ENGL 116  
**Introduction to Drama**  
3 Units

**Prerequisite:** Satisfactory completion of ENGL 50 or equivalent placement by MJC assessment process.

**Advisory:** Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Analysis and discussion of selected plays from classical Greek period to present. Field trips might be required. Course is applicable to the associate degree. General Education:
- CSU-GE - C2
- IGETC Category: IGETC - 3B

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. **Required Content:**

   a. Historical development of drama (e.g., Greek and Roman drama, European miracle and mystery plays, commedia del arte, renaissance drama, naturalism, etc.)

   b. Elements of drama

      i. setting

      ii. plot: conflict, pacing, resolution

      iii. characterization

      iv. theme

   c. Methods of analyzing drama

      i. interrelationship of elements (e.g., effect of character on plot, setting used as metaphor, symbolism to communicate theme, etc.)

      ii. recognition of symbol and metaphor

      iii. recognition of recurring themes and motifs

      iv. means of establishing character and showing change of character (e.g., dialogue, character implied by action, costume)

      v. recognizing theme or idea: implicit and explicitly stated themes

   d. Technique, convention, and form of academic writing about literature
B. ENROLLMENT RESTRICTIONS

1. **Prerequisites**
   Satisfactory completion of ENGL 50 or equivalent placement by MJC assessment process.

2. **Advisories**
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. **Requisite Skills**
   *Before entering the course, the student will be able to:*
   
   a. Comment on and analyze reading selections in directed class discussions.
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   d. Use a variety of academic sentence structures.
   e. Adhere to the conventions of standard edited English.
   f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tr>
<td>Lect</td>
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<tr>
<td>Lab</td>
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3 Units

D. **METHODS OF INSTRUCTION (TYPICAL)**
   *Instructors of the course might conduct the course using the following method:*
   
   1. Assign reading: texts of drama and selections, supplementary reading in literary criticism or history
   2. Lecture on literary works, history of the development of drama and writing about literature
   3. Direct class discussion of works of drama
   4. Assign literary and/or historical analysis essays
   5. Discuss model student writing as needed
   6. Play recordings or show films and video presentations, or take students to live dramatic performances
   7. Compile and administer essay examinations of text comprehension, retention, understanding, and ability to apply ideas presented in lecture and reading
   8. Lecture about works of drama noting information offered about the elements of drama and techniques and approaches useful in the analysis of drama
   9. Ask students to evaluate the validity or accuracy of judgments made by other class participants
ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
   Students typically will be assigned:
   
   a. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.
   
   b. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.
   
   c. Preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. **EVIDENCE OF CRITICAL THINKING**
   
   *Assignments require the appropriate level of critical thinking*
   
   a. Write an MLA essay that describes the transformation of Doctor Faustus from Christopher Marlowe's *The Tragical History of the Life and Death of Doctor Faustus*.
   
   b. Analyze Nora Helmer's character from Henrik Ibsen's *A Doll House* in an MLA essay.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

*As a result of satisfactory completion of this course, the student should be prepared to:*

Analyze and discuss selected plays from classical Greek period to present.

B. **STUDENT LEARNING GOALS**

*Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**

   *Upon satisfactory completion of this course, the student will be able to:*
   
   a. Name the major elements of drama according to the terminology commonly used in the analysis of drama.
   
   b. Summarize the historical development of drama.
   
   c. State the names of the most common types of dramatic forms.
   
   d. Identify the meanings of and concepts behind the terms commonly used in analysis and
discussion of drama (e.g., mood, setting, characterization, theme, conflict, plot and subplot) and the terms used to describe the most common types of drama

e. Read assigned works of drama with the ability to identify the literal and implied meanings of the text

f. Analyze works of drama and state in class discussion
   a. the relationship of form to purpose and content in various types of dramas
   b. the development of character and the use of character in drama (e.g. as archetype, symbol, foil, etc.)
   c. the elements of plot development and use of subplot in drama
   d. the establishing and maintenance of tone through style and setting
   e. the coalescence of elements to form a coherent unit and establish theme

g. Write analytically and critically about assigned reading, including
   a. stating thesis and explaining how a given passage relates to a larger work or to other works of the same writer, showing how a particular work reflects a stage in the development of the drama, pointing out the way a particular work used symbolism to express theme or to supply a unifying motif.
   b. demonstrating competent writing skills appropriate to academic expository writing (e.g., unity, coherence, reasonable freedom from sentence and spelling errors).
   c. demonstrating the soundness of thesis by offering specific evidence from works under discussion, related works, information from class lecture or readings about the art of drama.

h. Read assigned works that cover a broad range of multicultural experiences.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Quizzes
   2. Daily or Weekly Journals
   3. Written Daily Responses
   4. Literary Analysis Essays
   5. Historical Analysis Essays

B. SUMMATIVE ASSESSMENT
   1. Written Comprehensive Examination
   2. Final Comprehensive Essay