

Course Specification

University	Suan Dusit Rajabhat University
Campus/ Faculty/ Field of Study	English Program, Faculty of Humanities and Social Sciences

1. General Information

1. Course title and code

Learning English through Drama (1553309)

2. Credit Hours

3 (2-2-5)

3. Program in which the course is offered and course types (compulsory, elective, etc)

English Curriculum, Compulsory Course

4. Name of faculty member responsible for the course

Mr. Andrew Coltrane

Semester/year at which the course is offered

2nd/2560

6. Pre-requisites for this course

English Listening and Speaking.

7. Co-requisites for this course

None

8. Location (indicate room numbers)

9. Date on which the course is modified

1st November 2017

2.

3. Aims and Objectives

1. Course objectives

Upon completion of this course students should achieve objectives under the following three domains

2.1 Cognitive Domain

1) Develop critical & analytic skills in dramatic contexts.

- 2) Be able to analyze & characterize from a given script, or direction.
- 3) Be able to project thoughts, feelings, ideas, and intent.

2.2 Affective Domain

- 1) Develop self- confidence in using English in dramatic contexts.
- 2) Realize the importance of expression and feeling in English language learning.
- 3) Improve general English use and comprehension.
- 4) Development of communication skills and awareness.
- 5) Develop attitude towards importance of discipline and method in learning.

2.3 Psychomotor Domain

- 1) Use of word processing programs for any assignment papers
- 2) Use the internet for researching.
- 3) Use visual aids to present assignments.

2. Purposes for developing/ modifying the course

To be in accordance with the new curriculum that was revised in 2008 for Bachelor of Arts in English.

3. course management

1. Course description

Exploring English language through dramatic contexts and texts. Students will study appropriate expression, tone, feeling, body language, dramatic speech, and characterization. Students to study performance and presentation technique and method. Students will learn English through practical participation in dramatic roleplays and productions.

2. Teaching Hours per semester

Lecture/ Practice Hours	Additional Teaching Hours	Training/ Fieldwork	Self-study
60	none	none	(15)

3. Additional Private Study or Learning Hours

- As necessary
- Students can contact through e-mail, phone, or in person @ EP.office

4. Development of Learning Outcomes in Domains of Learning

1. Morals and Ethics

1.1 Morals and ethics to be acquired

1. Develop self- discipline in regards to attendance, punctuality, and deadlines
2. Develop giving reasonable reasons for any excuses
3. Value the importance of being a responsible and self- directed person

1.2 Teaching strategies

1. On time attendance, assignments, & test per week
2. Asking reasons for inappropriate action & teaching the right reasons
3. Help them in doing class activities by themselves

1.3 Methods of assessment

1. Check in every class
2. Find & ask in every class
3. Check in class during any class activities

2. Knowledge

2.1 Knowledge to be acquired

1. Accommodate diverse learning and thinking styles.
2. Use analytical skills for characterization of dramatic texts in English.
3. Active listener and active speaker

2.2 Teaching strategies

1. Inductive, deductive and Interactive methods by giving and taking examples from real life.

2.3 Methods of assessment

1. Regular module grading and progress checks, class activities, Individual assignments, mid-term, and final presentations.

3. Cognitive Skills

3.1 Cognitive skills to be developed

1. Develop self- confidence in using English in dramatic contexts. Develop analyzing processes through different kinds of script, dramatic direction, and experiences.
2. Familiarize with useful words, expressions, & idioms used for drama and theatre in English.
3. Realize the importance of tone, feeling, and expression in using the English language

3.2 Teaching strategies

1. Interactive dramatic direction.
2. Inductive method by relating examples to real life
3. Deductive method by relating examples in real life

3.3 Methods of assessment

1. Regular module grading and progress checks, class activities, Individual assignments, mid-term, and final presentations.

4. Interpersonal Skills and Responsibility

4.1 Interpersonal Skills and Responsibility to be developed

Individual and team responsibilities, value of understanding & giving others in life.

4.2 Teaching strategies

Interactive, friendly, continual feedback, and discussion when necessary.

4.3 Methods of assessment

Weekly asses while teaching, testing, and directing.

5. Communication Information Technology and Numerical Skills

5.1 Communication Information Technology and Numerical Skills to be developed

Access websites that are related to the assigned topics

5.2 Teaching strategies

Group discussions on finding information on websites

5.3 Methods of assessment

Regular module grading and progress checks, class activities, Individual assignments, mid-term, and final presentations.

