GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 05/18/2021

 GCCCD Governing Board Approval: 06/15/2021

ENGLISH 162 DRAMA WRITING III

1. Course Number Course Title Semester Units

ENGL 162 Drama Writing III 3

 Semester Hours

 3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. Course Prerequisites

A “C” grade or higher or “Pass” in English 161 or equivalent.

Corequisite

None

Recommended Preparation

None

3. Catalog Description

The third in a four-course sequence, this advanced level class is designed to expand student proficiency in the study, analysis, and application of tools, techniques, and forms used by established and/or contemporary authors of drama. By composing and submitting original works of drama, students use the writers’ workshop to deepen their skills as critics and emerging dramatists. Students have opportunities for publication and public reading/performance of their own work. Students may enroll in this class without having to enroll in the later courses in the sequence.

4. Course Objectives

The student will:

1. At an advanced level, analyze, and appraise, both orally and in writing, the tools, techniques, and forms used by professional practitioners of drama writing, script design, character development, conflict, setting, theme, and plot;
2. Identify and employ various techniques of invention;
3. At an advanced level, craft written drama utilizing tools, techniques, and a variety of forms, both, traditional and experimental;
4. Evaluate benefits of criticism of their own work and demonstrate proficiency in multiple revisions;
5. At an advanced level, proficiently critique other students’ dramas, acts, and scenes, both orally and in writing;
6. Articulate aesthetic criteria for drama;
7. Demonstrate advanced skills in performance or performative reading of their own writing;
8. Demonstrate proficiency in college-level grammar, punctuation, and mechanics used in drama writing;
9. Pursue publication of their writing online or in print, or production of their writing theatrically, filmically, or videographically.

5. Instructional Facilities

Standard Classroom

6. Special Materials Required of Student

1. Access to a computer, the Internet, and word processing with capacity to save/export as Portable Document Format (.pdf) and/or Microsoft Word (.doc, .docx).
2. Collegiate dictionary and thesaurus.
3. Writing materials and copies of poems for workshop.

7. Course Content

1. Invention, composition, and revision of scripted dramas or scenes, at an intermediate level, amounting to approximately 20 pages per semester.
2. Traditional and experimental tools, techniques, and forms of scripted drama, including character development, conflict, setting, theme, plot, and manuscript design.
3. Written and oral critical commentary of peers’ original dramatic works.
4. A diversity of dramas by emerging, established, and/or contemporary dramatists, published in print and electronic media or produced theatrically, filmically, or videographically.
5. In-class writing exercises.
6. Critical essays on dramaturgy.
7. Strategies forperforming or performatively readingworks of drama.
8. Practice in ordering and assembling a portfolio of related dramatic works.
9. Research and activities pertaining to publishing or producing new drama and potential markets.

8. Method of Instruction

1. Lecture by instructor, visiting writers, and media.
2. Writers’ workshop: Students convene in groups. Selected writer assigns peer reader or readers to read aloud original dramas or scenes**,** and discussion follows. A student may be designated by the instructor to commence discussion for each work. Workshopped writers do not speak until work has been discussed by peers and addressed by instructor. Once a work is workshopped, the writer has the opportunity to respond and ask questions. Lastly, manuscript with written commentary is made available to its author. Cycle repeats with next selected writer.
3. Discussion and writing exercises based on tools, techniques, and forms of scripted drama.
4. Discussion and performative reading of scripted dramatic works by emerging, traditional, and/or contemporary dramatists.
5. Individual conferences.
6. Special writing projects befitting advanced-level students.

9. Methods of Evaluating Student Performance

1. Student writing and revision of dramatic works.
2. Participation in writers’ workshop, both orally and in writing.
3. Participation in class discussion and writing exercises such as modeling based on published authors..
4. Completion of written drama portfolio (including exercises, drafts and revisions) as a final project.
5. Performance or performative reading of original works composed for the class presented as part of a final examination.
6. Special projects contracted with student.

10. Outside Class Assignments

1. Reading and studying of work by emerging, established and/or contemporary dramatists.
2. Composing and revising works of scripted drama.
3. Reading and writing critiques of classmates’ written plays, acts or scenes.
4. Researching material for short works of drama.
5. Craft and imitation exercises**.**
6. Attending and/or participating in campus and community literary events and readings.
7. Submitting manuscripts to the Grossmont College literary journal, *Acorn Review*, as well as researching production and staging opportunities.
8. Research resources and outlets for recognition, publication and production of their own works.

11. Representative Texts

a. Representative Text(s):

1. Aronson, Linda. *The 21st Century Screenplay.* Fine Communications, 2020.
2. Bentley, Eric. *The Playwright as Thinker: A Study of Drama in Modern Times*. 4th ed. Univ Of Minnesota Press, 2010.
3. Egri, Lajos and Gilbert Miller. *The Art of Dramatic Writing: Its Basis in the Creative Interpretation of Human Motives.* Literary Licensing, LLC, 2013.
4. Downs, William Missouri, Lou Ann Wright, and Erik Ramsey. *The Art of Theatre: Then and Now.* 4th ed.Cengage Learning, 2017.
5. Harbison, Lawrence, Ed. *The Best New Ten-Minute Plays, 2020.* Applause, 2020.
6. McKee, Robert. *Dialogue: The Art of Verbal Action for Page, Stage, and Screen.* Twelve, 2016.
7. True Acting Institute, ed. *Best Ten-Minute Plays of 2019.* Smith & Kraus, 2019.

b. Supplementary OER texts and workbooks:

Stevenson, Angus. New Oxford American Dictionary. 3rd ed. Oxford University Press. 2010.

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

1. At an advanced level, identify and employ elements of scripted drama and use specific details from memory, imagination, knowledge, and research to invent, draft, revise, and reflect upon scripted drama in traditional and experimental forms.
2. Use the writers’ workshop to evaluate their own manuscripts as well as the manuscripts of others (both orally and in writing) to demonstrate proficiency as critics and dramatists.
3. At an advanced level, interpret, assess, and synthesize the content and form of works by emerging, established, and/or contemporary dramatists.