

THA M21A: PLAYWRITING I

Originator

jloprieno

Co-Contributor(s)
Name(s)

Pappas, Nicholas (nicholas_pappas1)

College

Moorpark College

Discipline (CB01A)

THA - Theatre Arts

Course Number (CB01B)

M21A

Course Title (CB02)

Playwriting I

Banner/Short Title

Playwriting I

Credit Type

Credit

Start Term

Fall 2023

Catalog Course Description

Introduces the basic components of constructing a play. Focuses on creating characters, exploring themes, structuring plots and writing believable dialogue through the creation of dramatic monologues, scenes and a one-act play.

Taxonomy of Programs (TOP) Code (CB03)

1007.00 - Dramatic Arts

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

theatre in DTLA, Ventura County, Moorpark College, etc

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | demonstrate basic understanding of character development, plot, and theme through the writing of a monologue or scene. |
| 2 | utilize script analysis skills to explore the basic tenants of structure, character development and theme in published and original works. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | create and develop characters using basic tenants of character creation including, but not limited to, cultural, social, and political influences with a focus on social justice, race/ethnicity, gender, class, sexual orientation, and ability. |
| 2 | author a 2-3 minute original dramatic monologue that expresses a unique and coherent point of view, including, but not limited to, cultural, social, and political influences with a focus on social justice, race/ethnicity, gender, class, sexual orientation, and ability. |
| 3 | appraise weaknesses in plot and character development, confused or weak thematic elements, and problematic structural components as they relate to plot in published and original works. |
| 4 | create a short 10-20 minute play that demonstrates basic knowledge of theme, plot, conflict, climax, and character development. |
| 5 | develop a minimum of three scenes, up to 10 minutes in length, of any dramatic genre, demonstrating the ability to create interesting characters and develop conflict that utilizes complex situations, environments, cultural, social, and political influences with a focus on social justice, race/ethnicity, gender, class, sexual orientation, and ability. |

Course Content

Lecture/Course Content

10% - Creating character - in a monologue form

10% - Developing plot in sketches that follow a plausible progression to a believable conclusion

10% - Creating characters in sketches that are interesting and consistent

15% - Communicating theme through character development and choice of incident in a short play that reflects the tone and characteristics of the appropriate dramatic genre

15% - Developing plot – in a short play

20% - Creating character and character interaction

10% - Communicating theme through character development and choice of incident in monologue form

10% - Developing plot – in a monologue form

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Clinical demonstration

Essay exams

Film/video productions

Group projects

Individual projects

Journals

Monologues

Objective exams

Oral analysis/critiques

Oral presentations

Performances

Portfolios

Quizzes

Recitals

Reports/papers

Research papers

Role playing

Simulations

Skills demonstrations

Skills tests or practical examinations

Written analyses

Written compositions

Written creation (poem, screenplay, song)

Written homework

Classroom Discussion

Projects

Participation

Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Case studies

Class activities

Class discussions

Collaborative group work

Demonstrations

Dialog

Distance Education

Field experience/non-internship
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Internet research
 Large group activities
 Lecture
 Modeling
 Observation
 One-on-one conference
 Oral Drills
 Readings
 Role-playing
 Small group activities

Describe specific examples of the methods the instructor will use:

leading a guided discussion of the interpretation and analysis of student-written plays, scenes, and monologues.
 presenting and examining examples of great writing by professional, published, modern playwrights.
 examining social justice, race/ethnicity, gender, class, sexual orientation, and ability in plays written for, read, and presented in class.

Representative Course Assignments

Writing Assignments

develop one 2-10 minute dramatic monologue.
 develop three 3-10 minute sketches that focus on plot, character, and theme.

Critical Thinking Assignments

author monologues, sketches, and plays that follow a defined theme.
 construct dialogue that appears natural and unforced.
 create characters for scenes, monologues, and plays that have a unique voice, utilizing unique race/ethnicity, gender, class, sexual orientation, and ability in character creation.

Reading Assignments

examine student-written work for examples of strong character, dialogue, and theme.
 analyze professionally written plays for examples of strong character, dialogue, and theme.

Skills Demonstrations

develop a 10-20 minute original play.
 critique the works of student playwrights in a highly structured and nurturing workshop.

Outside Assignments

Representative Outside Assignments

attend Moorpark College Theatre Arts original one-acts.
 cast and direct readings of original work from class for plays/sketches/monologues.
 attend professional or community theatre productions.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
UC Riverside	TFDP 67	Intro to Playwriting and Screenwriting	4
UC San Diego	TDPW 1	Introduction to Playwriting	4
CSU, Los Angeles	TA 2760/ENGL 2090	Introduction to Play Writing	4

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F2000

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

No

Description

Yankee, Luke. *The Art of Writing for the Theatre: An Introduction to Script Analysis, Criticism, and Playwriting*. Methuen Drama, 2022.

Resource Type

Textbook

Classic Textbook

Yes

Description

Ball, David. *Backwards and Forwards: A Technical Manual for Reading Plays*. Southern Illinois University Press, 2018 edition.

Resource Type

Textbook

Classic Textbook

No

Description

Goldfinger, Jacqueline. *Playwriting with Purpose*. Routledge, 2021.

Resource Type

Textbook

Classic Textbook

No

Description

Harris, Jeremy O. *Slave Play*. Theatre Communications Group, 2020.

Resource Type

Textbook

Classic Textbook

No

Description

FastHorse, Larissa. *The Thanksgiving Play/What Would Crazy Horse Do?* Theatre Communications Group, 2021.

Library Resources**Assignments requiring library resources**

Research and locate plays using the Library's print and online resources, including the Library's special Theatre Arts collection of scripts.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Utilizing the Library's special Theatre Arts collection of scripts, choose a play from an array of diverse lifestyles, cultures, and periods and explore it for all of its written complexities. Afterward, utilize the Library's print and online resources to find reviews, first-person interviews, and articles from the play's world premiere and identify the play's development process with a focus on theme, dialogue, and character creation.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
 Hybrid (51%–99% online)
 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: * Recorded Lectures, Narrated Slides, Screencasts * Instructor created content * MC Online Library Resources * Canvas Student Groups (Assignments, Discussions) * Websites and Blogs * Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Online office hours & Online group discussions
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
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Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
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Examinations**Hybrid (1%–50% online) Modality**

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

THEATER ARTS

Additional Minimum Qualifications**Minimum Qualifications**

Drama/Theater Arts

Review and Approval Dates**Department Chair**

10/24/2022

Dean

10/25/2022

Technical Review

11/17/2022

Curriculum Committee

12/06/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000435009

DOE/accreditation approval date

MM/DD/YYYY