

THA M21B: PLAYWRITING II

Originator

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Co-Contributor(s)
Name(s)

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College

Moorpark College

Discipline (CB01A)

THA - Theatre Arts

Course Number (CB01B)

M21B

Course Title (CB02)

Playwriting II

Banner/Short Title

Playwriting II

Credit Type

Credit

Start Term

Fall 2023

Catalog Course Description

Develops, at the intermediate level, the components of constructing a play. Focuses on complex character creation, in-depth exploration of theme, structuring plot and writing complex dialogue through the creation of dramatic monologues and scenes.

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

Prerequisites

THA M21A

Advisories on Recommended Preparation

THA M02A or THA M15A or ENGL M01A or ENGL M01AH

Entrance Skills**Entrance Skills**

THA M21A

Prerequisite Course Objectives

THA M21A-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.

THA M21A-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.

THA M21A-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.

THA M21A-create a short 10-20 minute play that demonstrates basic knowledge of theme, plot, conflict, climax, and character development.

THA M21A-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.

Requisite Justification**Requisite Type**

Prerequisite

Requisite

THA M21A

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Closely related lecture/laboratory course

Requisite Type

Recommended Preparation

Requisite

THA M02A or THA M15A

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Content review

Requisite Type

Recommended Preparation

Requisite

ENGL M01A or ENGL M01AH

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Other (specify)

Specify Other Level of Scrutiny/Justification

Help students to write plays and have a better understanding of the written language.

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

- | | |
|---|--|
| 1 | create a short 10-20 minute play that demonstrates advanced knowledge of theme, plot, conflict, climax, and character development. |
| 2 | utilize script analysis skills to explore the advanced tenants of structure, character development and theme in published and original works written by playwrights of a diverse cultural, social, political, and gender spectrum. |

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

- | | |
|---|--|
| 1 | create psychologically complex and multi-dimensional characters. |
| 2 | author a monologue of 3 to 10 minutes in length that expresses a psychologically complex and original 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 | critique works for a lack of character, relationship development, motivation; identify confused or non-existent central theme, and/or weak plot in their own work and the work of their peers. |
| 4 | create a plot and characters that convey an in-depth understanding of theme through the writing of a one-act and/or full-length play. |

5 author a minimum of 3 scenes (3-10 minutes in length) demonstrating the ability to create well-developed characters, believable relationships, and situations.

Course Content

Lecture/Course Content

20% - Developing plot and character – in a monologue form

15% - Developing well-developed plots and the ability to communicate thematic concepts in scenes or plays that follow a plausible progression to a believable conclusion

10% - Creating characters in sketches that are memorable, complex, and consistent

15% - Communicating theme through style, 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 one-act and/or full-length play

20% - Creating complex characters, relationships, and character interaction through dialogue

5% - Communicating theme through character development and choice of incident in 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 3-10 minute dramatic monologue.
 develop three 5-10 minute sketches/scenes/plays which require exploration of both comedic and dramatic genres.

Critical Thinking Assignments

analyze their own work and the work of peers to give a concise and constructive critique.
 create complex characters with rich psychological motivations and strong goals utilizing unique race/ethnicity, gender, class, sexual orientation, and ability in character creation.
 write a scene or play set in an historic period or non-realistic style.

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 one 15-40 minute original play that includes the use of subplots, clear expression of theme, and strong character development.
 critique the works of student playwrights in a highly structured and nurturing workshop.

Outside Assignments

Representative Outside Assignments

attend Moorpark College Theatre Arts productions.
 cast and direct readings of own work – plays/sketches/monologues.
 attend professional or community theatre productions.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
UC Irvine	DRAMA 40B	Development of Drama	3

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Berkeley City College	ENGL 87	Intermediate Playwriting and Screenwriting	3
Fullerton College	THEA 176 F	Beginning Playwright's Practicum	.5-3

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:

F200

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

Garrison, Gary. *A More Perfect Ten: Writing and Producing the Perfect 10-Minute Play*. Focus, 2009.

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.

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
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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.

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:

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- * Instructor created content
- * MC Online Library Resources
- * Canvas Student Groups (Assignments, Discussions)
- * Websites and Blogs
- * Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)

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Online office hours & Online group discussions

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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

CCC000431568

DOE/accreditation approval date

MM/DD/YYYY