

**Department of English
The Chinese University of Hong Kong**

ENGE2700 Drama in Performance II

Professor: Professor Joanna Mansbridge
Office location: Fung King Hey 319
Email: jmansbridge@cuhk.edu.hk
Phone: 3943 7024

Teaching Assistant: TBA
Office location:
Email:
Phone:

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Office location:
Email:
Phone:

Course Description
<p>In this course students will study short plays and excerpts from longer plays and workshop them in small groups, with the aim of devising and performing pieces of similar length before an audience. Students will be introduced to influential styles, figures, and movements in modern and contemporary drama and practice interpreting a play from a dramaturgical point of view. Activities will include writing monologues and duologues, devising dramatic scenarios, creating characters, and developing voice. Along with practicing skills of script analysis and performance, students will also gain experience directing, collaborating, and writing / adapting a script. The course will focus on different forms of socially engaged drama, documentary drama, and political theatre.</p>

Course E-Learning Platform
<p>Our online platform for this course is Blackboard. An orientation to the site and how it will be used in the course will be given during the first week of classes. All announcements and course materials (readings, resources, ppts) will be posted there.</p>

Course Learning Outcomes
<p>In this course, students will learn to:</p> <ul style="list-style-type: none"> ◇ analyse dramatic texts through performance; ◇ create, interpret, and perform a character on stage; ◇ use their voice and body to communicate to an audience; ◇ understand theatre as a socially engaged art form; ◇ develop skills related to dramatic writing; ◇ collaborate effectively.

Course Content	Course Concepts
<p>Performance Skills</p>	<p>Movement and gesture; communicating to an audience; creating a character; voice development (projection, clarity, rhythm, intonation).</p>

Dramaturgical Techniques	Interpreting a script for performance; considering nonverbal aspects of a script; staging (blocking, lighting, sound); creating a dramatic situation.
Dramatic Styles and Forms	Learn theories and practices of socially-engaged drama; documentary drama; verbatim theatre; political theatre.

Learning Activities

Active involvement and collaborative exchange are central to this course. Teaching and learning activities will consist of interactive workshops and short lectures that deliver content and background knowledge through a combination text, audio, and visual media. Students will be guided through various activities that practice performance skills and interpretive techniques, and they will apply these skills in focused exercises as they work towards adapting/devising their own scripts and dramatic scenarios.

The weekly workload schedule below may help you allocate your time this term:

Interactive workshop	Reading	Writing/Revising	Discussions/Devising	Rehearsing
In class	Out of class	Out of class	Out of class	Out of class
3 hrs.	2 hr.	1.5 hr.	1.5 hr.	2 hrs.
M	O	O	O	O

M = Mandatory O = Optional (but highly recommended)

Assessment Scheme

Task	Description	Weighting
Performance	Final performance before an audience. In groups of 4-5, students will apply their dramaturgical knowledge to devise/adapt and stage a short play (~15 mins., or 7-8 script pages). Students can adapt any of the course texts or write an original script.	40%
Essay	<p>Reflective essay (1000 words, approx. 4 double-spaced pages) on aspects of interpreting/creating a play for performance. Essays should include references to the course readings (at least two), explaining how they contributed to your learning. The aim of this essay is to demonstrate your learning through detailed reflections on the readings, activities, and your own experience devising/adapting a play for performance.</p> <p>Questions to consider in your essay might include:</p> <ul style="list-style-type: none"> ◇ What role does the body play in interpreting a script? ◇ What is the importance of collaboration in theatre? ◇ What is the relationship between theatre and politics? ◇ What is the role of theatre in society? <p>It is highly recommended that students keep a journal reflecting on these questions as they work through the readings and activities. This will make writing the essay easier.</p>	40%

	All essays should follow MLA format, 9th edition .	
Production Outline	Plans for production, including: a script with annotations and details on set design, sound, lighting, props; and a description of the roles and responsibilities of each group member. Only one production outline is required for each performance group. However, each group member should contribute a paragraph explaining their role(s) and responsibilities, any challenges they encountered, and the discoveries they made during the performance creation process.	10%
Workshop Participation	Active involvement in discussions and activities, demonstrating initiative and constructive interactions with peers. Participation includes spoken communication, as well as listening, reflecting, and responding to others.	10%

Course Schedule			
Week	Topic	Readings & Activities	Assignments
Week 1	Introduction to Drama in Performance II	Warm-up, Boal's <i>Games for Actors and Non-Actors</i> ; Annie Baker, <i>Circle Mirror Transformation</i> (scenes 1-3)	
Week 2	Socially-engaged Drama: race, class, and "the system"	Morisseau, <i>Pipeline</i> ; Monologues + Duologues I	
Week 3	Socially-engaged Drama: global visions and the violence of the unseen	Churchill, <i>Far Away</i> ; Monologues + Duologues II	
Week 4	Mid-Autumn Festival		
Week 5	Introduction to Documentary Drama: Verbatim Theatre	Deavere Smith, <i>Fires in the Mirror</i> : Monologues III	
Week 6	Verbatim Theatre – story	Brecht, "Street Scene"; <i>Laramie Project</i>	
Week 7	Verbatim Theatre – character + voice	Tectonic Theatre Project, <i>The Laramie Project</i>	
Week 8	Verbatim Theatre – your stories	[Workshopping your documentary dramas]	

