



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
Selected Problems in Playwriting II, Drama 673
Winter 2021

Instructor Office Email Office Hours	Clem Martini CHD224 martini@ucalgary.ca By appointment
Day(s),time(s) and location of Class	Tuesday, 9:30 – 10:45 Zoom Thursday, 9:30 – 10:45 CHF210
Learning resources: required readings, textbooks and materials	The Blunt Playwright may be referenced throughout the semester. In addition, a number of plays will either be assigned for reading between classes, or will be read and studied in class. Texts to be studied: <i>The Shape of a Girl</i> (Joan MacLeod), <i>Top Girls</i> (Caryl Churchill), <i>Glengarry Glen Ross</i> (David Mamet), <i>The Dumb Waiter</i> (Harold Pinter), <i>The Weir</i> (Conor McPherson), <i>The King's Horsemen</i> (Wole Soyinka), <i>Brothel # 9</i> (Anusree Roy), <i>Dry Lips Ought to Move to Kapuskasing</i> (Tomson Highway), <i>The Normal Heart</i> (Larry Kramer).
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	A thorough grounding in dramatic structure and character development.
Course description	This seminar style course will utilize a problem-solving model to examine the process of playwriting. Students will be expected to bring samples of their works-in-progress to class for scrutiny, critique, and continued development. Paralleling and complementing this process, students will read and apply analysis to selected texts from classical and contemporary dramatic literature. Special scrutiny will be applied to the particular strengths and skills evidenced in dialogue by the selected texts. This course will expose students to challenges they can expect to encounter in future writing endeavors, and will allow them to examine solutions utilized by accomplished playwrights of the past and present.

Course learning outcomes	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> 1. recognize specific strategies associated with creating distinct character voice. 2. be able to employ rhythm, idiom, and cultural/historical background as of tools for constructing dramatic dialogue. 3. grasp that gesture and movement may be equally understood to as modes of dramatic expression, and be able to apply them with fluency.
Course schedule	<p>SEMINAR PRESENTATION Students will deliver a presentation of one of the selected plays, briefly placing it within a historical background as well as within a context of the playwrights works. They will then lead the class in a discussion of the play and the particular strengths it evidences as regards to the construction of dialogue.</p> <p>CHARACTER VOICE ESSAY Students will examine one of the selected plays and share the strategies utilized by the playwright to create vivid dialogue and character.</p> <p>CLASS PARTICIPATION: As the discussion and examination of the materials in this course is relevant to all students of the class, regular attendance, and participation in discussions will be considered an essential.</p> <p>SELECTED SCENES: Scenes from a developing play will be completed and submitted.</p> <p>FINAL PROJECT: A writing project will have been proposed at the beginning of term. The culmination of this project will be handed in at end of term.</p> <p>The course schedule corresponds to the timing of the assignment component listed below.</p> <p>January 12 – Tuesday Zoom Intro, apportion assignments, initial discussion January 14 - Thursday January 19 – Tuesday Seminar Presentation 1 January 21 – Thursday Seminar Presentation 2 January 26 – Tuesday Seminar Presentation 3 January 28 - Thursday Scene One February 2 – Tuesday Scene One February 4 – Thursday Scene Two February 9 – Tuesday Scene Two February 11 – Thursday February 16 Reading Week February 18 Reading Week February 23 – Tuesday Character Voice Essay February 25 – Thursday Character Voice Essay March 2 – Tuesday Character Voice Essay</p>

