



Mendocino College

COURSE LEVEL STUDENT LEARNING OUTCOMES

Effective Date:

9/13/07

Title: Introduction to Dramatic Literature **Discipline/Number:** THE 202
(limit to 50 characters including spaces)

Instructor Reid Edelman **Date Submitted** 8/20/07
Contact: _____ **/Modified:** _____

Units Min:	3.0	Units Max:	3.0	Lecture Hours:	51.0	Lab Hours:	0.0
<i>If this is a variable unit course, the relationship between earned units and any difference in expected SLOs should be explained.</i>							

Student Learning Outcomes:

- 1) Recognize and apply principles of script analysis, including analysis of character, language, theme and plot. Analyze Modern American and other plays for given circumstances, character objectives, obstacles, beat transitions, and dramatic structure. Produce a detailed written character biography and analysis of a character's through-line of action for a given play.
- 2) Perform a short scene from a published play. Work collaboratively with an acting partner. Explain significance of the scene within the larger play. Identify the characters major objectives and obstacles both in the scene and in the full play.
- 3) Analyze the relationship between text and performance, producing an analytical paper exploring the choices made in the transformation of a play from text on a page to an actual performance.
- 4) Identify the interpretive roles of directors, designers and actors in theatrical collaboration. Produce various creative and analytical projects based on plays under discussion, including a visual study of a given play and a design rendering for a play. In each project, demonstrate the ability to create an original and creative conceptual approach that is logical, coherent, and textually supported.

Assessment methods:

- 1) Instructor evaluation of students' written documents; success of student analysis as demonstrated through performance of rehearsed projects.
- 2) Instructor evaluation of performance of student scenes; student debriefing session following performances; discussions with student acting pairs of rehearsal process; student rehearsal logs.
- 3) Instructor evaluation of student papers; instructor observation of student participation in small-group and full class discussions.
- 4) Instructor evaluation of assigned creative and analytical projects (both written and experiential); student led presentation and public defense of conceptual choices.

Instructor(s):

(Signature)

(Signature)

(Date)

(Date)