



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
Course Number and Title: Drama 371, Introduction to
Playwriting – Fall, 2021

Instructor Office Email Office Hours	Clem Martini CHD224 martini@ucalgary.ca By appointment
Day(s), time(s) and location of Class	Tuesday & Thursday 2:00 – 3:50 CHE 002
Learning resources: required readings, textbooks and materials	<i>The Blunt Playwright</i> will be employed throughout the semester. It is available for purchase from the instructor. In addition, a number of plays will either be assigned for reading between classes, or will be read and studied in class. These additional readings will be provided.
Learning Technologies and Requirements	There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology: <ul style="list-style-type: none"> • A computer with a supported operating system, as well as the latest security, and malware updates; • A current and updated web browser; • Webcam (built-in or external); • Microphone and speaker (built-in or external) or headset with microphone; • Current antivirus and/or firewall software enabled; • Broadband internet connection. Most current laptops will have a built-in webcam, speaker and microphone.
Prerequisites	12 units Drama 200 or 210, 223 , 225 and 240 or 243.
Course description	In this preliminary playwriting course, concepts pertaining to dramatic writing will be explored within the context of close scrutiny of individual scenes and the One Act form. A central premise of the course is that the best way to understand any form of writing is through the practice of writing it. That being the case, there will be a number of writing assignments given. As a rule, a selection of these assignments will be read aloud in class and receive critique from class members. These assignments should be typed and handed in <i>on time</i> . The class will cover, through a series of assignments, matters pertaining to playwriting, including dramatic structure, character development and the generation of effective dialogue. Students will be expected to draw upon all of the learning outcomes arrived at through completion of prior assignments, to deliver a final, short, one act play.

Course learning outcomes	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> 1. Understand dramatic structure. 2. Understand and reproduce the template for a dramatic work. 3. Better appreciate the various technical skills that are required for playwriting. 4. Generate effective dramatic dialogue. 5. Create a short, one act play.
Course schedule	<p>Tuesday, Sept. 7 – Introductions, discussion of procedures, discussion of dramatic structure, homework - read Lysistrata: https://www.gutenberg.org/files/7700/7700-h/7700-h.htm</p> <p>Thursday, Sept. 9 – Discussion of Lysistrata/Reading: The Life History of the African Elephant, writing exercise.</p> <p>Tuesday, Sept. 14 – In class writing exercise.</p> <p>Thursday, Sept. 16 – 1st Assignment Due, discussion of reading protocol, discussion of second assignment, readings of 1st Assignment begin.</p> <p>Tuesday, Sept. 21 – Continue 1st Assignment readings.</p> <p>Thursday, Sept. 23 – Discussion of 2nd Assignment/read portions of raw found dialogue.</p> <p>Tuesday, Sept. 28 – 2nd Assignment Due, readings of 2nd Assignment begin.</p> <p>Thursday, Sept. 30 – No class, National Day for Truth and Reconciliation.</p> <p>Tuesday, Oct. 5 – Continue 2nd Assignment, discuss 3rd Assignment and Story-in-a-Box.</p> <p>Thursday, Oct. 7 – Story-In-A-Box exercise.</p> <p>Tuesday, Oct. 12 – Debrief Story-in-a-Box, discussion of use of lived material in one’s writing, in-class exercise</p> <p>Thursday, Oct. 14 – 3rd Assignment Due</p> <p>Tuesday, Oct. 19 – Continue 3rd Assignment.</p> <p>Thursday, Oct. 21 – 4th Assignment Due – follow-up discussion of previous assignment, oral presentations.</p> <p>Tuesday, Oct. 26 – in-class writing regarding rewriting</p> <p>Thursday, Oct. 28 – 5th Assignment Due – read scenes</p> <p>Tuesday, Nov. 2 – Continue 5th Assignment</p> <p>Thursday, Nov. 4 – In class discussion of one act plays, reading.</p> <p>Tuesday, Nov. 9 – Reading Week – No Class</p> <p>Thursday, Nov. 11 – Reading Week – No Class</p> <p>Tuesday, Nov. 16 – 6th Assignment Due</p> <p>Thursday, Nov. 18 – Continue 6th Assignment.</p> <p>Tuesday, Nov. 23 – Continue 6th Assignment</p> <p>Thursday, Nov. 25 – Guest speaker</p> <p>Tuesday, Nov. 30 – Individual interview</p> <p>Thursday, Dec. 2 – Individual interview</p> <p>Tuesday, Dec. 7 – Turn in Final Assignment</p> <p>Thursday, Dec. 9 – Final class, debrief semester</p>
Assessment components	<p>Assignment 1: A scene demonstrating dramatic action and character development. Value: 5% Due Date: Sept. 16 Type: Written Assignment. Description: A scene, featuring strong characters, a dramatic build, driven by dramatic action, with a beginning, middle and end. Should be roughly 5 to 6 minutes long, when read aloud.</p> <p>Assignment 2: A scene derived from found dialogue.</p>

