

# English 2342.152 – Introduction to Drama

Summer II 2018

Dr. Roy Bearden-White / Department of English  
Internet Class

**Note: The material in this course at times features images and language that were expressly designed to be controversial; please be aware of this before you enroll.**

## Required Texts and Resources:

Gainor, J. Ellen, et. al., eds. *The Norton Anthology of Drama*. 2nd ed. New York: W.W. Norton & Company, 2014. ISBN: 978-0-393-92341-4

## Plays to be studied:

Aristophanes. *Lysistrata* (411 b.c.)

Anonymous Morality Play. *Everyman* (c. 1510)

Shakespeare, William. *Twelfth Night, or What You Will* (1602)

Wilde, Oscar. *The Importance of Being Earnest* (1895)

O'Neill, Eugene. *Long Day's Journey into Night*. (1956)

Wilson, August. *Fences*. (1989)

**Required means of communication:** All electronic correspondence for this class will be sent to your southplainscollege.edu address, so it is your responsibility to monitor the account on a regular basis.

## Suggested Texts and Supplies:

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

A flash drive or internet cloud storage.

**Course Description:** Drama is a unique literary collage. This genre combines storytelling and poetry with live performance. From an early form of ritual to entertainment to social commentary, drama has served to unite communities and challenge social norms, to vitalize and provoke its audiences. In this course, we will explore the historical evolution of page and stage from the outdoor theaters of the ancient Greeks up to the well-worn floor boards of the Broadway stage.

**Departmental Course Description and Purpose:** This course includes a critical study of, and writing about, a variety of short plays. English 2342 introduces students to drama through the study of selected plays. Works studied may be those considered “great works,” or a representative selection from a geographic region or time periods, or centered on certain themes. This course includes the general historical background as well as the principles of literary criticism appropriate to the literature.

**Prerequisite:** English 1301 and English 1302

**Student Learning Outcomes:** Upon completion of the course, the student will show competence in the course objectives listed below:

1. Critically evaluate plays in terms of the elements of drama (plot structure, setting, characterization, dialogue, staging, etc.)
2. Understand the biographical, cultural, and historical contexts of plays written during particular time periods
3. Evaluate the distinguishing characteristics of drama, especially in order to analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods

4. Show an understanding and refinement of the skills of expository and argumentative writing already developed in English 1301 and 1302
5. Apply critical thinking to the study of drama and to the writing of analytical papers
6. Use a library and relevant internet sources for research purposes
7. Research and write an accurately documented paper, using MLA style or other assigned documentation style
8. Participate in class discussions or group work over the literature in the course

**This course satisfies a Core Curriculum Requirement** of the Language, Philosophy, and Culture Foundational Component Area

**Core Objectives addressed:**

- **Communications skills**—to include effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.

**Student Learning Objectives:** Upon successful completion of the course, the student should be able to (1) Critically evaluate fiction in terms of the constituent elements of fiction, both short story and novel, including essential biographical, cultural, and historical contexts (names of principal characters and details of plot and setting are to be included); (2) Understand the distinguishing elements of fiction for the appropriate time period; (3) To evaluate in depth the distinguishing characteristics of fiction, especially in order to analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods; (4) Show an understanding and competent application of the elements of the writing process in all writing situations as developed in English 1301 and 1302; (5) Show an understanding and refinement of the skills of expository and argumentative writing already developed in English 1301 and 1302; (6) Apply critical thinking to the study of literature and to the writing of analytical essays; (7) Use a library and relevant internet sources for research purposes; (8) Research and write an accurately documented paper, using MLA style or other assigned documentation style; (9) Participate in class discussions or group work over the literature and research in the course; (10) Make constructive suggestions for others’ work during peer critiques or presentations.

**How to Contact me:**

Office: Levelland Campus, CM 103d

<u>Office Hours:</u> Mondays and Wednesdays:	9:00 a.m. to 11:00 a.m.
Tuesdays and Thursdays	9:00 a.m. to 9:30 a.m.
Fridays:	9:00 a.m. to 12:00 p.m.