	<p>March 4 – Thursday – Discussion, the remaining plays March 9 – Tuesday - Scene 3 March 11 – Thursday – Scene 3 March 16 – Tuesday - Draft March 18 – Thursday - Draft March 23 – Tuesday - Draft March 25 – Thursday - review March 30 – Tuesday - revise April 1 – Thursday - revise April 6 – Tuesday - Interview April 13 - Thursday April 15 – Tuesday – Final Draft</p>
Assessment components	<p><u>ASSIGNMENTS:</u> Assignment 1: Seminar presentation. Value: 10% Due Date: January 19 Type: Oral presentation with a written summary (750 words) to be handed in. Description: Students will select a play from the roster, and then apply analysis to the text to determine what techniques have been employed by the author to generate compelling, distinct, effective dialogue. The results will be shared with the class in a thirty-minute presentation. One or two scenes should be selected to demonstrate technique. The student will prepare questions for discussion, following the presentation.</p> <p>Assignment 2: Selected scene. Value: 10% Due Date: January 28 Type: Written Assignment Description: A scene from the developing work will be shared, and handed in.</p> <p>Assignment 3: Second selected scene. Value: 10% Due Date: February 4 Type: Written Assignment Description: A second scene from the developing work will be shared, and handed in.</p> <p>Assignment 4: Paper presentation. (2500 words) Value: 15% Due Date: February 23 Type: Written paper (2500 words) to be handed in. Condensed presentation presented to class, based upon paper. Description: Students will select a play from the roster, and then apply a more detailed and complete analysis than in their oral presentation, to the text to determine what techniques have been employed by the author to generate compelling, distinct, effective dialogue. Make, and be able to prove a case, regarding the particular dialogic strategies employed by the selected author. The condensed results will be shared with the class in a thirty-minute presentation. One or two scenes should be selected to demonstrate technique. The student will prepare questions for discussion, following the presentation.</p> <p>Assignment 5: Third selected scene.</p>

	<p>Value: 10% Due Date: March 9 Type: Written Assignment Description: A third scene from the developing work will be shared, and handed in.</p> <p>Assignment 6: Draft One. Value: 10% Due Date: March 16 Type: Written Assignment Description: An initial draft of a play will be handed in.</p> <p>Assignment 7: revised scene. Value: 5% Due Date: March 30 Type: Written Assignment Description: A revised scene from the developing work will be shared, and handed in.</p> <p>Assignment 8: Draft One. Value: 20% Due Date: April 15 Type: Written Assignment Description: A final draft of a play will be handed in, accompanied by a one page assessment of revisions.</p> <p>Participation: 10%</p>
Assessment expectations	<p><u>Expectations for Writing:</u> Writing is an essential and continuing part of this course. Students are expected to carefully proofread their work, and hand in assignments that have been thoughtfully, and rigorously edited with the intention of generating clear meaning and a powerful, dramatic experience.</p> <p><u>Expectations for Attendance and Participation:</u> As the discussion and workshopping of the materials in this course is relevant to all students of the class, regular attendance, and participation in discussions will be considered an essential.</p> <p><u>Guidelines for Formatting Assignments</u> All dramatic assignments should conform to standard playwriting templates. Examples are provided in The Blunt Playwright.</p> <p><u>Guidelines for Submitting Assignments</u> Assignments should be handed in on time. A title page should be attached to each assignment and should include: the title, the date, the assignment number, the student's name.</p> <p><u>Late Assignments</u> Assignments should be handed in on-time. Unless there has been prior permission received for a late assignment, the assignment will receive a ten percent deduction.</p>

	<p>Criteria That Must Be Met To Pass</p> <p>In order to pass any assignment, or the course itself, the student must achieve fifty percent or better.</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 Undergraduate Grading System of the Calendar: https://www.ucalgary.ca/pubs/calendar/current/f-1.html.</p> <table border="1" data-bbox="488 327 1492 1066"> <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 subject</td> </tr> <tr> <td>*D</td> <td>1.00</td> <td>Minimal Pass. Insufficient preparation for subsequent courses in the same subject</td> </tr> <tr> <td>F</td> <td>0.00</td> <td>Failure. Did not meet course requirements. Several Faculties utilize an F grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.</td> </tr> </tbody> </table> <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. 	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 subject	*D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	F	0.00	Failure. Did not meet course requirements. Several Faculties utilize an F grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.
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Guidelines for Zoom Sessions	<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</p>																																							

	<p>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>If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). 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>The instructor may 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. 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 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	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 .
Freedom of Information and Protection of Privacy	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.
Student Support	Please visit this link for important information on UCalgary's student wellness and safety resources: https://www.ucalgary.ca/registrar/registration/course-outlines