# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **THTR 229: Playwrighting** |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: creation**  |
| A.3. [Originator](#Originator) | **William Wilson** | [Home department](#home_dept) | **Music, Theatre, and Dance** |
| A.4. [Context and Rationale](#Rationale)  | **The Department of Music, Theatre, and Dance has never offered a course in Playwrighting, yet we have had many students interested and active in writing their own plays. Last year *AMERICAN THEATRE* magazine declared the “triple threat” (or the actor who could also sing and dance) a thing of the past, advising students to become “quadruple threats” by adding writing as their 4th skill.** **The American College Theatre Festival, in which we participate every January has created a Playwrighting Focus and is currently sponsoring a 10 Minute Play Competition in which we would like to compete. A playwrighting class will strengthen the already strong skills of our students by improving their writing.** |
| A.5. [Student impact](#student_impact) | **The course will offer students the chance to significantly increase their ability to write. *AMERICAN THEATRE* magazine has defined writing as the 4th “threat” in the term Quadruple Threat. In addition the American College Theatre Festival has instituted a competition for Ten Minute Plays which comes with scholarship opportunities. The goal of this class will be to write a ten minute play.** |
| A.6. [Impact on other programs](#impact)  | **None** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None** |
| [*Library*:](#library) | **None** |
| [*Technology*](#technology) | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** |  |  |
|  |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **THTR 229** |
| B.2.  |  |  |
| B.3. [Course title](#title)  |  | **Playwrighting** |
| B.4. [Course description](#description)  |  | Students will learn to craft short playwrighting exercises resulting in the writing of a ten muinute play. |
| B.5. [Prerequisite(s)](#prereqs) |  | **THTR 223 and THTR 224** |
| B.6. [Offered](#Offered) |  | **Fall | Spring |**  |
| B.7. [Contact hours](#contacthours)  |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
|  |  |
| B.10. [Grading system](#grading)  |  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) |  | **Seminar | Small group | Individual | Studio |**  |
| B.12.[Categories](#required) |  | **Free elective**  |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO**  |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentations | Papers |** **Class Work | Projects |**  |
|  |  |  |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Students will learn the structure of tragedy through Aristotle’s *POETICS*. |  | Submission of outline for grade. |
| Students will learn to analyze plays based on Aristotle’s *POETICS*, through the exercises in *THE DIRECTOR’S VISION*. |  | Submission of play analysis questions for assigned plays for grade. |
| Students will learn the craft of playwriting by writing 11 short scenes:1. The Action Scene
2. The Conflict Scene
3. The Event Scene
4. The Beat Scene
5. The Real Life Scene
6. Writing From an Image
7. Creating Character
8. Story and Plot
9. Making Choices
10. Direct Address Monologue
11. Seeing a Play
 |  | Submission of scenes for grade.Public reading and critique of scenes.Re-writing of scenes. |
| Students will use the skills learned throughout the semester in the above exercises to write a 10-MINUTE PLAY for submission to the American College Theatre Festival Region I. |  | Submission of play for grade.Public reading and critique of play.Re-writing of play.Proof of submission to ACTF. |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| * Aristotle: *THE POETICS*
* Spencer, Stuart: *THE PLAYWIGHT’S GUIDEBOOK*
* Catron, Louis: *THE DIRECTOR’S VISION*
* Outline of The Poetics
* Select play to present and discuss
	+ Plot
	+ Character
	+ Thought
	+ Music
	+ Spectacle
* The Action scene
	+ Write 5-10-page scene with two characters; one wants a book from the other
* The Conflict Scene
	+ Write two-character scene; one wants something tangible, the other intangible (neither gets what they want)
* The Event scene
	+ Two character scene with a third event as result of action and conflict
* The Beat scene
	+ Scene has action, conflict and event
	+ Divide into five beats
* Real Life Scene
	+ Write five incidents from your life which you consider examples of theatre
	+ Read a play that you admire.
	+ Identify tools playwright uses to make it a drama
* Writing from an image
	+ Use *Playwrights’ Guidebook*
	+ Use image as springboard for two-character scene
* Creating character
	+ Expand on a previously created character
		- Describe traits and characteristics
	+ Creating Sympathy
	+ Passive vs. active characters
	+ Letter writing to advance action
	+ Physical behavior
* Story and Plot
	+ Identify things you know that are not in the plot
	+ Study how characters change
	+ Change order of events
		- Pinter: *Betrayal*
		- Margulies: *Sight Unseen*
* Making choices
	+ Revise earlier scene
		- List elements; assess order
		- Heuristics
		- Peer feedback
* Direct address monologue
	+ Find a sample to examine
	+ Present to class
* Attend a live play performance
	+ Ten things about the production
* Write 10-minute play
	+ Public reading
 |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Alan Pickart | Program Director of Theatre |  |  |
| Ian Greitzer | Chair of Music, Theatre, and Dance |  |  |
| Earl Simson | Dean of Arts and Sciences |  | Tab to add rows |