5. Lesson Plan and Course Evaluation

1. Lesson plan

weeks	Topic/ details	Teaching hours	Teaching activities and instructional materials	Instructor
1	Introduction Monologue Casting	4	explain course syllabus and course requirements - monologue scripts - diagnostic testing	A. Coltrane
2	Dramatic technique - solo performance. Monologue 1 Workshop I	4	dramatic direction/performance - scripts - notebook roleplay/groupwork - roleplay instructions feedback	A. Coltrane
3	Dramatic technique - solo performance. Monologue 1 Workshop II	4	dramatic direction/performance - scripts - notebook roleplay/groupwork - roleplay instructions feedback	A. Coltrane
4	Dramatic technique – solo performance. Audience appreciation Monologue 2	4	dramatic direction/performance - scripts - notebook feedback	A. Coltrane
5	Dramatic technique – solo performance	4	dramatic direction/performance - scripts - notebook	A. Coltrane

	Monologue 3 Workshop III		roleplay/groupwork - roleplay instructions feedback	
6	Dramatic technique – solo performance. Monologue 3 Workshop IV	4	dramatic direction/performance - scripts - notebook roleplay/groupwork - roleplay instructions feedback	A. Coltrane
7	Dramatic technique – solo performance. Monologue Performance	4	dramatic direction/performance - scripts - notebook feedback	A. Coltrane
8	Production 1- ensemble 'The read through'	4	dramatic direction/performance - scripts - notebook - props - groupwork/pairwork	A. Coltrane
9	Production 2 – ensemble 1 st rehearsal Workshop V	4	dramatic direction/performance - scripts - notebook - props - groupwork/pairwork	A. Coltrane

10	Production 3 – ensemble 2 nd rehearsal Workshop VI	4	dramatic direction/performance - scripts - notebook - props - groupwork/pairwork	A. Coltrane
11	Production 4 – ensemble 3 rd rehearsal Workshop VII	4	dramatic direction/performance - scripts - notebook - props - groupwork/pairwork	A. Coltrane
12	Production 5 – ensemble 4 th rehearsal Workshop VIII	4	dramatic direction/performance - scripts - notebook - props - groupwork/pairwork	A. Coltrane
13	Production 6 – ensemble 5 th rehearsal (final)	4	dramatic direction/performance - scripts - notebook - props - groupwork/pairwork	A. Coltrane
14	Production 7 – ensemble Final Performance	4	dramatic direction/performance - scripts - notebook - props - groupwork/pairwork	A. Coltrane

15	Radioplay CD presentation and private Listening.	4	- CD's - notebook feedback	A. Coltrane
16	Feedback Session	4	notebook	A. Coltrane

2. Assessment Plan

Activity	Learning Outcomes	Assessment Strategies	Week(s) of assessment	The proportion of the assessment allocated for that activity. (percentage)
<p>-Interactive lecture with student centered teaching strategies</p> <p>-individual & pairwork/groupwork /roleplay exercises, presentation and performance brainstorming, discussions on various topics reading/speaking /listening</p>	<ol style="list-style-type: none"> 1. Positive attitude towards the importance of discipline in learning such as attendance punctuality, deadlines, assignments, tests, and presentations. 2. Accommodate diverse learning and thinking styles. 3. Use critical thinking skills for analyzing texts. 4. Be active listener and active speaker 5. Develop self- confidence in public reading & speaking of English 6. Familiarize with useful words expressions used in dramatic and theatrical contexts. 7. Realize the importance of tone, expression, and feeling in speaking English. 8. Give proper reasons for any actions 9. Realise the importance of discipline, and method in life 10. Use the IT (internet, visual aids) effectively. 	<p>Weekly test, mid term test and final test, discussions & presentations</p>	<p>weeks 2 – 7 weeks 14/15</p>	<p>Coursework 70% (attendance/attitude 15%, monologue 20%, Workshop 15%, dramatic scene 20%)</p> <p>Final – 30% (Radioplay 10%, production 20%)</p>

6. Learning Resources

1. Required Texts

Ford, M. (2003) *Five Short Plays*, Oxford University Press.

2. Essential References

<http://www.ace-your-audition.com>

<http://www.freedrama.net>

<http://www.tameddaugh.com>

3. Recommended Books and Reference Material

Barker, C. (1977) *Theatre Games*, Methuen.

Bowskill, D. (1973) *Acting and Stagecraft Made Simple*, W. H. Allen.

Brook, P. (1972) *The Empty Space*, Penguin.

Educational Ltd.

Hodgson, J. (1977) *The Uses of Drama*, Methuen.

Johnstone, K. (1981) *IMPRO: Improvisation and the Theatre*, Methuen.

Rittenberg, M. and Kreitzer, P. (1981) *English Through Drama*, Hayward Calif: Alemany Press.

Spolin, V. (1966) *Improvisation for the Theatre*, Pitman.

Source materials for activities

Crystal, D. (1998) *Language Play*, Penguin.

Hoper, C. *et al.* (1976) *Awareness Games*, New York: St Martin's Press.

Jones, K. (1982) *Simulations in Language Teaching*, CUP.

7. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Quality of Teaching

* Formal evaluation by the university on line

*Discussion with all students in the class and also with small groups of students

* Also the class leader

2. Other Strategies for Evaluation of Teaching

* Independent assessment of standards achieved by students, and independent advice on assignment tasks.

*Consultation with students' advisors

3. Processes for Improvement of Teaching

1. Class room research
2. Discussions with Colleagues
3. Search on line teaching innovations
4. Attend seminars and training on teaching strategies and method

4. Processes for Verifying Standards of Student Achievement

1. Weekly class activities
2. Whenever students contact or meet must talk in English
3. Reading, Discussions,& presentations
4. Weekly test marks
5. Mid term and final tests,

Action planning for verifying and improving effectiveness of the course

1. Students' improvement following the course objectives