

**Literature, Journalism, Writing,
and Languages**

Literature & Culture: Analyzing Dramatic Writing
LIT 2000-6
(2 Units)

FALL 2024



Instructor	Professor Lisa Balderston
Meeting Days/Times	Tuesdays 6:00-7:45 PM
Meeting Location	Liberty Station (Rm. 203)
E-mail	lbalders@pointloma.edu
Office Hours	<i>(Zoom session by appointment)</i>
Office Location	N/A
Final Exam	TBA

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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

PLNU Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description

Literature 2000: Literature and Culture: An Analysis of Dramatic Writing is a course designed as a study of representative works of literature and cultural contexts. We will be reading and discussing dramatic writing (plays) by diverse writers who explore diversity, reflect on history, traditions, beliefs and customs of different people. We will explore how theatre can shine a light on societal problems and attempt to find solutions. Drama, both as a standalone concept and within the realm of literature, holds significant importance as artistic expression. It is a *genre* that presents a *narrative* through the enactment of characters on a stage, often involving *dialogue*, actions, and *conflicts* that unfold in front of an audience.

In the domain of literature, drama often refers to written works intended for performance, encompassing plays and theatrical scripts that are designed to be enacted by actors on a stage.

It is remarkable to note that in literature, drama differs from other forms of *storytelling* in its focus on dialogue and the interaction between characters to convey the narrative, themes, and emotions. The structure of a *dramatic work typically includes acts and scenes*, which guide the progression of the storyline and offer distinct moments of *tension, climax, and resolution*. Through dialogue and actions, characters reveal their motivations, conflicts, and growth, making drama a dynamic medium for exploring the human experience.

PLNU Course Learning Outcomes Students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation. (PLO 2,3, 5)
2. Recall, identify, and use 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)
 - e. Contemporary critical approaches
 - f. Extra-literary research (PLO 2, 3, 5)
3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives. (PLO 1)
4. Create detailed and informed textual analysis of literary works that analyze several of the fundamental concepts of literary study with mastery increasing beyond the 200-course level (PLO 1).

Communication:

Canvas: Please check Canvas regularly, as the course materials are subject to change at any time. You will also receive announcements and grades there. The Canvas site for this class can be reached through canvas.pointloma.edu. If you need support, email oit@pointloma.edu.

Email: Email is the best way to stay in contact with me outside of class. If other circumstances interfere this course, contact me as early as possible and we will find a way to work with your situation to ensure that you still succeed in this class.

Required texts for students to purchase:

- God of Carnage by Yasina Reza
- The Whale by Samuel D. Hunter
- The Kings Speech by David Seidler
- An Enemy of the People by Henrik Ibsen
- Real Women Have Curves by Josefina Lopez
- Cost of Living by Martyna Majok
- Disgraced by Ayad Akhtar

PLNU Attendance and Participation Policy:

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

PLNU Course Modality Definitions:

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - a. Synchronous Courses: At least one class meeting takes place at a designated time.
 - b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog.

LJWL Department Policy on Plagiarism: The Department of Literature, Writing, and Languages deems intellectual and academic integrity to be critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others, which includes but is not limited to borrowing another student's work, buying a paper, or using the thoughts or ideas of others as if their own, re-using parts of or entire essays from a previous course you have taken, *as in self-plagiarizing* (using information in a paper without citation), commit plagiarism. Writing that has been edited and rewritten by anyone but the student in the class is considered to be plagiarized as well. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and area dean. The dean will review the report and submit it to the provost and the vice president for student development. It will then be placed in the student's academic file.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Artificial Intelligence (AI) Policy:

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

MLA Style Center: Citing Generative AI

APA Style: How to Cite ChatGPT

Chicago Manual of Style: Citing Content Developed or Generated by AI

PLNU State Authorization:

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

PLNU Academic Accommodations Policy:

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race,

gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination:

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

Assessment & Grading:

Letter grades are converted to numerical equivalents for computation according to the following scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0

The grading scale for this course is as follows:

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

Course Requirements:

Quizzes (20%): 8 Quizzes worth 25 points each – 200 points

Writing Projects (20%): Play Analysis (4-5 pages) – 200 points

Midterm Exam (25%): (This will comprise of True/False & Multiple-Choice) – 300 points

Final Exam (35%): (This will comprise of True/False, Multiple-Choice, Short Answer) – 300 points

PLNU 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 Traditional Undergraduate Records: Final Exam Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning:

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in

feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning:

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Spiritual Care:

PLNU strives to be a place where students grow as whole people. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the Office of Student Life and Formations.

