



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
Drama 671 – Selected Problems in Playwriting I
Fall 2018

Instructor Office Email Office Hours	Clem Martini CH D224 martini@ucalgary.ca By appointment														
Day(s),time(s) and location of Class	CHD210 Tuesday 10:00 – 11:50 Thursday 10:00 – 10:50														
Learning resources: required readings, textbooks and materials	Richard the Third – William Shakespeare Mother Courage – Bertolt Brecht Death of a Salesman – Arthur Miller The Adventures of a Black Girl In Search of God – Djanet Sears Fences – August Wilson Lysistrata – Aristophanes How I Learned to Drive – Paula Vogel Night, Mother – Marsha Norman Ti-Jean and his Brothers – Derek Walcott														
Prerequisites	A prior knowledge of dramatic structure and character development.														
Course description	<p>This seminar-styled course will examine seminal theatrical works with an eye to dissecting, detecting and determining the characteristics and functions of protagonists. Students will be expected to read plays and critical works of plays, apply analysis, and formulate theories. Paralleling and complementing this, the course will employ a problem-solving model to examine the process of playwriting. Students will be expected to bring samples of their works-in-progress to class for scrutiny, critique, and continued development.</p> <p>The course will expose students to challenges they can expect to encounter in future writing endeavors, and will allow them to examine solutions utilized by accomplished playwrights of the past and present.</p>														
Course learning outcomes	<p>Students can be expected to further develop those skills associated with writing for the theatre: the ability to recognize and generate specific voice, a distinct style, arresting gesture and image, structural coherence and sharp dialogue.</p> <p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none">1. Apply more thoughtful analysis of characters in plays2. Be able to isolate the dramatic arc of the protagonist and understand how it is connected to plot and dramatic tension.3. Create rich, well developed protagonists.														
Course schedule	Following the allocation of particular plays that the students will investigate, the class will establish a reading and presentation schedule that will conform to the assignments presented below.														
Assessment components	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. SEMINAR PRESENTATION ONE: Sept. 17 and 24</td> <td style="text-align: right;">10 percent</td> </tr> <tr> <td>2. OUTLINE OF PROJECT – Oct. 1</td> <td style="text-align: right;">10</td> </tr> <tr> <td>3. SCENE ONE OF PROJECT – Oct 8 and 15</td> <td style="text-align: right;">10</td> </tr> <tr> <td>4. CRITICAL ESSAY – Oct 22 and Oct 29</td> <td style="text-align: right;">15</td> </tr> <tr> <td>5. SCENE TWO OF PROJECT – Nov. 5 and 7</td> <td style="text-align: right;">10</td> </tr> <tr> <td>6. REVISED OUTLINE and FIRST ACT – Nov. 19 and 26</td> <td style="text-align: right;">35</td> </tr> <tr> <td>8. PARTICIPATION</td> <td style="text-align: right;">10</td> </tr> </table>	1. SEMINAR PRESENTATION ONE: Sept. 17 and 24	10 percent	2. OUTLINE OF PROJECT – Oct. 1	10	3. SCENE ONE OF PROJECT – Oct 8 and 15	10	4. CRITICAL ESSAY – Oct 22 and Oct 29	15	5. SCENE TWO OF PROJECT – Nov. 5 and 7	10	6. REVISED OUTLINE and FIRST ACT – Nov. 19 and 26	35	8. PARTICIPATION	10
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<p>Assessment expectations</p>	<p><u>Guidelines for Submitting Assignments</u> Assignments should be turned in on time. Each assignment should be prefaced with a title page containing the student’s name and title of the assignment. Pages of the assignment must be numbered. Hard copy is required.</p> <p><u>Expectations for Writing:</u> Writing is particularly important in a course of this kind. It is expected that all assignments will demonstrate attention to dramatic structure and character development, and will be formatted properly and carefully edited.</p> <p><u>Expectations for Attendance and Participation</u> As the discussion and workshopping of the materials in this course has relevance to all students of the class, regular attendance, and thoughtful participation in discussions will be considered an essential. Absences and late attendance will have impact upon your participation mark.</p> <p><u>Guidelines for Formatting Assignments</u> Assignments should be double-spaced, be in Times New Roman and conform to the professional standards of the written form. Scripts should adopt templates outlined in The Blunt Playwright.</p> <p><u>Late Assignments</u> Assignments turned in late without previously conferring and receiving permission will receive a grade-point deduction.</p>																																							
<p>Grading scale</p>	<p>For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1.1 Undergraduate Grading System of the Undergraduate Calendar for 2019-2020 OR as outlined in the section H.1 Distribution of Grades of the Graduate Calendar for 2019-2020:</p> <table border="1" data-bbox="488 1220 1487 1950"> <thead> <tr> <th>Grade</th> <th>Grade Point Value</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>4.00</td> <td>Outstanding performance</td> </tr> <tr> <td>A</td> <td>4.00</td> <td>Excellent performance</td> </tr> <tr> <td>A-</td> <td>3.70</td> <td>Approaching excellent performance</td> </tr> <tr> <td>B+</td> <td>3.30</td> <td>Exceeding good performance</td> </tr> <tr> <td>B</td> <td>3.00</td> <td>Good performance</td> </tr> <tr> <td>B-</td> <td>2.70</td> <td>Approaching good performance</td> </tr> <tr> <td>C+</td> <td>2.30</td> <td>Exceeding satisfactory performance</td> </tr> <tr> <td>C</td> <td>2.00</td> <td>Satisfactory performance</td> </tr> <tr> <td>C-</td> <td>1.70</td> <td>Approaching satisfactory performance.</td> </tr> <tr> <td>*D+</td> <td>1.30</td> <td>Marginal pass. Insufficient preparation for subsequent courses in the same subject</td> </tr> <tr> <td>*D</td> <td>1.00</td> <td>Minimal Pass. Insufficient preparation for subsequent courses in the same subject</td> </tr> <tr> <td>F</td> <td>0.00</td> <td>Failure. Did not meet course requirements. Several Faculties utilize an F grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.</td> </tr> </tbody> </table>	Grade	Grade Point Value	Description	A+	4.00	Outstanding performance	A	4.00	Excellent performance	A-	3.70	Approaching excellent performance	B+	3.30	Exceeding good performance	B	3.00	Good performance	B-	2.70	Approaching good performance	C+	2.30	Exceeding satisfactory performance	C	2.00	Satisfactory performance	C-	1.70	Approaching satisfactory performance.	*D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	*D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	F	0.00	Failure. Did not meet course requirements. Several Faculties utilize an F grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.
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Student Support	Please visit this link for a concise list of UCalgary's student support services: https://www.ucalgary.ca/registrar/registration/course-outlines						
Academic integrity, plagiarism	The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are referred to the section on plagiarism in the University Calendar (ucalgary.ca/pubs/calendar/current/k-3.html ; ucalgary.ca/pubs/calendar/current/k-5.html) and are reminded that plagiarism—using any source whatsoever without clearly documenting it—is an extremely serious academic offence. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor or the Student Success Centre (TFDL 3rd Floor) if you have any questions regarding how to document sources.						
Internet and electronic communication device	elearn.ucalgary.ca/category/d2l/ ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app The in-class use of computers may be approved by your Instructor. Cell phones and other electronic communication devices should be silenced or turned off upon entering the classroom. If you violate the Instructor's policy regarding the use of electronic communication devices in the classroom, you may be asked to leave the classroom; repeated abuse may result in a charge of misconduct. No audio or video recording of any kind is allowed in class without explicit permission of the Instructor. For more information on Freedom of Information and Privacy visit: ucalgary.ca/legalservices/foip						
Copyright	All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.						