Value: 10%

Due Date: Sept. 28

Type: Written Assignment

Description: A scene inspired by observed and overheard dialogue. It should - as should all the scenes written for this class - feature a dramatic build, strong dramatic action, and a powerful beginning, middle and end. Should be roughly 5 to 6 minutes long, when read aloud.

Assignment 3: A scene derived from memory.

Value: 10%

Due Date: Oct. 14

Type: Written Assignment

Description: A scene, inspired by a past remembered experience. It should - as should all the scenes written for this class - feature a dramatic build, strong dramatic action, and a powerful beginning, middle and end. Should be roughly 5 to 6 minutes long, when read aloud.

Assignment 4: An oral presentation

Value: 5%

Due Date: October 21

Type: Oral and written assignment

Description: An oral presentation regarding an especially powerful aspect of a play you have read. **A 250-word summary will be turned in prior to delivering your oral presentation.**

Assignment 5: A rewrite

Value: 15%

Due Date: October 28

Type: Written Assignment

Description: One of the previously assigned scenes should be selected and rewritten. The rewrite should be guided by a specific plan to strengthen and clarify the scene. **A written paragraph should be attached** describing the purpose of the rewrite.

Assignment 6: A short, one act play – first draft.

Value: 20%

Due Date: Nov. 16

Type: Written Assignment

Description: A play of about 15 to 20 minutes length, (Performance time). Should demonstrate a dramatic build, clear characterizations, conflict, effective dialogue, a powerful beginning, middle and end.

Final Assignment: A short, one act play – final draft

Value: 25%

Due Date: Dec. 7

Description: A play of about 15 to 20 minutes length, (Performance time). Should demonstrate a dramatic build, clear characterizations, conflict, effective dialogue, a powerful beginning, middle and end. Should correct deficits apparent in the previous draft and demonstrate improvement. This final assignment **will include a paragraph preamble describing the improvements you hoped to achieve in this final draft.**

