

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:
ENGL 221 Introduction to Drama

Number of credits:
3

Course Description:

Reading and discussion of representative dramatic works from ancient Greece to the present.

Pre-/Co-requisites:

none

Course Objectives: Upon completing this class, students will be able to

- List and define Aristotelian principles of drama
- Use Aristotelian principles of drama to analyze and describe drama of various kinds
- Read, describe, and analyze drama not constructed on Aristotelian principles
- Understand reasons writers construct plays on principles not Aristotelian
- Use a process to develop and write analytical essays for college English courses
- Use MLA guidelines accurately to cite sources.

Instructor:

Gary Albrightson

Office:
Thatcher Addition 2207

Office Hours:

10:00 Tuesday, Wednesday, Thursday, Friday

Phone:

701 228 5602

Email:

gary.albrightson@dakotacollege.edu

Lecture/Lab Schedule:

On campus with an online moodle shell

Textbook(s):

Lee Jacobus. The Bedford Introduction to Drama, 6th ed.

Course Requirements:

- Essay 1 Midterm
- Essay 2 Final Essay
- Quizzes in class on reading (open and closed book)
- Quizzes on lectures
- Posts to class moodle shell
- In class participation grade

Tentative Course Outline:

- Aristotle and tragedy
- Comedy
- Renaissance tragedy
- Heirs to Aristotle
- Alternatives to Aristotle

General Education Goals/Objectives:

- Demonstrates effective communication

- Demonstrates ability to create and analyze art; evaluate aesthetics; and synthesize interrelationships among the arts, the humanities, and society

Relationship to Campus Theme:

Explore connections and interrelationships among the components of the DCB campus theme—nature, technology, and beyond—by study of a play portraying Galileo and responses to his published scientific works during his lifetime.

Classroom Policies:

Late work earns half credit and earns no credit if not submitted before the next assignment is due.

Academic Integrity:

The discussion below comes from the Council of Writing Program Administrators at <http://www.wpacouncil.org/node/9>.

In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

1. submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and
2. carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Disabilities and Special Needs:

Any student with disabilities or special needs should inform the instructor, who will make accommodations so students can meet their educational goals.

August 23	24	25 Introduction to Drama	26	27 See 7:29 history and post a summary of no less than 100 words
30 Plot Tragedy Aristotle Oedipus Rex	31	September 1 Tragedy Aristotle Oedipus Rex	2	3 Tragedy Aristotle Oedipus Rex
6—Labor Day DCB closed	7	8 Greek Theatre 29:00	9	10 Comedy Lysistrata— lecture Video segment on women in

				greece
13 character Frye on comedy Earnest	14	15 Frye on comedy Earnest	16	17 Frye on comedy Earnest
20 thought Renaissance tragedy Hamlet	21	22 Renaissance tragedy Hamlet	23	24 Renaissance tragedy Hamlet
27 language Tragedy vs Comedy Cherry Orchard	28	29 Tragedy vs Comedy Cherry Orchard	30	31 Tragedy vs Comedy Cherry Orchard
October 4 music Character over plot Glass Menagerie	5	6 Character over plot Glass Menagerie	7	8 Character over plot Glass Menagerie
11 Assessment day	12	13 Midterm	14	15—Midterm Deficiencies Due
18 Modern Tragicomedy Angels in America	19	20 Modern Tragicomedy Angels in America	21	22 Modern Tragicomedy Angels in America
25 Modernism Hedda Gabler	26	27 Modernism Hedda Gabler	28	29 Modernism Hedda Gabler
November 1 Modern Realism Fences	2	3 Modern Realism Fences	4	5 Modern Realism Fences
8 Love Diatribe	9	10 Love Diatribe	11—Veteran's Day DCB closed	12 Love Diatribe
15 Epic Theater Galileo	16	17 Epic Theater Galileo	18	19 Epic Theater Galileo
22 Minimalism and the Absurd Footfalls	23	24 Minimalism and the Absurd Footfalls	25— Thanksgiving DCB closed Essay 2 due before today	26— Thanksgiving DCB closed
29 Feminist Drama How I learned to Drive	30	December 1 Feminist Drama How I learned to Drive	2	3 Feminist Drama How I learned to Drive
6 The "New" Docudrama	7	8 The "New" Docudrama	9	10 The "New" Docudrama

Laramie Project		Laramie Project		Laramie Project
13	14	15—Final Exams Love diatribe Aristotelian or not	16—Final Exams	17—Final Exams
20—Grades due by noon	21	22	23	24
27	28	29	30	31