

General Education Course Proposal

Proposed Course: Drama 22 Fundamentals of interpretation **Units** 3
Prefix No. Title

Department: Theatre Arts **School:** Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1X___; C2___; D___; E___
Integration: B___; C___; D___; International/Multicultural___

Existing Course X; **Revised Course** ___; **New Course** ___

Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Discovering and communicating intellectual and emotional meaning of the printed page through preparation and presentation of selected readings from prose, poetry, and drama.

Enrollment limit per section: 25

Expected number of sections per semester – Year 1 1; **Year 3** 1

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] 3-27-98
Department-Chair Date

Kim Marin 8/5/98
School Curriculum Committee Date

[Signature] 8/27/98
School Dean Date

[Signature] 12/15/98
General Education Subcommittee Date

[Signature] 12/22/98
Associate Provost Date

Attachment #2: General Syllabus

DRAMA 22 FUNDAMENTALS OF INTERPRETATION

3 Units; No Prerequisite
General Education BREADTH, C 1

TEXT: An anthology of literature, including various genres from a various cultures and historical periods. An example is LITERATURE, Kennedy and Gioia, ed.

COURSE OBJECTIVES

Through assigned reading and class lecture/discussion, students are expected to

- (1) sharpen their insights into literature, and
- (2) to express these insights clearly in writing and
- (3) to reflect them in performance.

ASSIGNMENTS

(1) Reading. Assigned reading will include 2 plays, 4-6 short stories, and 12-15 poems from the text. These selections will be discussed in class, with the intention of developing a critical vocabulary.

(2) Performance. Each student will perform from three to five graded readings, ranging from two to ten minutes in length. The text serves as a source for performance material.

(3) Papers. There is a 2,000 word writing requirement for this class. Three term papers will relate concepts from class discussions and lectures to the assigned plays, stories or poems. Each paper will be at least five pages in length, and will demonstrate how plot structure, characterization, description, point of view or figurative language contribute to the overall effect of a work.

GRADING

The most important factors in the reading grades are:

- (1) thorough preparation,
- (2) understanding of the text, and
- (3) incorporation of suggestions given on the workshop readings.

The key factors in the paper grades are:

- (1) command of the literature,
- (2) understanding of critical concepts discussed in class, and
- (3) clarity of expression.

The papers and graded readings comprise most of the final grade. The remainder is based on class participation. Consistent attendance is expected, including the final exam session.

SAMPLE SCHEDULE OF DISCUSSIONS, PAPERS, PERFORMANCES

WEEK 2	Begin discussing Plays: 1. Understanding Plot Structure 2. Methods of Characterization 3. Plot and Character as they relate to Theme
WEEK 4	Workshop readings, Drama
WEEK 5	Drama readings
WEEK 6	Drama Paper Due
WEEK 7	Begin discussing Stories: 1. Point of View 2. Fact, Emotion and Foreshadowing in Description 3. Point of View and Description as they develop Theme
WEEK 9	Workshop readings, Prose
WEEK 10	Prose readings
WEEK 11	Paper on Prose Fiction Due
WEEK 12	Begin discussing Poems: 1. Sound Patterns in Poetry: Meter, Rhyme, Tone Color 2. Figurative Language, including Metaphor, Apostrophe, Allusion 3. Sound Pattern and Figurative Language as they relate to Theme
WEEK 14	Poetry readings
FINAL DATE	Poetry Paper Due

Attachment #3: Syllabus

DRAMA 22 FUNDAMENTALS OF INTERPRETATION

3 Units; No Prerequisite
General Education BREADTH, Division 4

Instructor: T. Miller
Office: SA 140 E Extension: 82159
Office Hours: 1:30-3 MW; 2-3 TuTh

TEXT: LITERATURE, Kennedy & Gioia, ed.

COURSE OBJECTIVES

- (1) Students are expected to sharpen their insights into literature, and
- (2) to express these insights clearly in writing and
- (3) to reflect them in performance.

ASSIGNMENTS

- (1) Reading. Assigned reading will include 2 plays, 4-6 short stories, and 12-15 poems from the text. These selections will be discussed in class, with the intention of developing a critical vocabulary.
- (2) Performance. Each student will perform two workshop readings and three graded readings, ranging from two to five minutes in length. The text is a good source for performance material.
- (3) Papers. There is a 2,000 word writing requirement for this course. Three term papers will relate concepts from class discussions and lectures to the assigned plays, stories or poems. Each paper will be at least five pages in length, and will demonstrate how plot structure, characterization, description, point of view or figurative language contribute to the overall effect of a work.

Students with disabilities must identify themselves to the University and the instructor so reasonable accommodation for learning and evaluation in the course can be made.

GRADING

The most important factors in the reading grades are:

- (1) thorough preparation,
- (2) understanding of the text, and

(3) incorporation of suggestions given on the workshop readings.

The key factors in the paper grades are:

- (1) command of the literature,
- (2) understanding of critical concepts discussed in class, and
- (3) clarity of expression.

When students' papers are returned, the most recent reading grade will appear on the first page along with the paper grade.

Each paper and each graded reading is worth 15% of the final grade. The remaining 10% is based on class participation. Consistent attendance is expected, including the final exam session. Five absences will reduce the participation grade by half.

All performances will be given on the assigned day only; should an assignment be missed due to an emergency, the workshop reading will be substituted. Grades on late papers will be reduced by 10%.

Grading scale: 90%=A; 80%=B; 70%=C; 60%=D; under 60%=F.
University policies regarding conduct of courses, including cheating and plagiarism are located in the Catalog and the Schedule of Courses.

SCHEDULE OF DISCUSSIONS, PAPERS, PERFORMANCES

Feb. 3	Begin discussing Plays
	1. Understanding Plot Structure
	2. Methods of Characterization
	3. Plot and Character as they relate to Theme
Feb. 19, 24	Workshop readings, Drama
Feb. 26, Mar. 3, 5	Drama readings
Mar. 10	Drama Paper Due
Mar. 17	Begin discussing Stories
	1. Point of View
	2. Fact, Emotion, Foreshadowing in Description
	3. Point of View and Description as they relate to Theme
Mar. 26, 31	Workshop readings, Prose
Apr. 2, 14, 16	Prose readings
Apr. 21	Paper on Prose Fiction Due
Apr. 23	Begin discussing Poems
	1. Sound Patterns in Poetry: Meter, Rhyme, Tone Color

2. Figurative Language, including Metaphor,
Apostrophe, Allusion
3. Sound Pattern and Figurative Language as they
relate to Theme

May 5, 7, 12

May 19

Poetry readings

Poetry Paper Due

The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.