Other times by Appointment

Office Phone: 806-716-4030

Email: [rbardenwhite@gmail.com](mailto:rbardenwhite@gmail.com) or [rbardenwhite@southplainscollege.edu](mailto:rbardenwhite@southplainscollege.edu)

**Course work:** This is a reading-intensive course. Students will read a large variety of graphic texts, considering their evolution from 1842 to the present and evaluating their cultural impact as popular literature. Through assigned readings and class discussions, students will consider texts in relation to the time in which they were written, the theme and message they represent, the public response, and their applicability to the present. Students will also respond to the texts and to issues raised by the texts in thoughtful, well-prepared, 2-3 page response papers. There will be a final exam in the form of a Critical Response paper (4-5 pages).

## Grading of Course work:

Response papers – see below for details	
Four (4) Response papers (2-3 pages, 10% each)	50%
Quizzes	
Eight (6) Reading Quizzes	25%
Eight (6) Drama Quizzes (on Notes and Videos)	25%

**Response Papers:** Each written response will allow you to pursue and consider questions or issues raised within one of the texts with an aspect of the culture, the history, or other social implications surrounding the text. Papers that respond to more than one text will not be accepted. Since it is a formal response, each paper should constitute a firm and arguable opinion in a well-crafted essay, complete with thesis statement and supporting evidence. According to the class schedule, you will have five opportunities to post a response paper, but only the best four will be used for your grade. For each response, you need to produce two different copies:

- A printed copy needs to be handed in during the appropriate class session. This is the copy that I will comment on, grade, and return to you.
- An electronic copy needs to be posted on the appropriate discussion forum on Blackboard so that other students may read and comment on your response as well. The electronic version should be added to the discussion forum before the assigned date. All submitted assignments may be processed through Turnitin.Com to verify originality.
- The grading rubric for the response papers, along with example papers, can be found on Blackboard.

Response Papers must be a minimum of 2-3 pages in length (500-750 words) and follow MLA guidelines.

**Optional Videos:** The optional videos are just that—optional. Reading drama is often problematic, since the narratives are designed, first and foremost, as performances to be seen on a stage. Reading the text without the visual aspect can be considered limiting. The actual performance, though, can be limiting as well. A performance is simply one interpretation of a text, as the director, the actors, the set designers, the choreographers, and everyone else involved brings their view of the play to the stage. This interpretation can be, and is often, significantly different than the printed text. In no way is the staged performance a replacement for the text as productions often add, subtract, or merge characters, relocate the setting, or even completely change the original language of the script. The optional videos are offered in order to provide depth of interpretation and understanding to the original work as the differences can be significant.

**Late Work:** Unless prior approval is received, late submission of assignments will result in a grade deduction of one half-letter grade for each calendar day (not including Saturdays, Sundays, or holidays) that the assignment is late.

**Attendance in an Online Class:** Regular engagement with the course materials and requirements is imperative for successful completion of this course. Since this is an online class, we will not meet in person. I still need to monitor your progress. Your 4<sup>th</sup> missed Assignment may result in being dropped from the class. However, it is your responsibility to drop the class if you are no longer able to meet the requirements.

**Online Etiquette:** Netiquette is the etiquette used online. Remember, every post on Blackboard came from a living, breathing human being. Shared Assignments should be a positive exchange of ideas. If you disagree with someone's post, address why in an academic manner. Do not troll or flame your fellow students. Remember to treat people with the same respect as you would in person. Please don't use ALL CAPS; this is the same as yelling. Do not use extra-large font to make your point or font that is hard for people to read. Use standard spelling and grammar. Simply put – be polite.

**Academic Integrity—Plagiarism and Cheating:** “It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension” (SPC General Catalog, p. 23). “Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers” (SPC General Catalog, p. 23). Students should consult the General Catalog on p. 23 for the college’s detailed policies on plagiarism and cheating. Failure to comply with these policies will result in an F for the assignment and can result in an F for the course if circumstances warrant.

