

Tamkang University Academic Year 103, 2nd Semester Course Syllabus

Course Title	THEATRE AND PERFORMANCE	Instructor	BRINK, DEAN ANTHONY
Course Class	TFLXB3P DEPARTMENT OF ENGLISH, 3P	Details	<ul style="list-style-type: none"> ◆ Selective ◆ 2nd Semester ◆ 2 Credits

D e p a r t m e n t a l A i m o f E d u c a t i o n

- I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.
- II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.
- III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.
- IV. Strategies
 1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.
 2. Promote technologicalization and internationalization.
 3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.
 4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.
 5. Enrich international video conferencing.
 6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.

D e p a r t m e n t a l c o r e c o m p e t e n c e s

- A. Strengthen students' abilities in English listening, speaking, reading, writing and translation.
- B. Develop students' critical thinking skills in an English language learning context.
- C. Strengthen students' workplace English ability.
- D. Develop students' professional abilities in linguistics and English teaching.
- E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.

Course Introduction	<p>This class emphasizes creative group activities entailed in producing a digital theatrical performance based on student writing, acting, and producing a digital video with audio. In writing a play, students may choose one of three paths:(a) write an original one-act play, working with the students in your group as actors and also writers; (b) adapt a play or novel (or poem) into a one-act play suitable for class production and video; (c) translate a Chinese (or other language) play into English, and adapt it into a one-act play suitable for class production.</p>
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The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I.Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying, C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation, P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing, A4-Organizing, A5-Charaterizing, A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	To learn to analyze plays in a variety of contexts and see multiple dramatic possibilities.	C2	C
2	To become familiar with drama of the modern world performed primarily in English.	C2	C
3	To learn through practice in conceiving and performing a short play.	P6	C

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	To learn to analyze plays in a variety of contexts and see multiple dramatic possibilities.	Lecture, Discussion, Appreciation, Simulation, Practicum, Visit, Problem solving	Written test, Practicum, Report, Participation

2	To become familiar with drama of the modern world performed primarily in English.	Lecture, Discussion, Appreciation, Simulation, Practicum, Visit, Problem solving	Written test, Practicum, Report, Participation
3	To learn through practice in conceiving and performing a short play.	Lecture, Discussion, Appreciation, Simulation, Practicum, Visit, Problem solving	Written test, Practicum, Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◇ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◇ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	104/02/24 ~ 104/03/01	Introduction to course; form groups, discuss/practice acting and visual elements of film production	READINGS ASSIGNED EACH CLASS
2	104/03/02 ~ 104/03/08	The technical side of production (lighting, sound, visual composition/design, etc.); in-class story-boarding	Bring blank (unlined) paper to class.
3	104/03/09 ~ 104/03/15	The technical side of production: the basics of recording and editing video with sound.	Bring video recording devices and a computer for practice.
4	104/03/16 ~ 104/03/22	Choosing material for production: Choosing between adapting an existing play or writing and new play? View examples on YouTube. Work in groups.	Have read Barr, ch. 1
5	104/03/23 ~ 104/03/29	Analyzing the characters, conflicts, premise, and what needs to be foregrounded in your production.	Have read Barr, ch. 2
6	104/03/30 ~ 104/04/05	Beckett: examples of short plays	Have read Barr, ch. 3

7	104/04/06 ~ 104/04/12	Beckett: examples of short plays	Have read Barr, ch. 4
8	104/04/13 ~ 104/04/19	Student work. Also preview: Dario Fo's We Won't Pay! We Won't Pay! (View excerpts from stage production in Taiwan)	Have read Barr, ch. 5
9	104/04/20 ~ 104/04/26	Student work. Also preview: Dario Fo's We Won't Pay! We Won't Pay! (View excerpts from stage production in Taiwan)	Have read Barr, ch. 6
10	104/04/27 ~ 104/05/03	Midterm Exam Week	
11	104/05/04 ~ 104/05/10	Acting practice: Feminist theatre: Eve Ensler, from The Vagina Monologues	Have read Barr, ch. 7
12	104/05/11 ~ 104/05/17	Acting practice: Feminist theatre: Eve Ensler, from The Vagina Monologues	Have read Barr, ch. 8
13	104/05/18 ~ 104/05/24	Acting practice: What I Meant Was	Have read Barr, ch. 9
14	104/05/25 ~ 104/05/31	Troubleshooting production problems, discussion of readings, loose ends.	Have read Barr, ch. 11
15	104/06/01 ~ 104/06/07	Student practice/productions (depending on class size)	Have read Barr, ch. 12
16	104/06/08 ~ 104/06/14	Student productions	
17	104/06/15 ~ 104/06/21	Student productions	
18	104/06/22 ~ 104/06/28	Final Exam Week	
Requirement	One group projects is required, and many small assignments announced in class. NOTE: When a student is not present when called upon to read, perform, answer a question or when roll is taken, 2 points are deducted from the student's final grade. Be sure to attend every class. 5 points are taken off during performance days. Students are required to critique other's performances in class.		
Teaching Facility	Computer, Projector		
Textbook(s)	A course handbook will be made available at a copy center. Additional readings (not listed in the syllabus) will also be included.		
Reference(s)			
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : % ◆ Final Exam : % ◆ Other <Project/assignments> : 80.0 %		

Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php .</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>
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