

**Lit 200: Literature and Culture:
Engaging with Cultural/Social Issues Through Drama**

Fall 2016
Section: 3, Quad I (8/30-10/18)
Units: 2
10:00-11:45pm -T-R- BAC 103

Dr. Blessing
Office: BAC 115
Extension: 2652
Email: cblessin@ptloma.edu



★Please turn off cell phones, computers, tablets, and other devices when you enter the classroom (and leave them off during class) UNLESS you are using laptops for note-taking only. The classroom is a no-texting zone.

PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description:

A study of representative works of literature and cultural contexts. For this course, we will focus on drama.

Required Texts:

Gainor, J. Ellen, et al. The Norton Anthology of Drama. Second Shorter Edition. NY: W. W. Norton, 2014.

General Education Learning Outcomes (GELOs):

Learning: Informed by our Faith in Christ

Students will:

- Demonstrate effective written and oral communication skills, both as individuals and in groups;
- Use quantitative analysis, qualitative analysis, and logic skills to address questions and solve problems; and
- Demonstrate the effective and responsible use of information from a variety of sources.

Growing: In a Christ-Centered Faith Community

Students will:

- Examine the complexity of systems in the light of the reconciling work of God in Christ; and
- Demonstrate a respect for the relationships within and across diverse communities.

Serving: In a Context of Christian Faith

Students will:

- Engage in acts of devotion and works of mercy informed by the Christian scriptures and tradition, rooted in local congregations, and expressed as love of God and neighbor.

Course Learning Outcomes (CLOs):

Students will be able to:

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation
2. Recall (knowledge), identify (knowledge), and use (application) fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
3. Connect (synthesis) the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

Incompletes and Late Assignments:

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Final Examination Policy:

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

PLNU Copyright Policy:

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy:

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy:

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

PLNU Attendance and Participation Policy:

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog. As this class is a two-day a quad class with only 14 meetings, missing two classes is over 10 percent of the course, and missing three means you will be dropped.

Course Requirements and Grade weight:

- Reading all assignments ahead of the class periods on which they are listed
- Regular attendance and helpful participation—5%
- Ten Analysis Assignments—see attachment for content and format—15%
- Reading quizzes and in-class group writing work—10%
- Attendance at *Love's Labor's Lost* at the Old Globe on Sept. 6 and one page reflection paper—10%
- One group presentation—live interpretation of a scene from one of the plays on the syllabus--10%
- One test on dramatic terms—10%-- based on these terms from the Norton website:
http://www.norton.com/college/english/nadrama2p/review_materials/glossary/welcome.aspx
- One 750-word paper relating the literature to your life (General Education literature requirement)—15%
- One final exam—25%

Reading Analysis Assignments—Turn in one each day on Canvas before class. See the attached sheets for format (these are also on Canvas).

Group Presentations

Drama was written to be performed and experienced live. This assignment is designed to make you an active learner through interpreting, performing, and experiencing the works we are reading.

- There will be eleven groups, four people per group
- Each group will choose one or two scenes from a play (depending upon length) to present to the class
- Presentations will be 10 minutes long
- Presentations will include a brief original introduction to the scene and rationale for the group's interpretation
- Lines must be memorized or at least written on notecards—no books.
- Special backdrops/scenery/costumes should be used
- The groups must practice and polish the performance ahead of time; in short, they must be ready to present their scenes live on the day assigned.
- The group must turn in a page with the list of group members and their roles in the performance, as well as the group's written introduction to the work and rationale for the interpretation of the work.
- **All group members** must be involved, whether as actors, suppliers of props or costumes, adaptor of scripts, narrator (introducer), etc. and list the work they did on the sheet that is handed in
- Grading criteria include:
 - Originality of interpretation
 - Clarity of speech
 - Fluency of language (learn difficult to pronounce words ahead of time)
 - Originality and appropriateness of costume/props/scenery
 - Thoroughness of advance preparation
 - Inclusion of the typed page specified above.

Play Attendance

Tuesday evening, September 6 from 7:00pm to 10:00 pm at The Old Globe Theatre, Balboa Park—*Love's Labor's Lost*

Student Rate is \$20—Please pay me by September 6.

This is in place of class for that day.

Turn in a 250-word response to going to the play, answering the following: How is watching a live play performance different from watching a film? Which actor/actress did you think performed the most strongly and why? What did you enjoy about the play? What did you have trouble understanding about the play? What has your experience been with reading and watching Shakespeare plays?

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Analysis Work—250-300 words --First Day of Coverage—Fill out this form for each assigned analysis –You may also use the back of this sheet

Your Name and ID#:

Date:

Name of Work:

Name of Playwright:

Country/culture of origin:

Type of Drama:

Date Play Was Written:

Crisis Point upon from which the play's action proceeds:

Your Descriptions of two main characters and the conflicts between them:

Important Ideas of the Play/Social Issues Raised:

How is the play ended? How are the conflicts resolved, or are they?

What would you like to discuss in class regarding the play? What scene was the more interesting and why?

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Journal Format—250-300 words (Day Two of Play Coverage)

Name and ID#:

Date:

Title of Play:

How has your view of the work changed because we discussed it in class? What new issues did you notice in the play?

What ideas in the play still need to be discussed? Why are these important to discuss?

What is your favorite scene in the play and why?

Course Schedule and Assignments:

Students are to have read the assigned materials by the date listed. Written assignments may not be turned in late unless there is an emergency or excused absence; exams must be taken as scheduled. Bring your textbook(s) and notebook and pen or pencil with you to class; take notes in class. No texting or phone calls in class.

DATE	READINGS FOR THE DAY and IN CLASS COVERAGE	WORK DUE
Sep. 1	Class Introduction; “Introduction,” pp. 1-12 and 82-85 Handout on <i>Love’s Labor’s Lost</i>	Group Class Assignment
Sep. 6	Class Time—Go over scenes from <i>Love’s Labor’s Lost</i> Evening: Attend <i>Love’s Labor’s Lost</i> by Shakespeare at the Old Globe Theatre	Reflection
Sep. 8	“Euripides” and <i>Medea</i> , pp. 135-174	Analysis
Sep. 13	“Aristophanes” and <i>Lysistrata</i> , pp. 175-211	Analysis
Sep. 15	“Medieval European Theatre” pp. 25-31 and <i>Everyman</i> , pp. 294-319	Analysis
Sep. 20	“Theatre in Early Modern Europe” and “English Theatre, pp. 31-50 and “Aphra Behn” and <i>The Rover</i> , pp. 593-625	Analysis
Sep. 22	<i>The Rover</i> , continued pp. 625-675	Analysis
Sep. 27	TEST on Dramatic Term; transition to <i>A Doll House</i>	TEST
Sep. 29	“Henrik Ibsen” and <i>A Doll House</i> , pp. 718-769	Analysis
Oct. 4	“Modern Theatre,” pp. 60-65 and “Susan Glaspell” and <i>Trifles</i> , pp. 931-944	Analysis
Oct. 6	“Postwar French Theatre: Absurdism,” p. 70; “Samuel Beckett” and <i>Waiting for Godot</i> , pp. 1352-1415	Analysis
Oct. 11	“Intro,” pp. 72-82; August Wilson and <i>Fences</i> , pp. 1612-1665	Analysis
Oct. 13	Finish <i>Fences</i>	Paper DUE
Oct. 18	Final Exam From the <i>Schedule of Classes</i>: “The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule.”	