**Student Code of Conduct Policy:** Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others’ behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

**Cell Phones, Ipods, Blackberries, Laptops, etc.:** I don’t know many people who love electronic gizmos more than I do. Not only are they usually incredibly useful, informative, and even educational, they are also typically fun to use. Because of the enormous benefits technology can provide, I do not want to categorically forbid electronic devices from the classroom. With that said, however, electronic gadgets can be quite disruptive in a classroom. In order to negotiate this potential problem, I will need your cooperation in following two simple guidelines:

- The classroom is a communal environment which requires each student to respect the learning experiences of the others. Please consider how your devices may impact, and in some cases simply annoy, others who sit near you.
- You enrolled in, and paid for, this class with a specific purpose in mind, whether it is to improve your writing skills or to fulfill a core requirement. While surfing on Facebook, text-messaging a friend, or playing Pokémon Go might be more fun, realize that such actions will impair your progress in this class (and yes, by progress I do mean your final grade).

**Students with Disabilities:** Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

**Statement of Nondiscrimination:** It is my policy not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

**Statement of Diversity:** In this class, I will continually strive to establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Campus Concealed Carry syllabus statement:** Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun.

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: ([http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

**Other concerns:** I strongly encourage you to visit me during my office hours to discuss any other problems or concerns that may affect your performance in this class.

# English 2342 - Class Schedule

## Summer II 2018

All assignments are to be submitted on Blackboard before the date and time listed. It is highly recommended to complete work early to avoid late penalties. Email me if there are any issues with scheduling.

### Week One – 7/12 to 7/18 (Thursday to Wednesday)

**Watch Video:** Introduction to Course

**Post on Blackboard:** Introduction to class: Post a message on the discussion board and tell a little bit about yourself and why you are taking this class. My introduction has already been posted.

**Watch Videos: How to Interpret a Text**

**General MLA Formatting**

**How to Write a Response Paper**

**N.B.** These three videos should be referenced throughout the class.

### **Ancient**

**Watch Video:** An Intro to Ancient & Medieval Drama

**Read:** Notes on Ancient Drama (on Blackboard) and pages 4-12 in Norton Textbook

**Quiz:** Drama Quiz #1 due by 11:59 p.m. Wednesday 7/18

Quiz covers material from Intro to Ancient & Medieval Drama Video, Notes on Ancient Drama, and 4-12 in Norton Textbook

**Read:** Aristophanes – *Lysistrata* (411 b.c.)

Please Note: The modern translation in the Norton Textbook includes language that some may find offensive. If this is a concern, there is an older translation on Blackboard that may be more suitable.

**Quiz:** Reading Quiz #1 due by 11:59 p.m. Wednesday 7/18

Quiz covers entire text of *Lysistrata*

### **Medieval**

**Read:** Notes on Medieval Drama (on Blackboard) and pages 25-31 in Norton Textbook

**Quiz:** Drama Quiz #2 due by 11:59 p.m. Wednesday 7/18

Quiz covers material from Intro to Ancient & Medieval Drama Video, Notes on Medieval Drama, and pages 25-31 in Norton Textbook

**Read:** Anonymous Morality Play – *Everyman* (c. 1510)

**Quiz:** Reading Quiz #2 due by 11:59 p.m. Wednesday 7/18

Quiz covers entire text of *Everyman*

**Read:** Issues about Ancient and Medieval Drama

**Response Paper #1** due by 11:59 p.m. Wednesday 7/18. Be sure to read the section on Response Papers in the introductory announcement on Blackboard and look at the sample Response Papers before you write and submit your response. Consider possible response topics suggested in “Issues about Ancient and Medieval Drama,” although you may, of course, address different questions in your response. Remember that all Response papers need to be posted in two places on Blackboard: the associated assignment drop box and the discussion board. When you post your essay on the discussion board, take the time to read and consider responses from other students. You may choose to respond to either Aristophanes’ *Lysistrata* or the Morality Play *Everyman*, but your response should only focus on one text.

