

Course: Dramatic Literature II
Department: Humanities / Fine Arts

Course Description: This course begins with an overview of theatrical literature and an understanding of the play as a form. Following this, selected plays from Late Seventeenth and Eighteenth-Century, Nineteenth Century, Early and Mid-Twentieth Century and Contemporary periods will be read and explicated

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
Upon successful completion of this course, students should	To achieve these outcomes, students may engage in the following activities:	Student learning may be assessed by
1. Read and experience a significant sampling of the writings that constitute the canon of Dramatic Literature from 1860 toward the present.	Read plays individually (R,CT) Read scenes from plays in class (R,CT) View films or live stage productions (CT,TS)	Class participation (O,CT) Objective questions on readings and viewings(CT, O) On-line discussion and chat participation (CT, R, W,TS) Reflection papers (R,W,CT)
2. Become familiar with major playwrights, plays, trends and styles of dramatic literature from 1860 toward the present	Read assigned supporting articles, dramatic criticism, and performance reviews thoughtfully. (R,CT) Participate in on-line discussion and chat room (CT,R,W,TS) Visit credible web sites to do research (CT,R,W,TS)	Class participation (O,CT) Objective questions on readings and viewings (CT, O) On-line discussion and chat participation (CT, R, W,TS) Reflection papers (R,W,CT)
3. Write papers responding critically to both primary and secondary texts, research, and viewing of productions, building on skills developed in English Composition II	Use research skills from English Composition I & II to prepare papers demonstrating an interaction with the assigned readings and performance viewings (R,CT,W)	Reflection papers w/ citations in MLA format (W,CT)
4. Understand and analyze the relationship among world cultures (social, political, intellectual, historical, and economic) from 1860 onwards as they relate to individual writers and their works.	Compare historical information from other classes, life experience, and research performed on-line through class discussions, chat and reflection papers (CT,R,W, TS) Discuss the influence of culture on dramatic writing (CT, R, W)	Class participation (O,CT) Objective questions on readings and viewings(CT, O,R,W) On-line discussion and chat participation (CT, R, W,TS) Reflection papers (R,W,CT)

<p>5. Discover a sense of how the human condition is reflected upon, developed and experienced through dramatic literature</p>	<p>Read plays individually (R,CT)</p> <p>Read scenes from plays in class (R,CT)</p> <p>View films or live stage productions (CT,TS)</p>	<p>Class participation (O,CT)</p> <p>Objective questions on readings and viewings (CT, O)</p> <p>On-line discussion and chat participation (CT, R, W,TS)</p> <p>Reflection papers (R,W,CT,TS)</p>
<p>6. Analyze and discuss texts, using literary terms and themes introduced in English Composition II to inform and guide the aesthetic experience of reading</p>	<p>Read assigned supporting articles, dramatic criticism, and performance reviews thoughtfully. (R,CT)</p> <p>Participate in on-line discussion and chat room (CT,R,W,TS)</p> <p>Visit credible web sites to do research (CT,R,W,TS)</p> <p>Read plays individually (R,CT)</p> <p>Read scenes from plays in class (R,CT)</p> <p>View films or live stage productions (CT,TS)</p>	<p>Evidence of literary terms in assigned writings and identification of thematic patterns in assigned readings (R,W,CT)</p>
<p>7. Appreciate the personal relevance and shared values of literature, and the depth of feeling that comes with recognition of the universal human condition</p>	<p>Connect the readings with personal experiences, through on-line discussion and chat, to either validate or negate the writer's vision (R,W,CT,TS))</p> <p>Connect the readings to contemporary conditions and events (R,W,CT)</p>	<p>Reflection papers that move beyond plot summary to analysis and interpretation by the student (CT,W,R,TS)</p>
<p>8. Identify how playwrights use dramatic character, dramatic language, and play structure to convey meaning.</p>	<p>Read assigned supporting articles, dramatic criticism, and performance reviews thoughtfully. (R,CT)</p> <p>Participate in on-line discussion and chat room (CT,R,W,TS)</p> <p>Visit credible web sites to do research (CT,R,W,TS)</p> <p>Read plays individually (R,CT)</p> <p>Read scenes from plays in class (R,CT)</p> <p>View films or live stage productions (CT,TS)</p>	<p>Reflection papers that move beyond plot summary to analysis and interpretation by the student (CT,W,R,TS)</p> <p>Class participation (O,CT)</p> <p>Objective questions on readings and viewings (CT, O)</p> <p>On-line discussion and chat participation (CT, R, W,TS)</p>
<p>9. Understand the genre of dramatic literature as it is distinguished from other genres by</p>	<p>Read assigned supporting articles, dramatic criticism, and performance</p>	<p>Class participation (O,CT)</p>

<p>reflecting on drama & performance; dramaturgy; dramatic time & space; drama's landscapes, stages, meanings and messages.</p>	<p>reviews thoughtfully. (R,CT)</p> <p>Participate in on-line discussion and chat room (CT,R,W,TS)</p> <p>Visit credible web sites to do research (CT,R,W,TS)</p> <p>Read plays individually (R,CT)</p> <p>Read scenes from plays in class (R,CT, O)</p> <p>View films or live stage productions (CT,TS)</p>	<p>Objective questions on readings and viewings (CT, O)</p> <p>On-line discussion and chat participation (CT, R, W,TS)</p> <p>Reflection papers that move beyond plot summary to analysis and interpretation by the student (CT,W,R,TS)</p>
<p>10. Strengthen Core Competencies ** in order to increase success in this and other courses and in the workplace.</p>	<p>Referenced above</p>	<p>Referenced above.</p>

**Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).