

## 'The Play's The Thing': Introduction to Drama and Theatre

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	'The play's the thing': Introduction to Drama and Theatre						
<b>Stage of Principal Programme</b>			1	<b>Semester</b>	2	<b>Duration.</b> <i>(Weeks F/T)</i>	12	<b>ECTS</b>	5
<b>Mandatory / Elective (M/E)</b>	M	<b>Hours of Learner Effort / Week</b>	2.3						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	28			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> <li>Independent self- direct reading</li> </ul>					✓	72			
<ul style="list-style-type: none"> <li>Research, preparation and completion of assessment</li> </ul>					✓	25			
<b>Total</b>						125			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	45
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
<b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>	<b>Qualifications &amp; experience required</b>
Lecturer	A minimum level 9 qualification in English Literature or closely cognate area
Guest speakers	1/2 Theatre practitioners (actors, playwrights, directors) working in the South Leinster preferably who will discuss their work with reference to issues and themes such as form and genre, performance, the collaborative nature of theatre-work, politics of theatre.
Tutor	A minimum level 9 qualification in (English Literature or closely cognate area
	1:20

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	100%	<b>Proctored Exam – in person</b>		<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam – online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	N	<b>If Yes, describe</b>		

## 7.2 Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Recognise key theories, ideas, and modes of analysis associated with the study of drama and theatre.	1, 2
2. Demonstrate how dramatic and theatrical conventions developed from 5 <sup>th</sup> century BC Greece to Medieval Europe.	1, 4
3. Discuss core components of film drama with reference to prescribed works.	1, 4
4. Demonstrate their ability to communicate knowledge of the prescribed works of drama (in oral and written contexts), to respond to constructive criticism, and reflect on their own learning.	5, 7

## 7.3 Indicative Module Content, Organisation and Structure

The Introductory lectures of this module introduce learners to the key features of drama and theatre, focusing on issues such as drama as literature intended for performance, the elements of live performance and of the modern stage, and the role of audience.

The next part of the module develops this knowledge through an analysis of the origins of Drama and Theatre in Ancient Greece through to Medieval Europe, highlighting the nature of dramatic performance in this epoch, and the relationship of drama and theatre to issues such as contemporary religious beliefs and rituals, democratic politics, and philosophical thought. These topics are then explicated through in-depth analyses of a number of important tragic and comic plays from the period, analyses which will also explore the themes, characters, plotlines, and narrative techniques of those works.

This is followed by modern forms of drama: radio drama, and drama on screen. We examine how these forms differ to stage drama (ex: use of voice and sound in radio drama, acting, framing, and direction in film drama). The learner's understanding of these issues is then developed through analyses of a number of important works of radio and film drama which highlight the possibilities of the art-forms, the relevance of contemporary social and political contexts to an understanding of the works, and how concepts of tragic and comic art are conceived in the modern (Western) world.

## 7.4 Work-based learning and practice-placement *(if applicable)*

N/A

## 7.5 Specific module resources required *(if applicable)*

N/A

## 7.6 Application of programme teaching, learning and assessment strategies to this module

This module is taught through 24 (50-minute) lectures, and 4 (fortnightly) tutorials. The teaching methods employed on this module involve detailed analyses of play- and film-scripts, excerpts of video-recordings, and radio drama, short in-class performances; discussions of relevant critical literature; and on-site analysis of a modern stage and theatre (ex: the G.B. Shaw Theatre on Carlow College campus, and various public spaces and buildings in the locality).

Moodle will be used as the primary means of providing learners with information concerning the aims and objectives of the module, assessments, and the content of individual lectures and tutorials. Moodle will also be used to provide learners with access to relevant video and radio recordings, online essay, journal, and newspaper resources, as well as useful websites. Tutorials will function as discussion-groups that afford learners the opportunity to raise their own questions and thoughts concerning the prescribed course-work.

(Learners will be asked to come to tutorials with 1/2 questions (or email these in advance to the tutor if they are reticent to speak in-class.)

There is no proctored exam for this module. Learner-work is assessed through a variety of continuous assessments: In-class Quizzes (10%); Presentation (30%); Essay Assignment (50%); Oral Defence (10%).