### Week Two – 7/19 to 7/25

### **Renaissance**

**Watch Video:** An Intro to Renaissance Drama

**Read:** Notes on Renaissance Drama (on Blackboard) and pages 37-42 in Norton Textbook

**Quiz:** Drama Quiz #3 due by 11:59 p.m. Wednesday 7/25.

Quiz covers material from Intro to Renaissance Drama Video, Notes on Renaissance Drama,

and pages 37-42 in Norton Textbook

**Read:** Shakespeare – *Twelfth Night, or What You Will* (1602)

**Quiz:** Reading Quiz #3 due by 11:59 p.m. Wednesday 7/25.

Quiz covers entire text of *Twelfth Night*

**Read:** Issues about Renaissance Drama

**Response Paper #2** due by 11:59 p.m. Wednesday 7/25. Before you write your second Response Paper, it would be a good idea to read my comments on your submitted, first Response Paper. Your response should focus on some issue or aspect of Shakespeare's *Twelfth Night*. Look at Issues about Renaissance Drama for topic ideas.

### Week Three – 7/26 to 8/1

#### Modern

**Watch Video:** An Intro to Modern Drama

**Read:** Notes on Modern Drama (on Blackboard) and pages 60-68 in Norton Textbook

**Quiz:** Drama Quiz #6 due by 11:59 p.m. Wednesday 8/1.

Quiz covers material from Intro to Modern Drama Video, Notes on Modern Drama, and pages 60-68 in Norton Textbook

**Read:** Wilde, Oscar. *The Importance of Being Earnest* (1895)

**Quiz:** Reading Quiz #6 due by 11:59 p.m. Wednesday 8/1.

Quiz covers entire text of *The Importance of Being Earnest*

**Read:** Issues about Modern Drama

**Response Paper #3** due by 11:59 p.m. Wednesday 8/1. Your response should focus on some issue or aspect of Wilde's *The Importance of Being Earnest*. Look at Issues about Modern Drama for topic ideas.

### Week Four– 8/2 to 8/8

#### Post-War

**Watch Video:** An Intro to Post-War Drama

**Read:** Notes on Post-War Drama (on Blackboard) and pages 68-75 in Norton Textbook

**Quiz:** Drama Quiz #7 due by 11:59 p.m. Wednesday 8/8.

Quiz covers material from Intro to Post-War Drama Video, Notes on Post-War Drama, and pages 68-75 in Norton Textbook

**Read:** O'Neill, Eugene. *Long Day's Journey into Night*. (1956)

**Quiz:** Reading Quiz #7 due by 11:59 p.m. Wednesday 8/8.

Quiz covers entire text of *Long Day's Journey into Night*

**Read:** Issues about Post-War Drama

**Response Paper #4** due by 11:59 p.m. Wednesday 8/8. Your response should focus on some issue or aspect of O'Neill's *Long Day's Journey into Night*. Look at Issues about Post-War Drama for topic ideas.

### Week Five – 8/9 to 8/15

#### Contemporary

**Watch Video:** An Intro to Contemporary Drama

**Read:** Notes on Contemporary Drama (on Blackboard) and pages 75-82 in Norton Textbook

**Quiz:** Drama Quiz #8 due by 11:59 p.m. Wednesday 8/15.

Quiz covers material from Intro to Contemporary Drama Video, Notes on Contemporary Drama, and pages 75-82 in Norton Textbook

**Read:** Wilson, August. *Fences*. (1989)

**Quiz:** Reading Quiz #8 due by 11:59 p.m. Wednesday 8/15.

Quiz covers entire text of *Fences*

**Read:** Issues about Contemporary Drama

**Response Paper #5** due by 11:59 p.m. Wednesday 8/15. Your response should focus on some issue or aspect of Wilson's *Fences*. Look at Issues about Contemporary Drama for topic ideas.