**Course Title:** Modern Drama

**Course Code: LR206**

**Semester:**

**Course Instructor:**

**Office location:**

**Counseling Hours:**

**Email:**

**COURSE DESCRIPTION**

This module aims to provide an exploration of Modern Drama as a medium of art and thought. This module will explore important plays and trends from 1879-1990. The course objective is to acquaint the students with selected trends and movements in the modern drama. The course focuses on the most prominent playwrights, including Ibsen, S. Beckett, Brecht and Edward Albee and their dramatic work. Film adaptations of the plays will also be a part of this module.

Through encounters with specimens of plays from different writers, students will be brought into contact with the ways in which writing has been theorised and understood. They will learn different critical approaches to drama and they will approach texts from critical perspectives in order to have a deeper understanding of the module. Students will call upon the elements of craft—voice, scene, description, structure—in order to achieve this. The course will explore the effects of symbolism, expressionism, surrealism, Epic Theater, and Absurdism on modern drama. We will ponder the effect of the social and political environments on the plays and ask why such a tumultuous period has created a truly great period of drama.

The selection focuses on introducing the students to the development of modern drama from different authors and their styles. The course will involve a mixture of lectures and class discussions.

Though this is a literature course, it is literature of the theatre – a living, breathing art.

For this reason, while lectures will guide each class meeting, a premium will be placed on discussion that relies primarily on each student’s informed reading of the texts. This course is reading-heavy, you are expected to keep up.

**COURSE OBJECTIVES**

Through the study of *Modern Drama*, Students will be able to achieve the following course objectives:

* Read, understand and appreciate drama.
* Students are expected to get familiar with the predominant trends, genres as well as the main representatives of the modern drama
* Develop skills in literary analysis, including comprehension of the narrative fundamentals, point of view, character analysis and theme.
* Gain an appreciation of different literary styles, voices and approaches.
* Articulate your own interpretations with an awareness and curiosity.
* The students will be able to recognize the principle basic of literature and the uniqueness of literature.
* The students will be able to differentiate drama and novel.

**COURSE DELIVERY METHOD**

In every meeting, the lecturer will lead/moderate the discussion in constructive way. Students will work individually or in a small group to give their own opinion or understanding on the materials. Students hopefully to have a prior knowledge in the materials in order to have discussion and to arrive conclusion. The lecturer will facilitate the discussion and give guidance.

**COURSE REQUIREMENTS**

**In this course, students are expected to:**

•In every meeting, the students are obligated to read or to have a prior knowledge by reading the “set material” given in the first meeting.

• In every meeting, the students will participate to have discussion on the materials.

* Attend all class sessions for requisite number of hours and participate in class activities
* Complete all assignments in time
* Prepare and appear in all **announced/ unannounced quizzes**
* Respect and benefit from diverse, often opposing, values and opinions
* Make use of the criticism offered by the instructor and peers positively by revising the work
* Make use of library, dictionary, take notes, and raise questions during reading tasks
* Fully participate in class discussions and help foster a discourse community by listening to the peers’ views and ideas as well as articulating their own in an effective manner
* Pass midterm and final term exam
* Demonstrate the skills and ability to succeed in the next level of the required English courses

**COURSE POLICIES**

* **Late submission of assignments will not be entertained. (Unexcused late papers will be penalized one step (from an A to an A-, for example) every day they are late).** **If you have an emergency, do let me know.**
* **Academic honesty** should be assumed.
* **Avoid Plagiarism.** All the cases of plagiarism will be referred to controller’s office. Please click the link given below for university policy on plagiarism. (<http://www.uvas.edu.pk/news/HEC_PLIAGERISM_POLICY.pdf>)
* Students who miss more than six lectures will not be allowed to attend the final examination.
* **Teacher reserves the right to make new rules and changes to the course, if required.**
* Laptops and cell-phones must be switched off during lectures.
* **No retake of missed quizzes.**
* **NO COPIED ASSIGNMENTS!**
* **I’m here to help and will be glad to meet with you to discuss your papers or any other concerns.**

**READINGS:**

A Doll’s House Henrik Ibsen

Waiting for Godot S. Beckett

Happy Days S. Beckett

The Good Person of Szechwan Bertolt Brecht

The Zoo Story Edward Albee

**COURSE SCHEDULE**

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|  | **Topics** | **In Class Activities** | **Home assignments/tasks** | **Learning Outcomes/ Objectives** |
| **Week 1** | Ice breaker  Introduction of the Course Outline  Introduction of Modern Drama, Henrik Ibsen and background to realism | Peer Interview  Q/A session regarding course outline | Home reading: *A Doll’s House* | Students will get familiar with each other  Students will discuss about the course and put forward their own point of view |
| **Week 2** | *A Doll’s House* Act I | Discussion on Ibsen’s style and his plays’ main focus | Home reading: *A Doll’s House* Act II | Students will locate Ibsen as the Father of modern drama |
| **Week 3** | *A Doll’s House* Act II | Discussion | *A Doll’s House* Act III  **Assignment 1**: **Due on Week 4** | Getting familiar with Ibsen. |
| **Week 4** | *A Doll’s House* Act III | Discussion | *A Doll’s House* Act III  **Assignment 2:**  **Due on Week 5** | Getting familiar with Ibsen and A *Doll’s House’* ending |

