

Course Syllabus

offered by Department of English
with effect from Semester A 2018/2019

Part I Course Overview

Course Title: Modern Drama: Text and Performance

Course Code: EN3589

Course Duration: 1 semester

Credit Units: 3

Level: B3

X Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) EN2716 English Speech and Performance

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

The course aims to help students discover the paradigms of drama as both text and performance. Drawing on a representative selection of modern plays, students will learn how to discuss, evaluate, and perform dramatic texts. Through critical and creative engagement, students will extend their knowledge of the conventions and contexts of modern drama and experiment with its applications in performance.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify the structure, conventions and contexts of drama and apply this knowledge in written and performed assignments.		✓		
2.	Analyse the elements of a speech, scene or performance using critical vocabulary.		✓		
3.	Generate interpretations of dramatic texts in both writing and performance.		✓	✓	✓
4.	Respond to readings and reflect on activities in regular writing tasks.			✓	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
1. Class work participation.	Students are assessed according to how actively they engage in and contribute to the weekly in-class discussions, readings, and activities.	✓	✓	✓	✓	
2. Monologue	Students prepare and perform a monologue, applying the	✓	✓	✓	✓	

	interpretive skills learned in class.					
3. Scene Study	Students research, prepare and perform a scene or a short play.			✓	✓	
4. Reading Responses	Students respond to the readings and in-class activities through a variety of critical and reflective writing tasks.	✓			✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: 100%						
<i>Class work participation.</i> Meaningful contribution to discussion, creative initiative and ability during in-class exercises. Cooperative attitude. Engaged participation in both group and individual activities.	✓	✓	✓	✓	20%	Individual assessment
<i>Monologue</i> The preparation and performance of a monologue/speech from a play.	✓	✓	✓	✓	20%	Individual assessment
<i>Scene Study</i> A researched and performed scene or short play.			✓	✓	30%	Group assessment
<i>Reading Responses</i> Regular written responses to readings and activities, in-class and/or online.				✓	30%	Individual assessment
Examination: 0%						

*The weightings should add up to 100%

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class work participation.		Articulate and perceptive contributions to discussion. Good creative initiative and ability during in-class exercises. Extremely cooperative attitude, excellent attendance and punctuality.	Generally articulate and perceptive contributions to discussion. Generally good creative initiative and ability during in-class exercises. Cooperative attitude, good attendance and punctuality.	Moderately articulate and perceptive contributions to discussion. Some creative initiative and ability during in-class exercises. Cooperative attitude, reasonable attendance and punctuality.	Partially articulate and perceptive contributions to discussion. Occasional initiative and ability during in-class exercises. Generally cooperative attitude, reasonable attendance and punctuality.	Inarticulate and unperceptive. No initiative or ability during in-class exercises. Generally uncooperative attitude, poor attendance and punctuality.
2. Monologue		Creative, engaging and relevant. Clearly structured and articulated. Wholly supports purpose. Concludes strongly, reinforces purpose.	Mostly creative, engaging and relevant. Mostly supports purpose. Moderately strong ending. <ul style="list-style-type: none"> • Mostly fluent • Only minor 	Partially creative, engaging and relevant. Partly supports purpose. Weak/incomplete ending. <ul style="list-style-type: none"> • Fairly fluent. • Frequent grammatical 	Much irrelevant information. Barely engages audience. Presentation structure is only barely discernible. Abrupt/unexpected/incomplete ending.	Does not engage the audience, incomplete, not creative. Presentation structure not identifiable. Confusing to the listener. Unmarked ending. <ul style="list-style-type: none"> •Lack of fluency.