	<p>Participation A further 10% of the total marks will be reserved for participation. Participation includes attendance, engagement in critiques and classroom discussions, ability to listen attentively and respond respectfully to other opinions and points of view.</p>																																							
Assessment expectations	<p>Expectations for Writing: Writing is an essential part of this course. Students are expected to proofread their work and hand in assignments that have been thoughtfully, carefully edited with the intention of attaining clear meaning and a strong, dramatic presentation. Papers that are improperly formatted, or lack care as regards spelling, punctuation and grammar, will receive a grade-point deduction.</p> <p>Expectations for Attendance and Participation: As the discussion and workshopping of the materials in this course has relevance to all students of the class, regular attendance, and thoughtful engagement in discussions will be considered an essential component. Absences and late attendance will have impact upon your participation mark.</p> <p>Guidelines for Formatting Assignments All playwriting assignments should conform to the templates provided in <i>The Blunt Playwright</i>.</p> <p>Guidelines for Submitting Assignments Assignments should be handed in on time. Pages should be numbered. A title page should be attached to each assignment and must include: the title, the assignment number, the student's name.</p> <p>Late Assignments Assignments should be handed in on-time. Unless there has been prior permission received for a late assignment, the assignment will receive a grade-point deduction.</p>																																							
Grading scale	<p>For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1.1 Grading System and Transcripts of the Calendar: https://www.ucalgary.ca/pubs/calendar/current/f-1.html.</p> <table border="1" data-bbox="505 1360 1507 1925"> <thead> <tr> <th>Grade</th> <th>Grade Point Value</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>4.00</td> <td>Outstanding performance</td> </tr> <tr> <td>A</td> <td>4.00</td> <td>Excellent performance</td> </tr> <tr> <td>A-</td> <td>3.70</td> <td>Approaching excellent performance</td> </tr> <tr> <td>B+</td> <td>3.30</td> <td>Exceeding good performance</td> </tr> <tr> <td>B</td> <td>3.00</td> <td>Good performance</td> </tr> <tr> <td>B-</td> <td>2.70</td> <td>Approaching good performance</td> </tr> <tr> <td>C+</td> <td>2.30</td> <td>Exceeding satisfactory performance</td> </tr> <tr> <td>C</td> <td>2.00</td> <td>Satisfactory performance</td> </tr> <tr> <td>C-</td> <td>1.70</td> <td>Approaching satisfactory performance.</td> </tr> <tr> <td>D+</td> <td>1.30</td> <td>Marginal pass. Insufficient preparation for subsequent courses in the same s</td> </tr> <tr> <td></td> <td></td> <td>Minimal Pass. Insufficient preparation for subsequent courses in the same s</td> </tr> <tr> <td>D</td> <td>1.00</td> <td>The Faculty of Law utilizes a "D" grade that does not carry weight in calcula average. This will be noted in the calendar description as "Not Included in G</td> </tr> </tbody> </table>	Grade	Grade Point Value	Description	A+	4.00	Outstanding performance	A	4.00	Excellent performance	A-	3.70	Approaching excellent performance	B+	3.30	Exceeding good performance	B	3.00	Good performance	B-	2.70	Approaching good performance	C+	2.30	Exceeding satisfactory performance	C	2.00	Satisfactory performance	C-	1.70	Approaching satisfactory performance.	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same s			Minimal Pass. Insufficient preparation for subsequent courses in the same s	D	1.00	The Faculty of Law utilizes a "D" grade that does not carry weight in calcula average. This will be noted in the calendar description as "Not Included in G
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Guidelines for Zoom Sessions	<ul style="list-style-type: none"> • A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations. • The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy. <p>Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.</p> <p>To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.</p> <p>The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/.</p> <p>Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).</p> <p>Recording Zoom class sessions is at the discretion of the instructor; missing a Zoom class is equivalent to missing an in-person class. The instructor <i>may</i> record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session – but this is not a requirement. Should an instructor choose to record a class session, students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.</p>										
Academic Accommodation	<p>It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.</p> <p>Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for</p>										

	<p>Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.</p> <p>SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .</p>
Academic integrity, plagiarism	<p>Academic Misconduct refers to student behavior which compromises proper assessment of a student’s academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.</p> <p>For information on the Student Academic Misconduct Policy and Procedure please visit: https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf and https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf. Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.</p>
Internet and electronic communication device	<p>The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University’s Internet and email use policy, which can be found at https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf</p>
Intellectual Property	<p>Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.</p>
Copyright	<p>All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html.</p>
Freedom of Information and Protection of Privacy	<p>Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.</p>
Student Support	<p>Please visit this link for important information on UCalgary’s student wellness and safety resources: https://www.ucalgary.ca/registrar/registration/course-outlines</p>