

TH 510**Studies in Dramatic Literature** (4 cr)

Summer 2007 Weds-Mon 8:30-10:30

Elise Forier Office Hours: WRFSS 10:30am-11:30am
Office MC 103 Phone 963-1794 Email: foriere@cwu.edu**Catalogue Description** Course content identified by title in the University Class Schedule.**Course Description** This class creates an opportunity for students to delve into the structure of dramatic scripts, and through such investigation grasp the components used in the evaluation of dramatic literature. The various components are studied in detail, using classical and modern plays.**Required Texts:**

“TH 510 Studies in Dramatic Literature Coursepack” compiled by the CWU University Store, available for order in the bookstore. Contains plays listed below as well as other essential readings
(You may read the plays from other sources, but must read the coursepack analyses and readings)

Plays to be read and examined:

Oedipus Rex, by Sophocles
The Twin Menaechmi, by Plautus
Macbeth, by William Shakespeare
Tartuffe, by Moliere
The Belle’s Stratagem, by Hannah Cowley
Cyrano de Bergerac, by Edmond Rostand
Waiting for Lefty, by Clifford Odets
Waiting for Godot, by Samuel Beckett
A Raisin in the Sun, by Lorraine Hansberry
How I Learned to Drive, by Paula Vogel
The Monument, by Colleen Wagner

AND if you do not have a degree in Theatre Arts, read one of the following books: Barranger, Milly, Theatre: A Way of Seeing, Brockett, Oscar, The Essential Theatre, or Cohen, Robert, Theatre: Brief Version.

Course Objectives:

- Students will grasp procedures of analyzing dramatic texts
- Students will acquire a personal procedure for dramatic text analysis
- Students will compare changes in dramatic structure from early to modern times and across cultures
- Students will devise and implement methods for comparison of components of plays from different time periods and cultures
- Articulate the differences between dramatic language and narrative

Assessments:

- Original paper, oral presentation tests
- Class discussion, test
- Written paper, class discussion, oral presentation
- Original paper, class discussion
- Classroom viewing and discussion

Students With Disabilities

If you have a disability that may prevent you from meeting course requirements, contact the instructor immediately to file a Student Disability Statement and to develop an Accommodation Plan. Course requirements will not be waived but reasonable accommodations will be developed to help you meet the requirements. You are expected to work with the instructor and the CWU Disability Support Specialist to develop and implement a reasonable Accommodation Plan.

Course Requirements

Read all plays and comments in the coursepack

Apply evaluation questions and analyses to each play

Participate in class discussions

Attend classes and be on time for classes

(The above constitutes 50% of your final grade)

Write a five page paper (in correct MLA format) in which you compare and contrast the use of one dramatic element in plays from two different time periods. Use plays from reading lists. Due the final day of class.

(The paper constitutes 25% of your final grade)

Give a fifteen minute oral presentation of one of the final six plays on the list

(The oral presentation constitutes 15% of your final grade)

Write an essay and identify terms for a final exam on the last day of class

(The final exam constitutes 10% of your final grade)

Grading Scale 90-100=A 80-89=B 70-79=C below 69 is unacceptable

Attendance Policy:

You must attend and participate in all class meetings. If you are LATE, you will be counted absent.

Theatre Arts Mission Statements

University Mission;

“Docendo Discimus” (By Teaching We Learn)

Department Mission;

The Department of Theatre Arts is an ensemble of artists, scholars, educators, and practitioners located in the heart of the Pacific Northwest who:

- prepare students for advanced study and professional careers in theatre;
- promote creativity and excellence in a diverse educational environment;
- cultivate, educate, challenge and enrich audiences; and
- train and prepare students from diverse backgrounds to link art and life through experiential learning; in order to nurture skilled, thoughtful, and courageous citizens who will promote a peaceful and tolerant global community

Center for Teaching and Learning Theme; “facilitators of learning in a diverse world”

Teaching Philosophy:

The Theatre Arts Department supports and practices constructivism as a teaching philosophy. Indeed, it may be argued that it has used this philosophy in almost all of the diverse areas within the discipline since the art of theatre was created by human beings. Teachers of Theatre Arts practice tenets from the three forms of constructivism exhaustively covered in the Conceptual Framework; Developmental, Social, and Socio-cultural. As a result, we apply the views commonly and generally held by constructivist teachers;

- Learning opportunities are best when accompanied by high levels of active engagement with tasks that characterize them.
- Formal knowledge is valued and made available to the learner, but the learner is encouraged to reflect on it and be skeptical about it, rather than simply accept it.
- Multiple examples and a variety of representations of content enable learners to derive meaning.
- Critical thinking, reflection, and problem solving are prized and encouraged.
- Interaction and conversation with others in the learning environment can improve the learner’s ability to state her case, can widen perspective, and can motivate learning.
- Multiple and authentic measures of assessment provide richer insight into the learner’s construction of knowledge.
- Verbal explanations can and should be supplemented by experiential learning.

It should be noted that each teacher applies these precepts in diverse ways, according to their particular area within the discipline.

Teacher Certification Standards met in this course can be found at

http://www.cwu.edu/~theatre/program/undergrad/ed_standards.html