		<ul style="list-style-type: none"> • Fluent • Grammatically accurate • Natural pronunciation • High interest level <p>Highly positive and persuasive. Steady eye contact w/audience Natural pace. Natural volume. Non-use or unobtrusive use of cue cards/notes. Full rapport with audience throughout presentation.</p>	<p>grammar errors</p> <ul style="list-style-type: none"> • Pronunciation mostly clear • Moderate interest level <p>Moderately positive and persuasive. Partial eye contact. Pace occasionally erratic. Volume occasionally variable. Some dependence on cue cards/notes. Moderate audience rapport throughout most of presentation.</p>	<p>errors.</p> <ul style="list-style-type: none"> • Pronunciation affects listener comprehension • Limited interest level <p>Slightly persuasive. Periodic eye contact with part of audience. Pace of delivery interferes with comprehension and audience interest. Inaudible at times; overly dependent on cue cards/notes. Intermittent audience rapport. Limited ability to hold audience attention.</p>	<ul style="list-style-type: none"> • Limited fluency • Excessive grammatical errors • Pronunciation unclear • Interest level weak <p>Barely persuasive. Minimal eye contact. Erratic pace distracts. Volume inadequate. Overuse of cue cards/notes. Only occasional instances of audience rapport.</p>	<ul style="list-style-type: none"> • Inaccuracy of pronunciation. • Not interesting. <p>Not persuasive. No eye contact. Pace and volume impede audience comprehension. Totally dependent on reading. Audience rapport absent.</p>
3. Scene Study		<p>Credible, engaging and nuanced characterisation.</p> <p>Dynamic interaction with</p>	<p>Credible and engaging characterisation.</p> <p>Generally</p>	<p>Partially credible and engaging characterisation.</p> <p>Intermittently effective interaction</p>	<p>Barely credible, generally unengaging characterisation.</p> <p>Little interaction with partners.</p>	<p>Non-credible and unengaged characterisation.</p> <p>No interaction with partners.</p>

		<p>partners.</p> <p>Accurate and articulate vocal delivery.</p> <p>Highly effective use of non-verbal modes of communication.</p> <p>Demonstrated use of imagination and innovation in performance.</p>	<p>effective interaction with partners.</p> <p>Generally accurate and articulate vocal delivery, with a few errors.</p> <p>Generally effective use of non-verbal modes of communication.</p> <p>Some evidence of use of imagination and innovation.</p>	<p>with partners.</p> <p>Intermittently accurate and articulate vocal delivery, with many errors.</p> <p>Limited use of non-verbal modes of communication.</p> <p>Little evidence of use of imagination and innovation.</p>	<p>Poor accuracy and articulation of vocal delivery with many errors.</p> <p>Poor use of non-verbal modes of communication.</p> <p>Little or no evidence of use of imagination and innovation.</p>	<p>Inaccurate and inarticulate vocal delivery.</p> <p>Absence of non-verbal modes of communication.</p> <p>No evidence of use of imagination.</p>
4. Reading Responses		<p>Balanced and constructive comments.</p> <p>Clear and specific description.</p> <p>Logical and coherent.</p> <p>Excellent articulation of</p>	<p>Mostly objective reflection.</p> <p>Mostly balanced and constructive comments.</p> <p>Mostly clear and specific description.</p> <p>Mostly logical and coherent.</p>	<p>Partially objective reflection.</p> <p>Partially balanced and constructive comments.</p> <p>Partially clear and specific description.</p> <p>Partially logical and coherent.</p>	<p>Limited objective reflection.</p> <p>Few balanced and constructive comments.</p> <p>Generally unclear and unspecific description.</p> <p>Frequently illogical and sometimes incoherent.</p>	<p>Absence of objective reflection.</p> <p>Absence of balanced and constructive comments.</p> <p>Unclear and unspecific description.</p> <p>Illogical and incoherent articulation.</p>

		discoveries. Accurate and appropriate use of language.	Good articulation of discoveries. Mostly accurate and appropriate use of language.	Partial articulation of discoveries. Partially accurate and appropriate use of language.	Limited articulation of discoveries. Intermittently accurate and appropriate use of language.	Inaccurate and inappropriate use of language.
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Modern drama; performance; critical analysis; creative expression.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Greenwald et al, eds. <i>The Longman Anthology of Modern and Contemporary Drama: A Global Perspective</i> . London: Pearson, 2004.
2.	Elsam, Paul. (2011). <i>Acting characters [electronic resource]: 20 essential steps from rehearsal to performance</i> . London : Methuen Drama.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Supplementary readings distributed by instructor.