



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Theatre 104
Descriptive Title: Dramatic Literature

Course Disciplines: Drama/Theater Arts
or Theater Arts

Division: Fine Arts

Catalog Description: In this course, students survey selected plays from classical tragedy and comedy to contemporary drama. Emphasis is placed on reading, discussing, and critically analyzing dramatic literature influenced by social and cultural forces. Attendance at selected local theatre events is required.

Conditions of Enrollment: Recommended Preparation
eligibility for English 1A

Course Length: ☒ Full Term ☐ Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week ☐ TBA
Hours Laboratory: 0 hours per week ☐ TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: ☒ Effective Date: Prior to July 1992
Transfer UC: ☒ Effective Date: Prior to July 1992

General Education:
El Camino College: 3 – Humanities
Term: _____ Other: Approved

CSU GE: C1 - Arts, Dance, Music, Theater
Term: _____ Other: Approved

IGETC: 3A - Arts
Term: _____ Other: Approved

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

- SLO #1 Classic Plays
- 1. Upon successful completion of this course, students will be able to examine and analyze classical plays.
- SLO #2 Modern Plays
- 2. Upon successful completion of this course, students will be able to examine and analyze modern plays.
- SLO #3 Historical and Cultural Elements
- 3. Upon successful completion of this course, students will be able to identify and discuss the historical and cultural elements of plays.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

- 1. Identify, define, and employ theatrical terminology.
Objective Exams
- 2. Compare and contrast the development of the various theatre genres from literature presented.
Objective Exams
- 3. Identify and compare trends, innovations, and similarities of respective historic periods.
Objective Exams
- 4. Analyze the effects and interrelationships of social, political, philosophical, religious, and economic elements on drama and theatre through the ages.
Objective Exams
- 5. Compare and contrast selected plays as literature and as performance art.
Objective Exams
- 6. Define comedy-tragedy and tragic-comedy.
Objective Exams
- 7. Analyze plays from historical, psychological, and structural points of view.
Objective Exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Introduction A.Origins of drama

			B.Historical overview C.Definition of drama
Lecture	6	II	Classic Theatre A.Greeks B.Sophocles and Oedipus Rex C.Greek and Modern tragedy D.Aristotle and The Poetics E.Comedy and tragedy F.Aristophanes and Lysistrata
Lecture	3	III	Dark and Middle Ages and Church Theatre A.Morality plays B.Mystery plays
Lecture	9	IV	The Renaissance A.Shakespeare and Elizabethan Theatre B.Globe Theatre C.Shakespeare's language and theatrical style D.Hamlet
Lecture	6	V	Royalists Theatre A.Restoration B.Wit versus judgment C.Moliere and The Misanthrope
Lecture	15	VI	The Modern Explosion A Theatre and the revolution B.Realism and Ibsen's A Doll's House C.Naturalism D.Expressionism E.Symbolism F.Tragic-comedy Checkhov's The Cherry Orchard G.Absurdists and Pirandello's Six Characters
Lecture	6	VII	Writing about Drama A. Literary criticism B. Scripts and the stage
Lecture	6	VIII	Contemporary voices in Modern Theatre A.Sam Shepard and True West B.David Mamet C.Edward Albee and The Zoo Story
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

In a two-to-three page paper, write an essay explaining Edward Albee's criticism of modern society as voiced by the character of Jerry in The Zoo Story. Include

specific quotations from the play and describe how the action of the play reflects Albee's view of modern society.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Write a two to three page paper evaluating the strengths and weaknesses observed at a required theatre production, including details on the acting, directing, and technical production.
2. Write a two to three page essay that compares and contrasts Oedipus in Sophocles' Oedipus Rex to Willy Loman in Arthur Miller's Death of a Salesman.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Written homework

Multiple Choice

Completion

Matching Items

True/False

Other (specify):

Right performance reports using Aristotle's Poetics as the criteria for classifying the parts of a play

V. INSTRUCTIONAL METHODS

Discussion

Group Activities

Lecture

Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study

Answer questions

Required reading

Written work

Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

W.B. Worthen. The Wadsworth Anthology of Drama. Sixth Edition ed. Wadsworth Cengage Learning, 2011.

Qualifier Text: Discipline standard,

Ball, David. Backwards and Forwards: A Technical Manual for Reading Plays.

Carbondale: Southern Illinois University Press, 2011.

Qualifier Text: Discipline standard,

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation	It is advised that students are able to read and effectively analyze college level texts, and have the ability to write a paper that persuasively proves an original thesis.
eligibility for English 1A	It is advised that students are able to read and effectively analyze college level texts, and have the ability to write a paper that persuasively proves an original thesis.

D. Recommended Skills

Recommended Skills
Write college-level essays that contain a thesis statement and support data. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL A - In both out-of-class and timed in-class essay assignments, practice essay structure, including body paragraphs that contain topic sentences and that logically support a thesis statement. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ENGL A - Demonstrate ability to incorporate into draft revision information received in peer review and one-on-one tutorials. ENGL A - Practice techniques of academic research, including use of databases and web resource evaluation. ENGL A - Plan, write, and revise 750 word multi-paragraph expository essays including an introduction, an explicit thesis, and a conclusion. Essays should incorporate relevant support from outside sources, exhibit coherence and unity, avoid major grammatical and

mechanical errors that interfere with meaning, and demonstrate awareness of audience, purpose, and language choice.

ENGL A -

Utilize MLA guidelines to format a document, to cite sources in the text of an essay, and to compile a Works Cited list.

Critically read college-level texts. ENGL 84 -

Utilize comprehension and vocabulary strategies to improve reading rate.

ENGL 84 -

Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.

ENGL 84 -

Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.

ENGL 84 -

Interpret a book-length work through discussion, journal writing, or composition writing.

ENGL 84 -

Compare and contrast college-level texts to evaluate content.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Linda S. Fossi on 01/01/1986.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by William Georges on 03/29/2016