**BARTON COMMUNITY COLLEGE**

**COURSE SYLLABUS**

**SEMESTER YEAR**

# **GENERAL COURSE INFORMATION**

Course Number: LITR 1228

Course Title: Introduction to Drama

Credit Hours: 3

Division/Discipline: Academics

Course Description: A study of the development of drama as literature.

# **CLASSROOM POLICY**

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

The College reserves the right to suspend a student for conduct that is detrimental to the College's educational endeavors as outlined in the College catalog.

Plagiarism on any academic endeavors at Barton County Community College will not be tolerated. Learn the rules of, and avoid instances of, intentional or unintentional plagiarism.

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act should notify Student Support Services. Additional information about academic integrity can be found at the following link: <http://academicintegrity.bartonccc.edu/>

# **COURSE AS VIEWED IN THE TOTAL CURRICULUM**

As in other courses, Drama requires students to practice interpretation, writing and communication skills that are needed by students to achieve success in all academic endeavors. Indeed, the skills sharpened through this course contribute to a person’s successful interactions throughout life, both personal and professional. Introduction to Drama is an elective humanities course to every undergraduate course of study in all colleges.

Transferability of college courses varies among institutions, and perhaps among departments, programs or colleges within an institution. Institutional requirements may change without prior notification. It is the student’s responsibility to obtain relevant information from intended transfer institutions to insure that the courses in which the student enrolls are the most appropriate set of courses for transfer.

# **ASSESSMENT OF STUDENT LEARNING / COURSE OUTCOMES**

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

An overview of the major genres and periods of drama, in English, this course emphasizes both an historical approach to and critical appreciation of works of theatrical imagination. A

1. **COURSE COMPETENCIES**

Students should learn:

1. To identify the basic features of Drama
2. To identify the literary features of a play perceptively
3. the unity of words and action
4. the preference for characteristic dialogue over mediatory narration
5. the plot or shape of dramas
6. the unity of sound and sense
7. varieties of prosody
8. varieties of form
9. varieties of character
10. varieties of plot
11. varieties of setting
12. varieties of narration
13. varieties of figures of speech and thought
14. varieties of tone and style
15. varieties of theme
16. To recognize the varied genres of play
17. tragedy
18. comedy
19. tragi-comedy or romance
20. farce
21. "realistic" problem plays
22. screenwriting
23. playacting
24. history
25. fantasy
26. political
27. domestic
28. foreign
29. allegory
30. mythology
31. To recognize key elements of culture in plays
32. to trace roughly the historical circumstances and contingencies of a play
33. to identify generally some philosophical issues in a play
34. to describe most of the literary conventions at work in a play
35. To substantiate likes and dislikes
36. to identify pertinent literary criteria
37. to analyze appropriate literary material
38. to critique a play thus on specific literary grounds
39. to determine also pertinent rhetorical conditions and effects
40. to analyze further appropriate philosophical issues
41. To account for differences of taste due to
42. education
43. background
44. interpretation, and
45. ends
46. To learn the particulars and the rationales of other perceptions
47. To challenge carefully and charitably other perceptions
48. To challenge critically and progressively their own perceptions
49. **INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS**

# **TEXTBOOKS AND OTHER REQUIRED MATERIALS**

# **REFERENCES**

# **METHODS OF INSTRUCTION AND EVALUATION**

# **ATTENDANCE REQUIREMENTS**

1. **COURSE OUTLINE**