

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

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**Part I**

<b>Programme Title</b>	: Bachelor of Education (Honours) (English Language)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Drama Performance and Playwriting
<b>Course Code</b>	: LIT3049
<b>Department</b>	: Department of Literature and Cultural Studies (LCS)
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 3

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**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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 aims to introduce students to the process of creating a play, including acting, playwriting and some elements of directing. It will give students elements of technique in voice and movement. Students will gain a sense for the dynamic of a play through improvisation. They will read and watch a little theatre, not for purposes of analysis, but in order to learn how theatre is done. The major project will be a short play of 15 to 20 minutes, to be written and produced in a group and performed in a theatre.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Use voice and movement in context effectively to communicate the elements of a play;
- CILO<sub>2</sub> Demonstrate an understanding of dramatic structure through the writing of a play as well as through performance;
- CILO<sub>3</sub> Reflect upon and describe the process of producing a play in as a group project; and
- CILO<sub>4</sub> Communicate effectively in English to an audience.

## 3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO<sub>1</sub> Deliver a performance in clear and correct or otherwise appropriate English, with good use of stress and intonation;
- CILLO<sub>2</sub> Read a play in English, interpreting it through performance; and
- CILLO<sub>3</sub> Write a play in English with clear dramatic form and natural or otherwise appropriate use of dialogue.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Learn physical and vocal preparation that allows for strengthening of voice	CILO <sub>1</sub>	Daily warm-up
● Improvisation exercises and in-class interpretations of a short play	CILO <sub>2</sub> CILLO <sub>1</sub>	In-class theatre activities, improvisation and performance based on rehearsal in groups
● Lessons on writing different parts and aspects of plays.	CILO <sub>3</sub> CILLO <sub>3</sub>	Examples, writing exercises based on pictures and other stimuli.
● Development of taste in theatre	CILO <sub>2</sub> CILO <sub>3</sub> CILO <sub>4</sub>	Searching for, and discussion of, photos, clips and sound files showing different ways

		of attaining dramatic impact.
● Reading of extracts from one canonical play with discussion of the way it is written	<i>CILO</i> <sub>3</sub> <i>CILLO</i> <sub>2</sub>	Discussions and in-class performance. Critique of plays when written.
● Performance of various texts, including the one written by students	<i>CILO</i> <sub>4</sub> <i>CILLO</i> <sub>1</sub>	Performance, discussion, feedback from the lecturer
● Activities to develop character in performance. Discussion of performances running up to final performance of play	<i>CILO</i> <sub>5</sub>	Character modelling, hotseating, emotional memory
● Reflect throughout on the significance of each technique for building a play	<i>CILO</i> <sub>5</sub>	Discussions

## 5. Assessment

Assessment Tasks	Weighting	CILOs
(a) Script of an original play lasting 15-20 minutes, with a clear dramatic structure. This is a group mark, regardless of who wrote most of the play.	25%	<i>CILO</i> <sub>2</sub>
(b) Performance of the same play. Each member of the group should have a clear function. All may be actors, or one may be director. Of the 50 points, 25 are the same for the whole group, and 25 may be different, based on individual performance.	50%	<i>CILO</i> <sub>1,2,4</sub>
(c) Presentation on the process of creating the play. This is an individual mark, so each member of the group must have a clear topic and speak separately.	25%	<i>CILO</i> <sub>3</sub>

## 6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 7. Required Text(s)

Nil

## 8. Recommended Readings

- Dixon, L. (2003). *Play-acting: A guide to theatre workshops*. London: Methuen.
- Galbraith, R. (1991). *You're on: A practical course in drama and theatre arts*. Melbourne: Longman Cheshire.
- Mackey, S. (1997). *Practical theatre: A post-16 approach*. Cheltenham, UK: Stanley Thorpe.
- Morton, J., Price, R., & Thomson, R. (2001). *AQA GCSE drama*. London: Heinemann.
- Perry, J. (2001). *The rehearsal handbook: A practical guide*. Marlborough, Wiltshire: Crowood.

## 9. Related Web Resources

- <http://www.dramatoolkit.co.uk/>
- <https://dramaresource.com/>
- <http://www.10-minute-plays.com/>

## 10. Related Journals

Nil

## 11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 12. Others

Nil

14 August 2025