

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

ENGLISH 214 – MASTERPIECES OF DRAMA

3 hours lecture, 3 units

Catalog Description

Survey of masterpieces in drama beginning with works from ancient Greece and concluding with plays from the 20th century. Although other types of drama may be discussed, the primary texts will be comedies and tragedies. Representative playwrights include Sophocles, William Shakespeare, Moliere, Henrik Ibsen, Susan Glaspell, Eugene O'Neill, Arthur Miller, Samuel Beckett, Lorraine Hansberry, August Wilson, and others. Texts will be read, analyzed, discussed and written about in essay format.

Recommended Preparation

“C” grade or higher or “Pass” in ENGL 120 or equivalent

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Critically read and analyze a text at the college level.
- 2) Write college level essays which include a clear introduction, conclusion, thesis statement, strong support and include information taken from sources; MLA format.

Course Content

Survey of masterpieces in drama beginning with works from ancient Greece and concluding with plays from the 20th century. Although other types of drama may be discussed, the primary texts will be comedies and tragedies. Representative playwrights include Sophocles, William Shakespeare, Moliere, Henrik Ibsen, Susan Glaspell, Eugene O'Neill, Arthur Miller, Samuel Beckett, Lorraine Hansberry, August Wilson, and others. Texts will be read, analyzed, discussed and written about in essay format. The basics of critical theory will be introduced and used to enhance the understanding and appreciation of the works.

Course Objectives

Students will be able to:

- 1) Utilize vocabulary necessary for engaging in thoughtful analysis of the assigned dramatic texts in class discussion and written assignments.
- 2) Describe traditional dramatic devices and how they are either used or abandoned in particular works.
- 3) Identify the writing styles and themes of various major playwrights, including (but not limited to) Sophocles, William Shakespeare, Moliere, Henrik Ibsen, Susan Glaspell, Eugene O'Neill, Arthur Miller, Samuel Beckett, Lorraine Hansberry, August Wilson and others.
- 4) Describe the various dramatic genres and their common elements, including (but not limited to) tragedy, comedy, expressionism, realism, and theater of the absurd.
- 5) Articulate knowledge of the historical, religious, economic, political and aesthetic context to gain better understanding of the assigned dramatic work in both oral and written analysis.
- 6) Write critical analyses of the assigned dramatic work by making a claim (thesis) and supporting it with specific evidence from the text, documented in MLA format.
- 7) Incorporate the literal, symbolic, and inferred meaning of the dramatic works during class discussions and in written analyses.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes and tests that require students to use necessary vocabulary to discuss the symbolic, literal, and inferred meaning of dramatic texts.
- 2) Quizzes and tests that require students to discuss the historical, religious, economic, political and aesthetic contexts of dramatic texts, and situate those texts in their larger contexts.
- 3) Quizzes and tests in which students demonstrate their knowledge of traditional dramatic devices, the styles and themes of major playwrights, and the various dramatic genres.
- 4) Journals in which students respond to the dramatic texts and select relevant quotations to support their interpretations.
- 5) Literary essays, written in correct MLA format, in which students use thesis statements and specific evidence from the texts to support a thoughtful analysis of the historical, cultural, social, and/or stylistic meaning of the dramatic texts.
- 6) Reflection activities in which students examine their own learning and writing processes.
- 7) Participation in class discussions in which students critically analyze traditional dramatic devices, major playwrights, different dramatic genres, and the context in which the drama was produced. Discussion will also focus on students' interpretations of the texts and how students make meaning of the drama and connect the drama to their own lives and cultures.

Special Materials Required of Student

Collegiate dictionary

Minimum Instructional Facilities

Smart classroom

Method of Instruction

- 1) Lecture and discussion
- 2) Small group discussion, exercises
- 3) Peer commentaries
- 4) Journals
- 5) Response papers
- 6) Essays
- 7) Research paper
- 8) Grammar exercises
- 9) Oral presentations
- 10) Self-assessment
- 11) Field trips

Out-of-Class Assignments

- 1) Assigned readings
- 2) Library research
- 3) Essays
- 4) Short written assignments

Texts and References

- 1) Required (representative examples):
 - a. Gainor, et al. *The Norton Anthology of Drama* 3rd edition. W.W.Norton, 2017.
 - b. Jacobs, Lee. *The Bedford Introduction to Drama*. 8th edition. Bedford/St. Martin's, 2017.
- 2) Supplemental: plays selected by the instructor

Student Learning Outcomes

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

- 1) Utilize literary terminology to describe traditional dramatic devices and how they are either used or abandoned in particular works of various dramatic genres, including (but not limited to) tragedy, comedy, expressionism, realism, and theater of the absurd.
- 2) Write evidence-based literary analyses of dramatic works demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.
- 3) Analyze the historical, social, cultural, religious, economic, political and/or aesthetic context of plays and construct an understanding of how those contexts influence the dramatic texts.