

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2019/ 20**

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**Part I Course Overview**

<b>Course Title:</b>	Drama-Based Pedagogy
<b>Course Code:</b>	EN6483
<b>Course Duration:</b>	1 semester
<b>Credit Units:</b>	3
<b>Level:</b>	P6
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to equip English language teachers with the theoretical background and practical skills needed to use drama techniques in the classroom. The course is run as part seminar and part workshop, with participants working in pairs or groups to choose texts and devise activities for their own students, while learning about drama as a literary genre and pedagogical tool. Students also have a chance to develop their own creative approaches to drama-based instruction through in-class writing and speaking activities.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	<b>Identify and evaluate</b> the relationship between drama and language learning and the principles of adapting dramatic texts and drama techniques to the teaching of English.	25%	X	X	
2.	<b>Apply</b> techniques learnt to cultivate creative approaches to teaching and devise activities that engage their students as active learners.	25%	X		
3.	<b>Analyse and evaluate</b> dramatic texts in terms of how they might be used for different kinds of language learners.	25%	X	X	
4.	<b>Design and present</b> learning activities using drama for a variety of different kinds of learners.	25%		X	X
		100%			

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

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	Instructor delivers interactive lectures explaining the theoretical basis of using dramatic texts and techniques in language teaching and gives demonstrations of classroom techniques and activities.	X	X					
2	Students participate in individual and small group activities in which discuss relevant issues, evaluate and critique texts and teaching materials and collaboratively design drama-based learning activities. At the end of the course, students give presentations and lead class discussions using appropriate terminology and concepts.	X	X	X	X			
3	Students revise and edit work in groups to design and implement lesson plans.			X	X			
4	Students participate in a variety of out-of-class activities involving analysing drama in the classroom and in everyday life; tasks may involve interviewing students and teachers, making observations, and collecting various kinds of visual and discursive texts. Students reflect on these activities weekly in a learning journal.	X	X	X				

**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: <u>100%</u>								
Bi-Weekly Journal (Students write reflective journals based on topics assigned by instructor which may include creative writing, literary analysis, reflective analysis or online peer feedback)	X	X					50%	
Lesson Plan and Reflective Essay (Students design a lesson using drama techniques, implement the lesson with a group of learners and reflect on the outcomes of the lesson. In a written assignment of approx. 1500 words they evaluate the texts they used and provide a rationale for using them, explain the theoretical principles behind their lesson design and reflect on and critique their implementation of the lesson)	X		X	X			30%	
Presentation (Students give a short presentation including a demonstration of their lesson and an evaluation/analysis of it)							20%	
Examination: _____% (duration: _____, if applicable)								
							100%	

*\* The weightings should add up to 100%.*

## 5. Assessment Rubrics

### Assessment form: Journal

Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<ul style="list-style-type: none"> <li>◆ Shows full understanding of main concepts and their application;</li> <li>◆ All relevant information is included in discussion and analysis;</li> <li>◆ The topic is comprehensively analysed and explained;</li> <li>◆ The purpose of the analysis of concepts is completely achieved;</li> <li>◆ Style and tone are highly appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The main concepts are competently discussed and applied;</li> <li>◆ The information included in discussion and analysis of concepts is sufficient;</li> <li>◆ The topic is sufficiently analysed and explained;</li> <li>◆ The purpose of the conceptual analysis is achieved;</li> <li>◆ Style and tone are appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The concepts selected for analysis are sufficient, and partially applied;</li> <li>◆ Only partial information is included in discussion and analysis of concepts;</li> <li>◆ Only partial analysis is provided;</li> <li>◆ The purpose of the conceptual analysis is partially achieved;</li> <li>◆ Style and tone are somewhat appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The concepts selected for analysis are sketchy and inadequate;</li> <li>◆ Incomplete information is included in discussion and analysis of concepts;</li> <li>◆ The analysis is not informative or comprehensive;</li> <li>◆ The purpose of the conceptual analysis is not adequately achieved;</li> <li>◆ Style and tone are inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The concepts selected for analysis are highly inadequate;</li> <li>◆ Very limited or inaccurate information is incorporated in conceptual analysis;</li> <li>◆ The analysis is not at all comprehensible;</li> <li>◆ The purpose of the conceptual analysis is not achieved in any way;</li> <li>◆ Style and tone are completely inappropriate.</li> </ul>

