I. LOCATOR INFORMATION:

Course Number/Name: THEA320-01 Playwriting
Office: The Spaulding Building, Room 155 (1st Floor); 910-672-1203.
Time/Location:
# Hours of Credit: 3.
Instructor: William M. Downs and Lou Anne Wright.

II. COURSE DESCRIPTION: THEA 320 Playwriting: a course covering writing for the stage, including plot construction and character development, and the adaptation of playwriting to other media, with particular attention given to television. Prerequisite: THEA 203

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in Disabled Student Services:
Office: The Spaulding Building, Room 155 (1st Floor); 910-672-1203.
Office Hours:
Phone:
E-mail:
Web site:


V. STUDENT LEARNING OUTCOMES: Aligned with NCATE standards. Upon completion of this course, students will be able to:
1. Develop basic proficiency in the skills necessary for meaningful communication of ideas through literature;
2. Exhibit reasonable understanding of the logical and emotional meaning of literature by means of written assignments;
3. Read and analyze significant ideas in literature through performance, criticism, and class discussion; and
4. Develop critical skills in evaluating both the written worth and artistic performance of literature by means of written and oral critiques.

VI. COURSE REQUIREMENTS and EVALUATION:
A. Grade Scale will be: A = 92-100 B = 83-91 C = 73-82 D = 64-72 F = 63-below
B. Class activities will be averaged and may be based on a combination of the following for a total of 100%:
1. Oral presentations. 2. Readings and Analyses. 3. Final program/Project. 4. Quizzes and Exams.
5. Daily work/Participation. 6. Optional points for homework, etc. 7. Writing Assignments 8. Potential research papers.

The grading sheet used is posted on my web site and on Blackboard. Make good use of it for your presentation!

The “normal” or average grade for any course is a “C.” If you do as well as most students have over the years, then this is the grade you will receive. “B” is better than average, and “A” is outstanding. A grade of “D” indicates that there is serious question as to whether or not your performance has been adequate, but it has not been quite deficient enough to require that you repeat the course. ‘Incompletes’ are highly discouraged. Only in the most extraordinary of situations will an incomplete be considered.

Evaluation of individual activities is based on criteria explained in the rubric and in class discussions. This is a ‘performance’ class therefore grading is subjective. Research papers are evaluated according to the MLA standards used in freshman English classes.

COURSE REQUIREMENTS: In order to perform satisfactorily in this course, at the very least the student will:
A. Possess and use a copy of the text.
B. Attend class regularly, punctually (see University Attendance Policy), and participate fully in all activities.
C. Complete assignments on time (late work may be refused by the instructor),
D. Use the library for research in the preparation of all presentations,
E. Type all papers to be turned in, (no handwritten assignments will be accepted unless they are transcriptions!),
F. Perform satisfactorily on quizzes and exams,
G. Take all tests and quizzes on the date they are given (tests MUST be made up within one week)
H. Complete in advance assigned readings in the textbook according to schedule;
I. Read various types of literature, by various writers, to develop a range of materials to use as comparisons;
J. Conscientiously rehearse all selections before classroom presentation, when necessary;
K. Submit written analyses of selected readings BEFORE presentations and when they are due;
L. Present selected literature on assigned dates; and
M. Participate constructively in critically evaluating classroom performances (i.e., listen and offer critical feedback).

NO LATE WORK WILL BE ACCEPTED!

Description of Assignments:
1. You will use the library to locate analysis material for your assignments. This includes author background, criticism, and any other pertinent information. You will turn in 3-4 substantially written analyses based on prescribed guidelines. Analyses will be based on standards we discuss in class, rubrics, and what is outlined in the text.
2. You will locate three examples on the internet of original scripts and critique them based on our own developed set of criteria for a ‘good’ play. Critiques should be typed and double spaced.
3. During the course of the class, students will write a 3-page play, a 5-pg play, a 10-pg play, a rewrite of one of these plays, and at least one more work agreed upon by the student and the instructor. In addition, students will analyze theatrical work by seeing at least one play, offering critiques of other dramatic works, and by reading each other’s work.
VI. Academic Support Resources – Writing Center.

VII. COURSE OUTLINE. TBA

Student Behavior Expectations: The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

1. Students are expected to arrive to class on time, remain in class until dismissed, and refrain from preparing to leave class until it is dismissed.
2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
3. Students are not permitted to wear headphones, use cell phones or beepers, or other paraphernalia that may be distracting to the class.
4. Students are not permitted to use profanity in the classroom.
6. Students will not pass notes or carry on private conversations while class is being conducted.

Consequences for Failing to Meet Behavioral Expectations: The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines the instructor may deduct as many as twenty points from the student’s next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

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FSU Policy on Disruptive Behavior in the Classroom (Optional)

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another occurrence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe faculty has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

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IX. TEACHING STRATEGIES: This course consists of lecture, discussion, oral presentations, research, and writing. Strategies include discussions on textbook readings, rehearsals, oral presentations, quizzes on terms, and student presentations in cooperative learning groups.

X. BIBLIOGRAPHY. Suggested other reading:


