

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

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**Part I**

<b>Programme Title</b>	: Bachelor of Arts (Honours) in Language Studies Bachelor of Education (Honours) (English Language) The Double Degree of Bachelor of Arts (Honours) in Language Studies and 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 Undergraduate, Taught Postgraduate 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.
<ul style="list-style-type: none"> <li>● Development of taste in theatre</li> </ul>	<i>CILO</i> <sub>2</sub> <i>CILO</i> <sub>3</sub> <i>CILO</i> <sub>4</sub>	Searching for, and discussion of, photos, clips and sound files showing different ways of attaining dramatic impact.
<ul style="list-style-type: none"> <li>● Reading of extracts from one canonical play with discussion of the way it is written</li> </ul>	<i>CILO</i> <sub>3</sub> <i>CILLO</i> <sub>2</sub>	Discussions and in-class performance. Critique of plays when written.
<ul style="list-style-type: none"> <li>● Performance of various texts, including the one written by students</li> </ul>	<i>CILO</i> <sub>4</sub> <i>CILLO</i> <sub>1</sub>	Performance, discussion, feedback from the lecturer
<ul style="list-style-type: none"> <li>● Activities to develop character in performance. Discussion of performances running up to final performance of play</li> </ul>	<i>CILO</i> <sub>5</sub>	Character modelling, hotseating, emotional memory
<ul style="list-style-type: none"> <li>● Reflect throughout on the significance of each technique for building a play</li> </ul>	<i>CILO</i> <sub>5</sub>	Discussions

## 5. Assessment

Assessment Tasks	Weighting	CILO
(a) <b>A portfolio</b> of writing with remarks and revisions from peers and from the instructor. (individual)	25%	<i>CILO</i> <sub>2,3</sub>
(b) <b>Script</b> of an original play lasting 15-20 minutes, with a clear dramatic structure. (group mark)	25%	<i>CILO</i> <sub>2</sub>
(c) <b>Performance</b> of the same play. Each member of the group should have a clear function. All may be actors, or one may be director. If this cannot be done as a play on the stage, it may be done: 1. As a radio play 2. As a sound performance with still pictures, or 3. As a series of monologues, perhaps with connecting material in radio play format. (group mark)	25%	<i>CILO</i> <sub>1,2,4</sub>
(d) <b>Presentation</b> 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. (individual)	25%	<i>CILO</i> <sub>3</sub>

## 6. Required Text(s)

Nil

## 7. 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.

## 8. Related Web Resources

<http://www.dramatoolkit.co.uk/>

<https://dramaresource.com/>

<http://www.10-minute-plays.com/>

## 9. Related Journals

Nil

## 10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## 11. Others

Nil

16 February 2021