### Assessment form: Lesson Plan and Reflective Essay; Presentation

Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<ul style="list-style-type: none"> <li>◆ The topic is extremely well-presented, well-researched, and analysed in depth;</li> <li>◆ Material is organised coherently and all relevant information is covered fully and integrated creatively;</li> <li>◆ The purpose of analysing and presenting the material is completely achieved;</li> <li>◆ Language use is accurate, idiomatic and fluent;</li> <li>◆ Style and tone are highly appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The topic is competently presented, well-researched, and analysed in some depth;</li> <li>◆ Material is organised coherently and most of the relevant information is covered and well-integrated;</li> <li>◆ The purpose of analysing and presenting the material is achieved;</li> <li>◆ Language use is accurate, idiomatic and fluent, with only a few and minor errors that do not</li> </ul>	<ul style="list-style-type: none"> <li>◆ The topic is adequately presented and researched and analysed reasonably well, though there may be a tendency toward vague and/or overly generalised statements;</li> <li>◆ Material at times unorganised and/or incoherent and only part of the information is covered and may not be well-integrated;</li> <li>◆ The purpose of analysing and presenting the material is partially achieved;</li> </ul>	<ul style="list-style-type: none"> <li>◆ The topic is inadequately presented, thinly researched, and analysed weakly;</li> <li>◆ Material is often unorganised and/or incoherent and missing relevant information;</li> <li>◆ The purpose of analysing and presenting the material is not fully achieved at all;</li> <li>◆ Language use is often inaccurate and incoherent, with frequent errors that impair meaning;</li> <li>◆ Style and tone are</li> </ul>	<ul style="list-style-type: none"> <li>◆ The topic is highly inadequate in its presentation and is poorly analysed;</li> <li>◆ Material is unorganised and/or incoherent and lacking relevant information;</li> <li>◆ The purpose of analysing and presenting the material is not achieved in any way;</li> <li>◆ Language use is mainly inaccurate and incoherent, with frequent errors that impair meaning;</li> <li>◆ Style and tone are completely inappropriate to the task.</li> </ul>

	<p>impair meaning;</p> <ul style="list-style-type: none"> <li>◆ Style and tone are appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Language use is mostly accurate, idiomatic and fluent, with minor errors that sometimes impair meaning;</li> <li>◆ Style and tone are somewhat appropriate to the task.</li> </ul>	<p>inappropriate to the task.</p>	
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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.)*

Drama-based instruction; Arts-based learning; Social and affective aspects of language learning; Drama and language learning; Process drama.

**2. Reading List**

**2.1 Compulsory Readings** (tentative list)

*(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.	Boal, A. 1992. <i>Games for Actors and Non-Actors</i> . New York: Routledge.
2..	Cawthon, S. W, Dawson, K., Ihorn, S. 2011. "Activating Student Engagement Through Drama-Based Instruction." <i>Journal for Learning through the Arts</i> , 7, no. 1.
3.	Heathcote, D. 1984. <i>Collected Writings on Education and Drama</i> . Evanston, IL: Northwestern University Press.
4.	O'Neill, C. 1995. <i>Drama Worlds: A Framework for Process Drama</i> . Portsmouth: Heinemann.

**2.2 Additional Readings**

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

1.	Bassnett, S. & P. Grundy. 1993. <i>Language through Literature</i> . London: Longman.
2.	Miller, C. & Saxton, J. 2004. <i>Into the story: Language in action through drama</i> . Portsmouth, NH: Heinemann.
3.	Parkinson, B., & Thomas, H.R.2000. <i>Teaching literature in a second language</i> . Edinburgh: Edinburgh University Press.