

14-139

Template E

UWUCC: AP 3/17/15  
Provost: app 3/18/15  
Senate: info 3/31/15

## Distance Education Course Proposal Template

### Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair. (If this is a new course that will include DE, complete Templates A and E. If adding DE to an existing course that is otherwise unchanged, complete Template E only. If revising a course and adding DE, complete Templates A and E.)
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to [curriculum-approval@iup.edu](mailto:curriculum-approval@iup.edu); this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email [curriculum-approval@iup.edu](mailto:curriculum-approval@iup.edu).

Contact Person:	Michael Schwartz	Email Address:	mschwart@iup.edu
Proposing Depart/Unit:	Theater and Dance	Phone:	724-357-2169

Course Prefix/Number	THTR 347, ENG 347 PLAYWRITING
Adding DE to an Already Approved Course	<input checked="" type="checkbox"/> Yes – <i>Template E only required</i> <input type="checkbox"/> No – <i>Template A and E both required</i>
Type of Proposal	(See CBA, Art. 42.D.1 for definition) <input checked="" type="checkbox"/> Online <input type="checkbox"/> ITV
<p>Brief Course Outline – if adding DE to an approved course <i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.</i></p>	<p><b><u>Course Description:</u></b> A practical exploration of the craft and process of playwriting. Focuses primarily on the practical, “hands-on” experiences approximating the “development process” currently in use in the American theater. The student is guided from the initial concept through synopsis, outlines, working drafts, and completion of an original one-act play.</p> <p><b><u>Course Goals:</u></b> Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Articulate and apply the creative process as it applies to playwriting</li> <li>• Articulate and apply the playwright’s job description, demonstrating the ability to develop and synthesize dramatic premises, characters, themes, dialogue, and structural motifs</li> <li>• Analyze the psychological and cultural influences on theatrical storytelling, as well as the impact the arts have had on societies across borders through the careful study of the work of selected playwrights and readings from dramatic theory</li> <li>• Utilize peer and instructor feedback to experiment with different creative writing techniques and share the results with classmates; students will implement this feedback to articulate and analyze the process of creative collaboration, and how this collaboration affects the development of an original play</li> </ul> <p><b><u>Requirements:</u></b>  <b>WRITTEN ASSIGNMENTS:</b> Throughout the semester, students will complete assignments related to the readings as well as creating scenes, monologues, and experiments with play form and structure. At least one of the created scenes/monologues will be revised. Exercises will include but are not limited to:</p> <ol style="list-style-type: none"> <li>1) 2-person scene</li> <li>2) Monologue</li> <li>3) Pantomime scene</li> <li>4) Scene with a character making a decision and acting upon it</li> </ol>

	<p>5) Scene with dialogue and physical action</p> <p><b>READING AND DISCUSSIONS:</b> We will be discussing the plays assigned in class that relate to the written assignments. These discussions will take place both online through D2L discussion threads or a blogging site.</p> <p><b>CRITIQUES:</b> Students will provide and receive impressions, criticism, and, in some cases, suggestions for their classmates regarding their playwriting projects.</p> <p><b>FINAL PROJECT:</b> The final project will be to complete a 10-minute one-act play, or a 10-minute portion of a longer play. The final project is divided into two (3) components: 1) a first draft, 2) a substantial revision, and 3) casting and supervising a reading.</p>
<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>Dr. Schwartz is a playwright whose full-length and one-act plays have been produced in New York City, Philadelphia, Pittsburgh, and Newark. He has previously taught an extension course in playwriting at the University of Pittsburgh that combined in-class with distance learning, and his IUP courses use D2L-based course interfaces, and he has taught the IUP Playwriting course in standard and individualized instruction formats.</p>
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<p>a. <b><u>Students will articulate and apply the creative process as it applies to playwriting.</u></b></p> <p>Students begin their coursework with the topic of playwriting as an authentic creative act. Students will be required to complete writing assignments and online discussion forums to demonstrate their employment of creative processes.</p> <p>b. <b><u>Students will articulate and apply the playwright’s job description, demonstrating the ability to develop and synthesize dramatic premises, characters, themes, dialogue, and structural motifs.</u></b></p> <p>Through readings and online PowerPoint lectures, students will explore a range of tools, exercises, and techniques designed to give the beginning playwright greater access to creative impulses, as well as enable them to implement and solidify these impulses in play script form, culminating in a final 10-minute playscript.</p> <p>c. <b><u>Students will analyze the psychological and cultural influences on theatrical storytelling, as well as the impact the arts have had on societies across borders through the careful study of the work of selected playwrights and readings from dramatic theory.</u></b></p> <p>The course readings emphasize a practical and diverse approach to drama, enabling students to explore a variety of dramatic forms. Instructional modules will supplement the text, using examples from many cultures and schools of thought. Students will explore related topics by searching links that appeal to and broaden their interest. Students will apply readings, online lectures, and creative assignments to articulate drama’s connections to consciousness and culture.</p> <p>d. <b><u>Students will utilize peer and instructor feedback to experiment with different creative writing techniques and share the results with classmates; students will implement this feedback to articulate and analyze the process</u></b></p>

Template E

	<p><b><u>of creative collaboration, and how this collaboration affects the development of an original play.</u></b></p> <p>The online coursework will enable students to practice collaborative techniques to complete a final student short play through online discussion forums, critique, and group writing projects.</p>
<p>How will instructor-student and student-student, if applicable, interaction take place?</p>	<p>Instructor-student as well as student-student interaction is a cornerstone of the course. Such interactions will be accomplished through D2L's online discussion tools or a blogging site. Instructor is also available through daily e-mail or by phone.</p>
<p>How will student achievement be evaluated?</p>	<p>Students will be graded by the following criteria:          Online posting of written assignments in a timely manner: 50 points          Participation in online discussion posts (these posts will be based on reading assignments): 25 points          Final project: a short play between 5 and 10 minutes long, or a 5-10 minute-long scene from a longer play: 25 points          Possible Total: 100 points          Grading scale:          A=90-100; B=80-89; C=70-79; D=60-69; F=59 or below</p>
<p>How will academic honesty for tests and assignments be addressed?</p>	<p>Students are expected to uphold the University expectations for academic integrity. Students who cheat or plagiarize will be punished in accordance with University guidelines. The individual and creative structure of the work greatly decreases the likelihood of a purchased or plagiarized assignment. If, however, such dishonesty occurs, discovered through online matching or other means, the infraction will be addressed according to University guidelines.</p>