. New York: Norton, 2014. ISBN: 9780393938234
- *The Crucible*, Arthur Miller. Penguin, 1976. ISBN: 9780140481389
- *Am I Blue*, Beth Henley, Dramatists Play Service, 1982, ISBN: 9780822200215
- *Our Town*, Thornton Wilder. Harper & Row, 1985. ISBN: 9780060929848
- *The Glass Menagerie*, Tennessee Williams. New Directions, 1999. ISBN: 9780811214049
- *The History Boys*, Alan Bennett. Faber & Faber, 2004. ISBN: 9780571224647
- *Doubt: A Parable*, John Patrick Shanley. Theatre Communications Group, 2005. ISBN: 978-1559362764

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.

Wendy Pippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183C, 850-718-2269, pippenw@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, live online tutoring conferences and individual tutoring sessions are available for a variety of courses through ACE@Home. For a conference schedule or to schedule an individual appointment, visit “ACE Tutoring” in the left navigation from any course in 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:

LIT 4044 is a core course for English Education majors enrolled in the baccalaureate program in the School of Education.

The purpose of the communications area in the English Education curriculum is to enable the student to read critically and communicate effectively in clear and correct English. The curriculum also requires students to effectively use the pedagogical tools of the teaching profession.

C-1 Communicate effectively in various rhetorical modes

C-2 Evaluate ideas using critical thinking

C-3 Demonstrate appropriate documentation techniques through various assignments

C-4 Analyze human experiences through reading and writing

C-5 Demonstrate the effective use of the conventions of Standard American English

E-1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories

E-3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of core content. |

LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES AND ASSESSMENT METHODS			
STUDENT LEARNING OUTCOMES FOR LIT 4044	NCTE Standards Secondary English	Florida Competencies and Skills: English 6-12	Assignments
Demonstrate awareness of the scope and variety of works in the arts and humanities.	1, 2, 11	4.5, 4.6	UT, Q, F, W, E
Understand a variety of works in the arts and humanities as expressions of individual and human values within an historical and social context.	1, 2, 3, 6, 11	4.2, 4.5, 4.6	UT, Q, F, W, E
Respond critically to works in the humanities and fine and performing arts.	3, 4, 5, 6, 11	4.2, 7.1	CF, RPT, W, E, DE, Proj, SP, SD
Engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.	3, 4	5.1, 7.1	SP, SD, Proj,
Articulate an informed	3, 11	4.3, 7.1	CF, RPT, W, E, DE, Proj,

personal reaction to works in the fine and performing arts and humanities.			SP, SD
Develop an appreciation for the aesthetic principles that guide or govern the humanities and fine and performing arts.	3	7.1	CF, RPT, W, E, DE, Proj, SP, SD
Analyze significant primary texts, specifically dramatic literature, as sources of cultural, historical, theoretical and creative expression.	1, 2, 3, 6	1.1, 4.1, 4.2, 4.3, 4.4, 4.5, 4.9, 7.1	CF, RPT, W, E, DE, Proj, SP, SD
Explain the ways in which each drama expresses the literary theory, culture and values of its time and place.	3, 6	1.1, 4.4, 4.5, 7.1	CF, RPT, W, E, DE,
Frame a comparative context through which students can critically assess the ideas, forces, theories and creative expression that have shaped dramatic literature.	3, 6	4.2, 4.3, 4.4, 4.5, 7.1	CF, RPT, W, E, DE, Proj, SP, SD
Employ appropriate rhetorical patterns and analysis while demonstrating writing skills.	4, 5	1.3, 2.3, 4.1, 4.2, 4.9, 7.1, 7.2, 7.3, 7.4, 7.5	W, E, DE,
Create and teach an effective lesson.			OBS

****Assessment Codes**

T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam	RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital	Proj. = Projects Exp. = Experiments Cap. Proj. = Capstone Project Cap. Course = Capstone Course Prac. = Practicum Intern. = Internship H = Homework PS = Problem Solving DB = Discussion Board	BO = Behavioral Observation Clin. = Clinicals CS = Case Study CP = Case Plan Port. = Portfolio Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks JP = Judged Performance/Exhibition
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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

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