

North Hennepin Community College

ENGL 1450: Reading Plays

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites:

(ENGL 1201 - College Writing I OR ENGL 1200 - Gateway College Writing)

Corequisites: None

MnTC Goals: Goal 06 - Humanities/Fine Arts, Goal 07 - Human Diversity

This course is a survey of drama as literature; plays will be read as literary texts, not as the grounds for specific performances or performance practices. Through their engagements with the dramatic literature in this course, students will be introduced to a diversity of dramatic styles and themes. Attention will also be devoted to the social and cultural contexts in which the plays were written and in which they are read. Course materials may be organized either historically or topically.

Prerequisite: Engl 1200 or Engl 1201

B. COURSE EFFECTIVE DATES: 01/11/2010 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. This course offers students a survey of dramatic literature, introducing them to the specific skills required when reading drama.
2. Since this is not a theater class, focus will not be given to theatrical performance or its history. Rather, the class will address reading plays as literary texts.
3. Students will not only be asked to reflect upon the formal properties of plays, but also to consider the contexts in which they were written and in which they are read.
4. Since dramatic literature has such an extensive history, course readings might best be arranged according to historical periods, such as the English Restoration or 20th Century America, or by topics like: Genre (Tragedy, Farce, Romance), Mode (Realism, Expressionism), War, or Race, to give but a few examples.

D. LEARNING OUTCOMES (General)

1. Course readings will introduce students to a diverse range of dramaturgical approaches to writing plays that come from various cultural backgrounds. Students will also be encouraged to see how this diversity allows the literary form of drama to address the complexity of the human condition. (MnTC G 6, comp. a)
2. Students will be encouraged to communicate the reasons underlying their evaluations of the plays they are reading, facilitating a habit of reading plays (and other kinds of writing) critically. (MnTC G6, comp. c)
3. Students will be expected to recognize how dramatic literature is informed by, while also shaping, the historical and social contexts in which it is situated. (MnTC G2, comps. a, c, b, d; MnTC G6, comp. b)
4. Reflect upon how the meanings of the identities represented in the plays appear to have changed, how they have remained the same, and what that might tell us about U.S. history and culture. (MnTC G2, comps. a, c, b, d; MnTC G7, comp. a)
5. Students will reflect upon how the conflicts in the plays help them understand similar struggles in contemporary society. (MnTC G2, comps. a, c, b, d; MnTC G7, comp. b)
6. The dialogic nature of dramatic literature will foster discussions on the diverse voices that go into making American society and culture. (MnTC G2, comps. a, c, b, d; MnTC G7, comp. d)
7. As a result of all of the readings, writings, and discussions that students will complete, students will gain a deeper understanding of their reactions to dramatic literature, helping them not only to sharpen their abilities to articulate those responses and reflect upon them. (MnTC G6, comp. e;
8. Students will be encouraged to compare their personal experiences and knowledge with those of the characters in the plays read to help illuminate issues of diversity in their own lives (MnTC G2, G7)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 06 - Humanities/Fine Arts

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Articulate an informed personal reaction to works in the arts and humanities.

Goal 07 - Human Diversity

1. Understand the development of and the changing meanings of group identities in the United States' history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted