

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Language Studies The Double Degree of Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language)
Programme QF Level	: 5
Course Title	: Literatures in English II: Drama
Course Code	: LIT2045
Department	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 2

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 develop students' reading skills in English dramatic literature and expose them to various plays. Students will gain familiarity with the conventions of English plays, such as stage directions, types of stages, and the relationship between written text and performance. The course will cover five plays that represent significant movements in twentieth-century theater. Emphasis will be placed on studying narrative structure, spatial elements, dialogue flow, and conflicts in drama. Students will have opportunities to perform scenes in class and present creative reinterpretations of one or more plays from the course. The focus of these activities is not solely on improving performance skills but rather on understanding the process of translating written works to the stage and nurturing imaginative engagement with the literature.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Explain the dramatic action and structure of the plays on the syllabus ;
- CILO₂ Show familiarity with the plays on the syllabus ;
- CILO₃ Write about a play with accuracy and originality ;
- CILO₄ Perform extracts from the plays on the syllabus during class with a competent understanding not only of the conventions of the text, but also of the dramatic possibilities of the text; and
- CILO₅ Work creatively in performance with the text of a play.

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Understand and apply analytical terminology and dramatic vocabulary in critically responding to set texts; and
- CILLO₂ Demonstrate oral proficiency and expressive control in performing and critically discussing dramatic work.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Basic concepts of theatre: the parts of a stage, the vocabulary of stage directions, different types of stages.	CILO ₁ CILLO ₁	Lecture, basic demonstration in workshop of a simple text.
● Plays: Distinguishing plot and theme, how plot relates to theme, setting out dramatic situations in	CILO _{1,2,4} CILLO ₁	Lecture, group work, watching and discussing films, student performance.

terms of plot and visual impact on the stage. Picking up clues on characterization, defining how far there is room for interpretation while being faithful to the text.		
<ul style="list-style-type: none"> Building a sound analytical framework in analyzing a play, looking systematically for evidence in the text. Comparing and contrasting writing about drama with writing about fiction and poetry. 	<i>CILO₃</i> <i>CILLO₁</i>	Lecture, group work.
<ul style="list-style-type: none"> Watch extracts from creative, humorous or against-the-grain versions of standard plays. Discuss what the author(s) have done and how the ideas within a play may be used to express what students want to express. 	<i>CILO₅</i> <i>CILLO₂</i> <i>(etc.)</i>	Lecture, group work, watching plays.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Quizzes, play reading and participation in class exam.	20%	<i>CILO_{1,2}</i> <i>CILLO₁</i>
(b) Students must complete an argumentative essay with a clear thesis (approx 1,200 words) on one play from the syllabus with clear references and citations.	50%	<i>CILO₃</i> <i>CILLO₁</i>
(c) Mini performance(30%): A performance of a script in this course with a written justification of why a certain directorial interpretation was made (around 400 words) Students can do a monologue/self-presentation for 2 mins, or form groups (Maximum of five in each group). The performance duration will depend on the number of students in each group, e.g 4 mins presentation for a group of two, 6 mins presentation for a group of three, and so on. However, each student must produce their OWN analysis and interpret their assigned role.	30%	<i>CILO_{2,4,5}</i> <i>CILLO₂</i>

6. Required Text(s)

Texts to be provided by instructor

7. Recommended Readings

- Barnett, S. et al. (2001). *Types of drama: Plays and contexts*. New York: Longman.
- Cassady, M., & Cassady, P. (1975). *An introduction to theatre and drama*. Lincolnwood, Illinois: NTC.
- DiYanni, R. (Ed.) (2007). *Literature: Reading fiction, poetry and drama*. Boston: McGraw-Hill.
- Griffiths, R. (2001). *Reading drama*. London: Hodder & Stoughton Educational.
- Lee, J. A. (Ed.). (2005). *The Bedford introduction to drama* (5th Ed.). Boston: Bedford-St. Martin's.
- Lennard, J., & Luckhurst, M. (2002). *The drama handbook: A guide to reading plays*. Oxford: Oxford University Press.
- Meisel, M. (2007). *How plays work: Reading and performance*. Oxford: Oxford University Press. (extracts available online at http://books.google.com.hk/books?id=2oyLVmUAybcC&pg=PA1&lpg=PA1&dq=reading+plays&source=bl&ots=ojnN5Rb5u1&sig=xEn49_vaArNT-gr42qclwcG6TbQ&hl=en&ei=tp9_StfyGtiGkAW4vvyLAW&sa=X&oi=book_result&ct=result&resnum=8#v=onepage&q=&f=false).
- Miller, J. Y. (Ed.). (1996). *Heath introduction to drama* (5th Ed.). Lexington, MA.: Heath.

8. Related Web Resources

- Bradford, Wade. *Reading a Play*.:
<http://plays.about.com/od/basics/tp/ReadingPlays.htm>
- DeCoursey, Matthew. *Reading Plays*.:
[http://engres.ied.edu.hk/literature/E-lecture\(Mat\)/Week7and8\(TheImportanceOfBeingEarnest\)/Reading%20Plays.pdf](http://engres.ied.edu.hk/literature/E-lecture(Mat)/Week7and8(TheImportanceOfBeingEarnest)/Reading%20Plays.pdf)

9. Related Journals

Nil

10. 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.

11. Others

Nil

1 September 2024