1. **Title of the module**

DRAM6190 (DR619) Playwriting

1. **School or partner institution which will be responsible for management of the module**

School of Arts

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA Drama and Theatre and associated programmes

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 comprehend practical skills for writing for the stage by means of serial playwriting exercises which are performed and critiqued in workshops so as to give an understanding of the written word as enacted in performance and of the importance of constructive criticism;

8.2 understand and use dramaturgical structures in the completion, editing and revision of exercises in playwriting;

8.3 demonstrate a working familiarity with and understanding of the language and practices of writing for performance;

8.4 develop an ability to analyse and critique the practice of playwriting as evident in the work of the student, their peers and published playwrights.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 demonstrate critical sensibility to test the viability of creative ideas;

9.2 undertake teamwork, leadership, presentational and communication skills through group practical work on his/her own pieces and those of others;

9.3 demonstrate their presentational skills.

9.4 demonstrate analytical skills and the ability to communicate ideas and arguments both verbally and in writing.

9.5 reflect on their own learning and development, identifying strategies for development, exploring strengths and weaknesses, and developing autonomy in learning and continuous professional development.

1. **A synopsis of the curriculum**

Through weekly lectures, seminars and practical workshop sessions, the course will allow students to write scenes and experience the results and effects of their playwriting as performed by others. In the context of on-going discussions about the practice and characteristics of playwriting students will develop an understanding of the importance of revision and development of evolving work as mediated by the constructive criticism of group and convenor response.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Grieg, Noël: Playwriting: A Practical Guide. London and New York: Routledge, 2005.

Edgar, David: How Plays Work. London: Nick Hern, 2009.

Spencer, Stuart, The playwright’s guidebook, London and New York: Faber 2002.

Vogler, Christopher: The Writer's Journey: Mythic Structure for Writers. Michael Wiese Productions, Los Angeles, 2007.

Wandor, Michelene, The art of writing drama, London: Methuen 2008

Waters, Steve: The Secret Life of Plays, Nick Hern Books, London 2010.

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 240

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Presentation: Rehearsed reading of a short play or scene (15-20mins) (50%)

Reflective essay (3,000 words) (30%)

Workshop participation (20%)

13.2 Reassessment methods

Like for Like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** |  |  |  |  |  |  |  |  |  |
| *Lecture* | **x** | **x** | **x** |  | **x** |  |  |  |  |
| *Seminar* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Workshop* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Independent Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Seminar/Work shop participation* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Rehearsed reading* | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| *Essay* | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The set playtexts on the module encompass non-British writers, and the module also considers how dramaturgical structures are impacted by national/political/social cultures and might vary across transcultural contexts and locations**.**

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 13/07/17 | Minor | January 2018 | 11-13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018