Week 9	Introduction to Theatre of the Oppressed: Image Theatre – knowing the body / making the body expressive	Warm-up, Boal's <i>Games for Actors and Non-Actors</i> (92-98); Boal, "Poetics of the Oppressed."	
Week 10	Forum Theatre – theatre as language + action	<i>Boal's Games for Actors and Non-Actors</i> (253-276); actor, spect-actors, and the Joker	
Week 11	Newspaper Theatre – theatre as discourse	<i>Newspaper Theatre Manual</i> (25-38); bring to class a newspaper article on any current event.	
Week 12	Newspaper Theatre – applying specific techniques	[Workshopping your projects]	
Week 13	Devising, Rehearsals, Consultations		Submit Production Outlines on Blackboard
Week 14	Student Performances!		
Week 15	Submit Essays on Blackboard		

Learning resources

Primary texts (the plays):

Annie Baker, *Circle Mirror Transformation*

Dominique Morisseau, *Pipeline*

Caryl Churchill, *Far Away*

Anna Deavere Smith, *Fires in the Mirror*

Tectonic Theater Project, *The Laramie Project*

Secondary texts (theories and practical guides):

A Concise Guide to Augusto Boal. Digital Theatre Plus.

A Concise Introduction to Verbatim Theatre. Digital Theater Plus.

Adell, Sandra. *Dominique Morisseau's Pipeline: A Critical Introduction*. Digital Theatre Plus.

Boal, Augusto. *Games for Actors and Non-Actors*, 2nd ed. trans Adrian Jackson. Routledge, 1992.

Boal, Augusto. "Poetics of the Oppressed." *Theatre of the Oppressed*. Pluto Press, 2008.

Brecht, Bertolt. "Street Scene."

Tudorache, Andreea-Loredana. *Newspaper Theatre Manual*. A.R.T. Fusion Association, 2021.

Feedback for evaluation

At the end of the term, students will have an opportunity to complete evaluations of the course. Students are also welcome to give feedback on the course at any time during the term. They can do so by communicating with the professor directly or by email.

Assignment Submission

All assignments must be submitted through the Blackboard course site. Essays need to be accompanied by a Veriguide receipt and signed declaration (see below). **Late assignments will be penalised 10% per day**, including weekends. **If an assignment has not been submitted after one week, it will receive an F grade.** If there is a medical reason (or other emergency) for a late assignment, please let your teacher/TA know and provide relevant documentation.

Note: The policy applied in this course on the use of ChaptGPT or any other AI tools will follow the default approach stated in the University Guidelines:

"In assessing the level of achievement of learning outcomes and students' performance, students are expected to produce their own work independently without any collaboration or the use of AI tools, it is not appropriate to allow any use of these AI tools."

Academic honesty

VeriGuide:

Each student must upload a soft copy of their essay to the plagiarism detection engine VeriGuide. The system will issue a receipt that also contains a declaration of honesty (see below). The declaration should be signed and the receipt attached to and submitted with the assignment. Assignments without the receipt or the signed declaration of honesty will not be graded.

University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, may be found at <http://www.cuhk.edu.hk/policy/academichonesty/> .

With each assignment, students will be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures.

Statement:

I declare that the assignment here submitted is original except for source material explicitly acknowledged. I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the website <http://www.cuhk.edu.hk/policy/academichonesty/>

Signature

Date

_____	_____
Name	Student ID
_____	_____
Course code	Course title

Course Grade Descriptors

Grade A / Excellent: Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfil the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfil the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfil the normal expectations at this level.

Grade C+ / Satisfactory (Plus): SATISFACTORY performance on all learning outcomes, OR SATISFACTORY performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall satisfactory performance. Demonstrates the ability to apply the principles or skills learned in the course in a SATISFACTORY manner that would sufficiently fulfil the normal expectations at this level.

Grade C / Satisfactory: ACCEPTABLE performance on all learning outcomes, OR ACCEPTABLE performance on some learning outcomes which compensates for slightly less acceptable performance on others, resulting in overall acceptable performance. Demonstrates the ability to apply the principles or skills learned in the course in a manner that would sufficiently fulfil the normal expectations at this level.

Grade D / Unsatisfactory: Pass. UNSATISFACTORY performance on all learning outcomes, OR UNSATISFACTORY performance on most learning outcomes so there is little room for compensation, resulting in overall unsatisfactory performance. Does not sufficiently demonstrate the ability to apply the principles or skills learned in the course in a manner that would sufficiently fulfil the normal expectations at this level.

Grade F / Poor: Fail. POOR performance on all learning outcomes, OR POOR performance on most learning outcomes. Does not demonstrate the ability to apply the principles or skills learned in the course in a manner that would sufficiently fulfil the normal expectations at this level.