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| **Week-5** | *A Doll’s House*’s ending, themes, film adaptation | Comment on *A Doll’s House*’s ending  **Quiz 1** | **Assignment 3:**  **Due on week 6** | Understanding Ibsen and his style |
| **Week 6** | Introduction of Beckett and his style  Absurdism | Discussion | Home reading: Absurdism and *Happy Days* Act I | Understanding Beckett as a dramatist |
| **Week 7** | *Happy Days* Act I | Reading and Discussion  **Quiz 2** | Home reading:  *Happy Days* Act II | Understanding Beckett |
| **Week 8** | *Happy Days* Act II  *Happy Days’* ending, themes | Reading and Discussion  **Quiz 3** | Home reading:  *Happy Days* Act II |  |
| **Week 9** | **Midterm Examination** |  |  |  |
| **Week 10** | *Waiting for Godot* by Beckett, background and introduction, Act I | Discussion  **Quiz 4** | Home reading: Waiting for Godot Act I and Act II | Understanding Beckett’s style |
| **Week 11** | *Waiting for Godot* Act I and Act II | Discussion | Home reading: *Waiting for Godot* Act II  **Assignment 4:**  **Due on Week-13** | Understanding the similarities and differences between Ibsen and Beckett |
| **Week 12** | *Waiting for Godot* Act II, Ending, themes, absurdism and existentialism in the play | Discussion | Home reading: *The Good Person of Szechwan* by Brecht |  |
| **Week 13** | Introduction of Brecht, Brechtian theatre and Dramaturgy  *The Good Person of Szechwan* | Reading and Discussion | Home reading:  *The Good Person of Szechwan*  **Assignment 5** | Getting familiar with Brecht |
| **Week 14**  Day-1 | Formal Presentations |  |  | Students will be able to demonstrate speaking skills such as volume, pitch, intonation, fluency, appropriate use of grammar & vocabulary, etc. |
| Day-2 | Formal Presentations |  |  |  |
| **Week 15**  Day-1 | Formal Presentations |  |  |  |
| Day-2 | **Final Exam** |  |  |  |

**ASSESSMENT CRITERIA**

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| **Tasks** | **Weight age (marks)** |
| **Assignment-1** (10-points) | 15% |
| **Assignment-2**  (10-points)  (500 Words) |  |
| **Assignment-3** (10-points) |  |
| **Assignment-4** (10-points) |  |
| **Assignment-5** (10-points) |  |
| **Instructions:** All written work should be carefully edited and proof-read for grammar and punctuation, as well as for clarity of ideas and thoughts. All work should be submitted in typed & printed form prepared on Word doc. |  |
| Quiz-1 (10-points)  Quiz-2 (10-points)  Quiz-3 (10-points)  Quiz-4 (10-points) | 10% |
| Presentations | 10% |
| Attendance/ Class Participation | 5% |
| Mid Term | 25% |
| Final Exam | 35% |

***WEEKLY CLASS PARTICIPATION & PEER REVIEW RUBRIC***

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|  | **Distinguished**  (5 points) | **Proficient**  (4 points) | **Basic**  (3-2 points) | **Unsatisfactory**  (1 point) |
| **Class participation**  **& peer review** | The student has attended all classes; is punctual & always prepared. The student actively participates in class activities; student discusses course readings in thoughtful & appropriate way. The student follows the deadlines and plagiarism policy. | The student has attended all classes regularly & on time; is prepared. The student makes active contributions to the learning group and class; student discusses course readings in pertinent way.  The student follows the deadlines and plagiarism policy. | The student might late or miss class more than once & is ready for class to some degree. The student participates in group and class discussions slightly. The student is engaged in all classes a bit; follows the deadlines and plagiarism policy a little. | The student is persistently late for class. The student is never prepared for class; and does not actively participate in discussions. The student does not follow the deadlines and plagiarism policy at all. |

***Performance-Based Rubric for Writing***

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|  | **Exemplary**  (Clear, convincing, & substantial evidence)  A | **Good**  (Clear evidence)  B | **Satisfactory**  (Limited evidence)  C | **Needs improvement**  (no evidence)  D-F |  |  |  |  |  |
| **Task Achievement & Response** | covers all requirements of the task sufficiently, presents, highlights and illustrates key features and points clearly and appropriately | clearly presents and highlights key features and points but could be more fully extended | addresses the requirements of the task, presents an overview with information appropriately selected | fails to address the task, which may have been completely misunderstood, presents limited ideas which may be largely irrelevant/repetitive |  |  |  |  |  |
| **Coherence & Cohesion** | sequences information and ideas logically, manages all aspects of cohesion well, uses paragraphing sufficiently and appropriately | logically organizes information and ideas; there is clear progression throughout , uses a range of cohesive devices appropriately although there may be some under-/over-use | arranges information and ideas coherently and there is a clear overall progression ƒ uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical , may not always use referencing clearly or appropriately | does not organize ideas logically, may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas |  |  |  |  |  |
| **Lexical Resource** | uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as ‘slips’ | uses a sufficient range of vocabulary to allow some flexibility and precision, uses less common lexical items with some awareness of style and collocation , may produce occasional errors in word choice, spelling and/or word formation | uses a limited range of vocabulary, but this is minimally adequate for the task, may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader | uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling |  |  |  |  |  |
| **Grammar range & accuracy** | uses a wide range of structures; the majority of sentences are error-free, makes only very occasional errors | uses a variety of complex structures, produces frequent error-free sentences ƒ has good control of grammar and punctuation but may make a few errors | uses only a limited range of structures, attempts complex sentences but these tend to be less accurate than simple sentences , may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader | attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning |  |  |  |  |  |