



ORIGINAL COURSE IMPLEMENTATION DATE: September 2002  
 REVISED COURSE IMPLEMENTATION DATE: September 2019  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2024  
 Course outline form version: 10/27/2017

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> ENGL 211		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Creative Writing: Playwriting <b>Course Short Title:</b> <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> ENGL															
<b>Calendar Description:</b> In this writing-intensive introduction to the creative process and techniques of playwriting, students study model works by established playwrights and produce their own dramatic writing. Student writing is critiqued by the instructor and classmates in classroom discussion.																	
<b>Prerequisites (or NONE):</b>		One of the following: (any two 100-level ENGL courses) or (B or better in any 100-level ENGL course numbered 104 or higher).															
<b>Corequisites (if applicable, or NONE):</b>		NONE															
<b>Pre/corequisites (if applicable, or NONE):</b>		NONE															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i> If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>(The specific topic will be recorded when offered.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar hours	15	Tutorials/workshops	30	Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>45</b>	<b>Transfer Credit</b> Transfer credit already exists: (See <a href="#">bctransferguide.ca</a> ) <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit revised outline for rearticulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>	
Lecture/seminar hours	15																
Tutorials/workshops	30																
Supervised laboratory hours																	
Experiential (field experience, practicum, internship, etc.)																	
Supervised online activities																	
Other contact hours:																	
<b>Total hours</b>	<b>45</b>																
		<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		<b>Expected Frequency of Course Offerings:</b> Every other year <i>(Every semester, Fall only, annually, every other Fall, etc.)</i>															
<b>Department / Program Head or Director:</b> Melissa Walter		<b>Date approved:</b> September 2018															
<b>Faculty Council approval</b>		<b>Date approved:</b> September 14, 2018															
<b>Dean/Associate VP:</b> Jacqueline Nolte		<b>Date approved:</b> September 14, 2018															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> November 16, 2018															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> March 29, 2019															

**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Demonstrate familiarity with key dramatic terms and concepts.
2. Analyze texts and write about them in-depth using appropriate analytical tools and concepts.
3. Write a critical review using close reading techniques.
4. Employ a wide range of manuscript revision strategies and techniques.
5. Maintain a balance in a workshop environment between supportive response to and constructive critique of peer work.
6. Demonstrate competency with the writing and revising process in producing completed play manuscripts.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Lecture, seminar, workshop, exercises, writing assignments, guest speakers and readings, and attendance of one or more live performances.

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Halpern, Daniel	Plays in One Act	<input checked="" type="checkbox"/>	Harper Perennial	1991
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	90%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Class discussion:	10%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):** One-act play 30%; Scene 20%; Dramatic Monologue 20%; Journal 20%

**Typical Course Content and Topics**

- Issues of creativity and the writing process
- Elements of drama
- The monologue
- Shaping a scene
- Structuring a one-act

Through discussion of and reflection on issues of creativity, investigation of writing models, and critical responses from classmates and the instructor about their own writing, students gain experience writing for the stage. As well, they expand their understanding of dramatic literature.

A course syllabus might be organized as follows:

**Weeks 1–3:** Monologue: The shape of a scene

**Weeks 4–6:** Conflict and intention: The strategies of a scene

**Weeks 7–9:** Language and business: The imagery of a scene

**Weeks 10–13:** Virtual history: The through-line of a character