

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DISCIPLINE/DEPARTMENT: English **IMPLEMENTATION DATE:** June 1977

Revised: Nov. 1994

<u>English 130</u>	<u>Introduction to Modern Drama</u>	<u>3</u>
SUBJECT/NUMBER OF COURSE	DESCRIPTIVE TITLE	UCFV CREDITS

CALENDAR DESCRIPTION: An introduction to dramatic literature, focusing chiefly on 20th century plays. A variety of forms of drama are read, seen where possible, and discussed.

RATIONALE:

COURSE PREREQUISITES: CPT score of 48 or better, or a grade of C or better in ENGL 099, or C+ in CCP ENGL 081 or 091, or success in a previous university-transfer English course.

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	20	hrs	Student Directed Learning		hrs
	Laboratory		hrs	Other - specify:		
	Seminar	12	hrs	<u>occasional films</u>		hrs
	Field Experience	3	hrs	TOTAL	45	HRS
	(attendance at one live performance)					

MAXIMUM ENROLMENT: 35

Is transfer credit requested? **:** Yes **9** No

AUTHORIZATION SIGNATURES:

Course Designer(s): <u>Drs. V. Cooke and L. Storozynsky</u>	Chairperson: _____
	Curriculum Committee
Department Head: _____	Dean: <u>J.D. Tunstall</u>
PAC: Approval in Principle _____	PAC: Final Approval: <u>October 24, 2001</u>
(Date)	(Date)

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SYNONYMOUS COURSES:

(a) replaces _____
(course #)

(b) cannot take _____ for further credit
(course #)

SUPPLIES/MATERIALS:

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

TEXTS:

A good representative anthology of 20th century drama, including dramatists such as Ibsen, Shaw, Brecht, Beckett, Churchill, Pollack, etc. Individual texts may be chosen to correlate with live productions in Vancouver or at UCFV. This may occasionally mean the study of a play from an earlier period (e.g. Shakespeare).

OBJECTIVES:

To teach students to read the text of a play as a skeleton of its meaning, to enable them to understand the play as a literary form which requires three-dimensional interpretation, to give them a lively interest in theatre and to help them understand the varying conventions within which players, playwrights and audiences understand each other.

METHODS:

To read at least eight plays in class and discuss them and to see them if possible (the plays for special study will be chosen with production schedules in mind).

STUDENT EVALUATION PROCEDURE:

Students will write at least two essays on plays studied in class; in addition, they may be required to write a review of a live production. There may be a mid-term or an in-class essay. All students will write a final examination.

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COURSE CONTENT

1. The great modern renaissance in drama - 1880-1910: Ibsen, Chetchan, Shaw, Strindberg, Maeterlink, etc. The dominance of realism.
2. Modes of reaction
 - a) Expressionism
 - b) Epic Theatre
 - c) Theatre of the Absurd
3. Combined forms:
Addressing a variety of contemporary issues