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
1, 2	<b>In-Class Quizzes:</b> Multiple choice/short answer quizzes which take place towards the end of lectures which contain questions relevant to issues raised in class.	<b>10%</b> (Each quiz is weighted at 2% of the total mark for the module. i.e. Only the top five results count towards the learner's final mark.)
2, 3	<b>Presentation:</b> A 5-10 min presentation to the lecturer (i.e. not before the class) on a topic covered in the first part of the module	<b>20%</b>
3, 4	<b>Essay Assignment:</b> A 1500-1750 word essay on one or more of the prescribed dramas	<b>60%</b>
1, 2, 4	<b>Oral Defence:</b> A 5-10 minute meeting between individual learners and the course lecturer during which the learner is asked 1- 2 questions relating to key themes and issues addressed during lectures, and 1-2 questions about ideas the learner has raised in their essay-submission for this module.	<b>10%</b>

7.8 Sample Assessment Materials
<p><b><u>In-Class Quizzes:</u></b> Each quiz contain 5 multiple-choice, True or False; Short-answer type questions based on material covered in that same class.</p> <p><b><u>Short Presentation:</u></b> These presentations are on topics relating to the first part of the module.</p> <p>Sample Presentation topic: Present a 'close-reading' of the first scene from Sophocles' play <i>Antigone</i>, starting with the opening stage directions, <i>Enter, from the palace, Antigone and Ismene</i>, through to (but not including) the entrance of The Chorus (at line 100).</p> <p><b><u>Essay Assignment:</u></b> A 1500-1750 word essay on one of more of the prescribed works of drama. Sample essay-titles:</p> <p>'In Greek tragedy, mortals who transgress divine will must come to see the error of their ways.'(Edith Hall)</p> <p>Do you agree? Consider the merits of this statement with reference to Sophocles' plays <i>Antigone</i> <u>and/or</u> <i>Oedipus the King</i>.</p> <p style="text-align: center;"><b><u>OR</u></b></p> <p>Write an essay on the representation of kingship with reference to Sophocles' plays <i>Antigone</i> <u>and/or</u> <i>Oedipus the King</i>.</p>

**Oral Defence:**

A 5-10 minute meeting between individual learners and the course lecturer during which the learner is asked 1- 2 questions relating to key themes and issues addressed during lectures, as well as 1-2 questions about ideas the learner has raised in their essay-submission for this module.

**Sample Questions:**

1. In what ways did the performance of comic drama in Ancient Greece differ to the performance of tragic drama?
2. In your essay on the film *Blue Jasmine* you suggest that the main character is responsible for her own downfall. What is it about this character's actions that leads you to that conclusion?

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

## 7.9 Indicative reading lists and other information resources

**Indicative Core Reading and Viewing:**

Aristophanes, Halliwell, Stephen (trans.), *Birds - Lysistrata - Assembly-Women – Wealth* (Oxford: Oxford World Classics, 1998)

*Edipo re* (Pier Paolo Pasolini, 1967) *Hunger* (Steve McQueen, 2008); *Blue Jasmine* (Woody Allen, 2013)

Sophocles, Kitto, H.D. (trans.), *Antigone, Oedipus the King, Electra* (Oxford: Oxford World Classics, 1998)

Films: Sarah Gavron (Dir.) *Brick Lane* (2007); Ava DuVernay (Dir) *Selma* (2014); Sarah Gavron (Dir.) *Suffragette* (2015)

**Indicative Critical Reading**

Brandt, George (ed.), *Modern Theories of Drama – A Selection of Writings on Drama and Theatre, 1840-1990* (Oxford: Oxford U.P., 1998)

Eagleton, Terry, *Sweet Violence – The Idea of the Tragic* (Oxford: John Wiley and Sons, 2002)

Esslin, Martin, *The Field of Drama: How the Signs of Drama Create Meaning on Stage and Screen* (London: Methuen, 1988)

Hartnoll, Phyllis, *The Theatre – A Concise History*, 3rd edn (London: Thanes and Hudson, 1998)

Wiles, David, *Greek Theatre Performance: An Introduction* (Cambridge: Cambridge U.P., 2000)

**Other Resources**

Carlow College P.J. Brophy Library

[ejournals.ebsco.com](http://ejournals.ebsco.com)

[www.jstor.org](http://www.jstor.org)

Lecture notes

Moodle

Quercus

Powerpoint