

# HONG KONG BAPTIST UNIVERSITY

## COURSE OUTLINE

### 1. COURSE TITLE

Pre-Modern Drama

### 2. COURSE CODE

ENGL2036

### 3. NO. OF UNITS

3 Units

### 4. OFFERING DEPARTMENT

Department of English Language and Literature

### 5. PREREQUISITES

Nil

### 6. MEDIUM OF INSTRUCTION

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### 7. AIMS & OBJECTIVES

- 1) Introducing students to the formative influences, subgenres, and the critical and creative traditions of pre-modern drama;
- 2) Introducing Western drama in its historical contexts, including the specific interests and techniques of significant playwrights.

### 8. COURSE CONTENT

- I. Introduction: Drama as Theatre; Drama as Literature
- II. Historical Periods and Contexts
- III. The Impact of the Renaissance (English and European)
- IV. Techniques and Processes: Didactic and Moral Positions
- V. Stagecraft: The Chorus, the Soliloquy and Other Devices
- VI. Conclusions

### 9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

CILO	By the end of the course, students should be able to:
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CILO 1	Demonstrate a working knowledge of the development of Western dramatic traditions
CILO 2	Analyze specific passages, styles, and structures in pre-modern drama
CILO 3	Perform a specific scene from a selected play
CILO 4	Explain the importance and evolution of the chorus (or other usage or practice) as a dramatic device(s)
CILO 5	Examine critically the historical concerns and contexts of specific, selected playwrights

## 10. TEACHING & LEARNING ACTIVITIES (TLAs)

<u>CILO alignment</u>	<u>Type of TLA</u>
CILO 1	<ul style="list-style-type: none"> <li>- Conduct basic research on selected background histories and contexts</li> <li>- Differentiate between insular (English) and continental (European) dramatic traditions</li> <li>- Complete in-class or online exercises on assigned topics, including identification of and responses to assigned course plays</li> </ul>
CILO 2	<ul style="list-style-type: none"> <li>- Link close-readings of assigned plays to specific passages, styles, and structures in Western drama</li> <li>- Interpret, via online or in-class exercises, how specific passages, styles, and structures in assigned course plays convey historical and cultural themes</li> </ul>
CILO 3	- Make a performance (posted to the Moodle) of a selected scene from one of the course's assigned plays, inviting on-line peer commentary
CILO 4	- Link close-readings of assigned plays to specific devices unique to Western drama, with reference to production/stagecraft implications
CILO 5	- Complete a thesis-driven academic prose essay which combines close-readings of a selected course plays with an elementary theoretical approach to a specific passage, style, or structure in Western drama

## 11. ASSESSMENT METHODS (AMs)

<u>Type of Assessment Methods</u>	<u>Weighting</u>	<u>CILOs to be addressed</u>	<u>Description of Assessment Tasks</u>
In-class performance	10 %	2, 3	The performance will test whether students can apply acquired knowledge to the acting of a specific role or scene (incl. online peer-review of other group performances).
Mid-term exam (or	25 %	2, 5	The mid-term exam (or academic) essay will assess students' ability to evaluate specific

academic essay)			passages and scenes from specific plays and to state their relevance to the development of Western dramatic technique with specific reference to a particular formal or production feature of drama.
In-class or on-line assignments	15 %	1, 2, 4, 5	<p>Assignments will test whether students can identify the different historical epochs of Western drama and specific dramatic works/playwrights; as this is an introductory course, response pieces encouraging elementary interpretations of significant scenes will also be posted to the Moodle.</p> <p>Additionally, e-pedagogy may also be used for in-class assignments and projects, including gathering and analyzing data via social media and/or other digital tools.</p>
Examination	50 %	1, 2, 4	The final examination will test whether students can apply existing knowledge of Western dramatic techniques to unseen passages and scenes. It will also test whether students can assess given links between historical context and particular dramatic values and content.

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