PLNU Inclusive Language

Because the Literature, Journalism, Writing, and Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, should be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

PLNU Classroom Hospitality

I try to maintain a friendly atmosphere in class, and I encourage you to debate and voice disagreement when we discuss readings. However, I expect this to be done respectfully. This includes not talking while others have the floor and never turning discussion into a personal attack. You should also, of course, show up on time, be alert, and ensure that your behavior with technology, food, or drink is not a distraction to the students around you. As stated above, if your classroom behavior becomes an issue, your grade will suffer. I will let you know if your behavior is becoming an issue, and if problems persist further action may be taken, such as asking you to leave class.

The Wellness Counseling Center

The Wellness Counseling Center helps students maintain and develop emotional well-being to achieve their educational and personal goals and promotes a healthy and inclusive community through relationship building, education, crisis intervention, and support. They provide short-term therapy to all undergraduate students registered for classes on the main campus, and they can recommend and refer to other resources for more long-term care and support. If you could benefit from their assistance, contact them anytime:

Website: <https://www.pointloma.edu/offices/wellness-counseling-center>

- Email: counselingservices@pointloma.edu
- Phone: (619) 849-3020

SCHEDULE OF COURSE INSTRUCTION: (See Canvas for details)

Week 1:

Date	Class Content
1/14/2025	LESSON 1: REVIEW THE SYLLABUS & INTRODUCTION TO DRAMATIC WRITING Quiz #1: Elements of Dramatic Writing

Week 2:

Date	Class Content
1/21	LESSON 2: THEME & MESSAGE Quiz #2: Good & Bad Literature, Theme & Message, <i>God of Carnage</i>

Week 3:

Date	Class Content
1/28	LESSON 3: PLOT STRUCTURE & DISCUSS 1/2 THE WHALE QUIZ #3: Understanding Plot Structure & 1/2 of The Whale.

Week 4:

Date	Class Content
2/4	LESSON 4: CHARACTER DEVELOPMENT & ANALYZE THE WHALE BY SAMUEL D. HUNTER Quiz #4: Character Development & <i>The Whale</i>

Week 5:

Date	Class Content
2/11	LECTURE 5: CONFLICT & DIALOGUE QUIZ #5: Analyzing Conflict & Dialogue in Dramatic Writing and 1 st ½ of The King's Speech

Week 6:

Date	Class Content
2/18	LESSON 6: ANALYZE THE KING'S SPEECH BY DAVID SEIDLER & DIALOGUE QUIZ #6: <i>The King's Speech</i>

Week 7:

Date	Class Content
2/25	LESSON #7: SETTING IN DRAMATIC WRITING QUIZ #7: Setting in Dramatic Writing & 1st Half of <i>Real Women Have Curves</i>

Week 8:

Date	Class Content
3/4	LESSON 8: TONE & MOOD Quiz #8: Analyzing Tone and Mood in Dramatic Writing & <i>Real Women Have Curves</i>

No Classes

Date	Class Content
3/11	SPRING BREAK – No Classes Study for Midterm Read: An Enemy of the People

Week 9:

Date	Class Content
3/18	MIDTERM EXAM

	100 Questions (True/False, Multiple Choice & Short Answer – 300 Points Possible)
--	--

Week 10:

Date	Class Content
3/25	LESSON 9: SYMBOLISM - PACING & SUBTEXT IN DRAMATIC WRITING

Week 11:

Date	Class Content
4/1	LESSON 11: OVERVIEW OF <i>AN ENEMY OF THE PEOPLE</i>

Week 12:

Date	Class Content
4/8	LESSON: GENRE CONVENTIONS & NARRATIVE TECHNIQUES

Week 13:

Date	Class Content
4/15	LECTURE NOTES: THE IMPORTANCE OF DRAMATIC WRITING

Week 14:

Date	Class Content
4/22	LESSON 13: ANALYZE <i>COST OF LIVING</i> BY MARTYNA MAJOK

Week 15:

Date	Class Content
4/29	LESSON 15: FINAL EXAM REVIEW & GUEST SPEAKER OBJECTIVE: FINAL EXAM REVIEW

Finals Week:

Date	Class Content
5/5 – 5/9	Final Exam - TBA