

**ENGL 11 Course Outline as of Fall 2021****CATALOG INFORMATION**

Dept and Nbr: ENGL 11 Title: INTRO TO DRAMATIC LIT

Full Title: Introduction to Dramatic Literature

Last Reviewed: 11/26/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

Introduction to dramatic literature that emphasizes critical reading, discussion, and analytic writing about dramatic works. This course will cover the history of drama by paying specific attention to dramatic genres, like tragedy and comedy, and the various prominent movements in world theaters.

**Prerequisites/Corequisites:**

Course Completion of ENGL 1A OR ESL 10

**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: Introduction to dramatic literature that emphasizes critical reading, discussion, and analytic writing about dramatic works. This course will cover the history of drama by paying specific attention to dramatic genres, like tragedy and comedy, and the various prominent movements in world theaters. (Grade Only)

Prerequisites/Corequisites: Course Completion of ENGL 1A OR ESL 10

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>			Effective:	Inactive:
	E	Humanities		Fall 2013	
<b>CSU GE:</b>	<b>Transfer Area</b>			Effective:	Inactive:
	C2	Humanities		Fall 2013	
<b>IGETC:</b>	<b>Transfer Area</b>			Effective:	Inactive:
	3B	Humanities		Fall 2013	
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 2013	Inactive:	
<b>UC Transfer:</b>	Transferable	Effective:	Fall 2013	Inactive:	

### **CID:**

CID Descriptor: THTR 114      Script Analysis  
SRJC Equivalent Course(s): ENGL11

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Read, comprehend, analyze, and interpret works of dramatic literature.
2. Apply one or more critical approaches to literature in well-developed, logically organized and thesis-driven interpretive and analytical essays on widely recognized works of literature.
3. Demonstrate an understanding of a play's significance by identifying its dramatic elements, structure, genre, and literary and cultural importance.
4. Demonstrate an awareness of the power of verbal performance in regard to its influence in rhetoric and interpretation.
5. Relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts.

### **Objectives:**

At the conclusion of this course, the student should be able to:

#### **READING**

1. Read and analyze selected works from the history of drama in their cultural and historical contexts.
2. Identify and analyze those elements that help define the genre.
3. Examine a variety of critical and theoretical approaches toward interpreting texts and apply those critical approaches to interpreting works of dramatic literature.
4. Explain how playwrights use particular conventions to create dramatic meaning.

#### **WRITING**

1. Apply the elements of effective writing (e.g., a clear thesis, sound organization, and sufficient development) to the writing of expository and argumentative essays on dramatic literature.
2. Perform literary and historical research in order to support an interpretation of the literature.
3. Apply various critical approaches in developing written responses to plays.
4. Write literary analysis essays, revealing the ability to effectively interpret literature, integrate secondary sources and criticism, and apply the Modern Language Association (MLA) format for manuscript form, citations, and works cited.

## **Topics and Scope:**

### **I. What is a Play?**

#### **A. Duration**

#### **B. Genre**

1. Tragedy
2. Comedy
3. Farce
4. Melodrama

#### **C. Structure**

##### **1. The Components of a Play**

- a. Plot
- b. Characters
- c. Theme
- d. Diction
- e. Music
- f. Spectacle
- g. Convention

##### **2. The Order of a Play**

- a. The Gathering of the Audience
- b. The Transition
- c. The Exposition
- d. The Conflict
- e. The Climax
- f. The Denouement
- g. The Curtain Call
- h. The Aftermath: Criticism

### **II. The History of Theater**

#### **A. Oral tradition, ritual, and myth**

#### **B. Greek**

#### **C. Roman**

#### **D. Medieval European**

#### **E. Early Modern European 1500 to 1700**

#### **F. Early Modern World Drama**

#### **G. Eighteenth-Century: Melodrama, Romanticism, and the Technical Developments in Theater**

#### **H. Realism and Naturalism**

#### **I. Modern**

#### **J. Postwar**

#### **K. Contemporary**

### **III. How to Read a Play**

#### **A. Conventions of written drama**

#### **B. Interpreting script directions**

### **IV. Criticism and Critical Approaches to Literature**

- A. Biographical
- B. Deconstruction
- C. Economic (Marxist)
- D. Formalist
- E. Gender
  - 1. Feminist
  - 2. Masculinist
  - 3. Queer Theory
- F. Historical
- G. New Criticism
- H. Psychological
  - 1. Freudian
  - 2. Jungian
  - 3. Mythological
- I. Reader Response
- J. Sociological/Cultural
- V. Film and Theater

### **Assignment:**

1. Reading assignments of 20-100 pages per week readings of varying lengths, including one act plays, full-length plays, and literary criticism; other reading activities such as:
  - a. Reading and / or performance of sections from each play
  - b. Integration of reader's theater to enhance reading skills and confidence
2. Reading-based writing assignments (2-10), such as:
  - a. Annotating, paraphrasing, and summarizing exercises /activities
  - b. Composing reading and personal responses in reaction to readings, videos, lectures, plays, and performances
  - c. Reading journal entries
  - d. Double Entry reading logs
3. Writing assignments including researched-based, academic essays (2-3) and other short writing assignments (totaling 6,500 – 8,000 words), such as:
  - a. Academic essays
  - b. Learning logs
  - c. Journal entries
  - d. Timed writing
  - e. Detailed summaries and/or reading responses
4. Problem-solving exercises focused on library research, such as:
  - a. Library research exercises
  - b. Library research essays
  - c. Library research presentations and/or projects
  - d. Annotated Bibliography
5. Quizzes (0-10) and/or Exams (0-3)
6. Other
  - a. Group or individual presentations about particular works, authors, schools of criticism, time periods, or literary styles, (oral, video, online, etc.)
  - b. Viewing of videos outside the classroom setting
  - c. Field trips to attend plays and/or SRJC Theatre Arts productions

### **Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reading-based writing assignments; Research-based, academic essays; other short writing assignments

Writing  
60 - 80%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Library research assignments

Problem solving  
5 - 10%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Quizzes and examinations

Exams  
0 - 20%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Attendance; class participation in discussions; group or individual presentations

Other Category  
10 - 15%

### **Representative Textbooks and Materials:**

The Norton Anthology of Drama, Vols. 1 & 2. 3rd ed. W.W. Norton. 2017

The Bedford Introduction to Drama. 8th ed. Jacobus, Lee. Bedford/St. Martin's. 2017

Backwards and Forwards: A Technical Manual for Reading Plays. Ball, David. Southern Illinois University Press. 1983 (classic)

Any of the plays in the series Case Studies in Contemporary Criticism. Ross C. Murfin, series ed., Bedford/St. Martin's Press. Current Editions.

Any of the plays in the series Norton Critical Editions.

Instructor prepared materials