

American College Dublin

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PA300 DRAMATIC WRITING 1

Credits:	3 US credits / 6 ECTS credits
Credit level:	Stage one
Prerequisites:	None
Mandatory:	No
Contact hours:	40
Academic Year:	2016/17
Semester:	2
Lecturer:	Roger Gregg

INTENDED LEARNING OUTCOMES

At the end of this module learners should be able to:

1. Identify the basic elements of an engaging character in drama;
2. Discuss how much a performance adds to the written word;
3. Analyze the rudiments of how to construct a well-rounded central character or characters in the dramatic form;
4. Distinguish how dramatic writing differs from other forms of fiction;
5. Examine the implications of 'a good story well told';
6. Recognise and describe their potential areas of interest as dramatists;
7. Express their impressions constructively and articulately.

Learning outcomes 1-7 will be assessed by continuous assessment exercises, and 1-3 and 5 and 7 by assessment of readings and workshop analysis.

MODULE OBJECTIVES

With the emphasis firmly on practise, this course guides the student as an aspiring dramatist to write, edit and rewrite a series of monologues, duologues and a sketch. This is accomplished through weekly writing assignments beginning with a short monologue. During the course assignments includes: first monologue, first monologue rewrite, second monologue, second monologue rewrite, first duologue, first duologue rewrite, second duologue, second duologue rewrite, sketch, and sketch rewrite. Since dramatic writing only reaches fruition in performance, a substantial portion of class time will be spent on dramatic readings and rudimentary performance of the draft scripts. This process will provide the student with constructive feedback from the lecturer as well as from their fellow students. In light of this hands-on approach, course attendance and participation is essential. Outside of class time, an effort will

also be made to attend some small scale stage productions in order to gain a wider appreciation of how young dramatists are making a practical start in their careers.

MODULE CURRICULUM

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- Introduction to the main aspects of creating credible and interesting characters for live performance on stage;
- Introduction to developing plot and narrative for the performance of interesting and engaging dramatic stories;
- The relationship of stagecraft and the limitations and possibilities of the live performance on stage to a dramatic text;
- Close reading and analysis of a dramatic text in order to refine and revise it to reach the optimal final draft;
- The history and development of dramatic writing and theory and their practical application in the writing of dramatic texts.

REQUIRED TEXT

Lajos Egri, *The art of dramatic writing*, BN Publishing, 2007.

SUPPLEMENTARY READING LIST

Peter Brook, *The empty space*, Touchstone, 1968;

Marina Calderone, *Actions: the actor's thesaurus*, Drama Publishers, 2004;

Will Dunne, *The dramatic writer's companion: tools to develop characters, cause scenes, and build stories*, Chicago Guides, 2009;

Jeffrey Hatcher, *The art and craft of playwriting*, F and W Publications, 1996;

Constantin Stanislavsky, *An actor prepares*, Routledge, 1936;

Richard Toscan, *Playwriting seminars 2.0: a handbook on the art and craft of dramatic writing*, Franz Press, 2012.

INTERNET WEBSITES

www.artslynx.org

www.performingarts.net

www.talkinbroadway.com

www.theatre-link.com

www.theatrelibrary.org

www.wwar.com

MODULE LEARNING ENVIRONMENT

The physical structures of the learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system and overhead projector.

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

MODULE TEACHING AND LEARNING STRATEGY

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include six hours of practical instruction and two hours of classroom instruction combining elements of seminar and tutorial per week. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

MODULE ASSESSMENT STRATEGY

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final project.

The extent to which students have achieved the intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and a final performance assessment. Assessment instruments include evaluation of in-class acting and voice exercises, essays, class presentations, and live performances. The forms of assessment used in the module, together with their weighting, include the following:

- Participation in weekly readings/performances. (25%);
- Participation in constructive critical discussion (25%);
- Completion and submission of weekly writing and a cumulative final project (50%).

The assessment requirements and the divisions of grades within these components will be discussed in class.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

As class attendance and punctuality is essential for successful performing arts learning and career development, strict penalties will apply for any unexcused absence or tardiness: 5% will be deducted from the final grade for each instance of an unexcused absence; 2% will be deducted for each instance of an unexcused lateness (up to half an hour after the scheduled

commencement of class; any student arriving unexcused more than half an hour after the scheduled beginning of class will be counted as absent and will have 5% deducted from his or her final grade).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.