

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Language Studies The Double Degree of Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language)
Programme QF Level	: 5
Course Title	: Literatures in English II: Drama
Course Code	: LIT2045
Department	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course introduces students to the skills required to read dramatic literature in English, and gives them experience of a range of plays. Students will learn the conventions of plays in English, including stage directions, types of stages, and relations between written text and performance. They will read four or five plays representing some major movements in twentieth-century theatre. There will be particular study of narrative structure, space, the movement of dialogue and conflict in drama. Students will have the opportunity to perform scenes in class and to present a creative reinterpretation of one or more plays on the course, not with a view to improving performance skills as much as to understanding the process of moving from page to stage as well as to allow scope for imaginative engagement with the literary texts.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Explain the dramatic action and structure of the plays on the syllabus ;
- CILO₂ Show familiarity with the plays on the syllabus ;
- CILO₃ Write about a play with accuracy and originality ;
- CILO₄ Perform extracts from the plays on the syllabus during class with a competent understanding not only of the conventions of the text, but also of the dramatic possibilities of the text; and
- CILO₅ Work creatively in performance with the text of a play.

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

- CILLO₁ Understand and apply analytical terminology and dramatic vocabulary in critically responding to set texts; and
- CILLO₂ Demonstrate oral proficiency and expressive control in performing and critically discussing dramatic work.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Basic concepts of theatre: the parts of a stage, the vocabulary of stage directions, different types of stages.	CILO ₁ CILLO ₁	Lecture, basic demonstration in workshop of a simple text.
● Plays: Distinguishing plot and theme, how plot relates to theme, setting out dramatic situations in terms of plot and visual impact on the stage. Picking up clues on characterization, defining how far	CILO _{1,2,4} CILLO ₁	Lecture, group work, watching and discussing films, student performance.

there is room for interpretation while being faithful to the text.		
<ul style="list-style-type: none"> ● Building a sound analytical framework in analyzing a play, looking systematically for evidence in the text. Comparing and contrasting writing about drama with writing about fiction and poetry. 	<i>CILO</i> ₃ <i>CILLO</i> ₁	Lecture, group work.
<ul style="list-style-type: none"> ● Watch extracts from creative, humorous or against-the-grain versions of standard plays. Discuss what the author(s) have done and how the ideas within a play may be used to express what students want to express. 	<i>CILO</i> ₅ <i>CILLO</i> ₂ <i>(etc.)</i>	Lecture, group work, watching plays.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Exam involving questions about the plays, analytical terminology, and vocabulary of theatre.	25%	<i>CILO</i> _{1,2} <i>CILLO</i> ₁
(b) Essay (around 1,800 words) about one play on the syllabus.	50%	<i>CILO</i> ₃ <i>CILLO</i> ₁
(c) Presentation showing creative reworking of one play on the syllabus, or a combination of two.	25%	<i>CILO</i> _{2,4,5} <i>CILLO</i> ₂ <i>(etc.)</i>

6. Required Text(s)

Gwynn, R. S. (Ed.) (2008). *Drama: A pocket anthology, Third Edition*. New York: Penguin-Longman.

7. Recommended Readings

Barnett, S. et al. (2001). *Types of drama: Plays and contexts*. New York: Longman.

Cassady, M., & Cassady, P. (1975). *An introduction to theatre and drama*. Lincolnwood, Illinois: NTC.

DiYanni, R. (Ed.) (2007). *Literature: Reading fiction, poetry and drama*. Boston: McGraw-Hill.

Griffiths, R. (2001). *Reading drama*. London: Hodder & Stoughton Educational.

Lee, J. A. (Ed.). (2005). *The Bedford introduction to drama* (5th Ed.). Boston: Bedford-St. Martin's.

Lennard, J., & Luckhurst, M. (2002). *The drama handbook: A guide to reading plays*. Oxford: Oxford University Press.

Meisel, M. (2007). *How plays work: Reading and performance*. Oxford: Oxford University Press. (extracts available online at http://books.google.com.hk/books?id=2oyLVmUAYbcC&pg=PA1&lpg=PA1&dq=reading+plays&source=bl&ots=ojnN5Rb5u1&sig=xEn49_vaArNT-gr42qclwcG6TbQ&hl=en&ei=tp9_StfyGtiGkAW4vvyLAW&sa=X&oi=book_result&ct=result&resnum=8#v=onepage&q=&f=false).

Miller, J. Y. (Ed.). (1996). *Heath introduction to drama* (5th Ed.). Lexington, MA.: Heath.

8. Related Web Resources

Bradford, Wade. *Reading a Play.*:

<http://plays.about.com/od/basics/tp/ReadingPlays.htm>

DeCoursey, Matthew. *Reading Plays.*:

[http://engres.ied.edu.hk/literature/E-lecture\(Mat\)/Week7and8\(TheImportanceOfBeingEarnest\)/Reading%20Plays.pdf](http://engres.ied.edu.hk/literature/E-lecture(Mat)/Week7and8(TheImportanceOfBeingEarnest)/Reading%20Plays.pdf)

9. Related Journals

Nil

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

11. Others

Nil

10 August 2018