



**Course Prefix/Number/Title:**

ENGL 221 Introduction to Drama

**Number of Credits:**

3

**Course Description:**

Reading and discussion of representative dramatic works from ancient Greece to the present.

**Pre-/Co-requisites:**

None

**Course Objectives:**

Upon completing this class, students will be able to identify the effects drama creates when read and identify how drama creates effects in readers

**Instructor:**

Gary Albrightson

**Office:**

Thatcher Addition 2207

**Office Hours:**

Tuesday 10:00 – 10:50 and Monday, Wednesday, Friday 1:00 – 1:50

**Phone:**

701 228 5602

**Email:**

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**Lecture/Lab Schedule:**

On campus and IVN Monday, Wednesday, Friday with access 24/7 to the Blackboard learning management system

**Textbook(s):**

Lee Jacobus. *The Bedford Introduction to Drama*, 6<sup>th</sup> ed

**Course Requirements:**

This class emphasizes close reading of dramatic texts to understand plot and story and to describe and explain the techniques drama uses to create effects in an audience. The bulk of the writing assignments will be short and conducted during class time. If students miss daily writing assignments, the points not earned can be regained by writing a larger essay about the structure and organization of a play or plays.

**Tentative Course Outline:**

*Fences* by August Wilson  
*Death of a Salesman* by Arthur Miller  
*Zoot Suit* by Luis Valdez  
*A Doll House* by Henrik Ibsen  
*Laramie Project* by Moises Kaufman  
*Raisin in the Sun* by Lorraine Hansberry  
*Waiting for Godot* by Samuel Beckett  
*Midsummer Night's Dream* by William Shakespeare  
*Hamlet* by William Shakespeare  
Assorted one-acts and ten-minute plays

**General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):**

Competency/Goal 7: Evaluates principles of Arts and Humanities

Learning Outcome 1: Creates art

Performance Indicator 1: Applies knowledge of fundamentals of genres

Performance Indicator 2: Creates original works of art

Learning Outcome 2: Analyzes art

Performance Indicator 1: Demonstrates knowledge of art forms

Performance Indicator 2: Applies base knowledge to critique art works

**Relationship to Campus Focus:**

The quotation below, attributed to Dr. C.N. Nelson, is published in the atrium of the Nelson Science Center here on the DCB campus.

Man lives in two worlds. The world of the biosphere and the world of the technosphere. To the degree in which man reconciles his imposed technosphere to the requirements of the biosphere will determine whether he becomes extinct, continues to exist, or enjoys enlightened living.

In his concise manifesto, Dr. Nelson uses language to alert people to the necessity of reconciling the technosphere with the biosphere. Both the biosphere, nature, and the technosphere, technology, offer potential but also place limits on human action. In addition to the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes “language” and “reason” as part of its definition. Beyond – the third concept in the DCB focus on nature, technology, and beyond – contains incentives and goads to action, law and religion being two well-known examples among very many more. By studying language to be used for informative or persuasive purposes, spoken or written, DCB students begin learning to use the resources of language for more than transmitting information. DCB students learn to use language and explore its potential to reconcile the technosphere with the biosphere.

### **Classroom Policies:**

In this class students will be asked to

use email or Blackboard course messages as assigned to respond to discussion topics,

submit in class writing assignments during the class period assigned

substitute an essay to take the place of in-class assignments not submitted. The size and complexity of the substitute essay depends on the number of in class writings not submitted

Submissions for assignments must be an upload in Word.doc or .docx; no credit for submissions posted otherwise

Work submitted to this class should be written for this class this semester. Submitting work that earned credit in other classes is a type of plagiarism that earns a failing grade.

### **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

### **Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.