

## **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
- Explore 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:

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Email:

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Student Email Policy:

Dakota College at Bottineau sends official communications to students at their campus-assigned email address and not to other email addresses. Students will not receive information the college sends if they do not check their DCB email or do not forward their email to a provider they prefer. The instructor communicates course information to students at the same campus assigned email address and does not receive email from any other email providers.

Lecture/Lab Schedule:

On campus with an online moodle shell

Textbook(s):

Lee Jacobus. *The Bedford Introduction to Drama*, 6<sup>th</sup> ed

Course Requirements:

- Essay 1 Midterm Essay
- Essay 2 Final Essay
- Chapter quizzes online
- Responses to interactive lectures
- In class writing: paragraphs and brief answers
- Attend *Waiting for Godot* October 3 at UND Burtness Theater
- Attend *Into the Woods* November 21 at UND Burtness Theater

Tentative Course Outline:

- Comedy
- Tragicomedy and melodrama
- Aristotle and tragedy
- 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:

Students should choose a play and write an analytical essay exploring connections and interrelationships among the concepts of the DCB campus theme—nature, technology, and beyond.

Classroom Policies:

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

Academic Integrity:

The information below is quoted at 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.