

Course Specification

University Name: Suan Dusit University
Campus/Faculty/Program: Humanities and Social
Sciences
English Program

Section 1: General information

1.1 Course Code and Title

Course code: 1552661 Course title: Learning
English via Drama

1.2 Number of Credits: 3 (3-0-6)

1.3 Program and Course Type

- 1) Program: English Program
- 2) Course Type: Compulsory.

1.4 Course Coordinator and Course Lecturer

- 1) Course Coordinator: Andrew Coltrane
- 2) Course Lecturer: Andrew Coltrane

1.5 Semester/Student Year Level

Semester 1 Academic Year 2562

1.6 Pre-requisite Courses (If any)

None

1.7 Co-requisite Courses (If any)

None

1.8 Location (Campus, Building and Room Number)

TBA

1.9 Date of Course Modification

1st June 2019

Section 2: Aims and Objectives

2.1 Course Objectives (in accordance with the five learning domains in TQF2)

1) Students are able to seek knowledge and apply it morally and ethically as well as expressing responsibilities towards their own learning and assignments.

2) Students have knowledge on critical & analytic skills in dramatic contexts, ability to analyze & characterize from a given script, or direction. ability to project thoughts, feelings, ideas, and intent.

3) Students are able to integrate what they have learnt both theories and skills and apply them for analyzing or solving problems provided appropriately.

4) Students are able to work collaboratively with others in groups showing good leadership and followership.

5) Students are able to use IT to search, collect and present information assigned, including using (Thai) and English in presenting effectively.

2.2 Purpose for Course Development and Modification

General Improvement to specifics of workshop activities and techniques for learning scripts.

Section 3: Course Management

3.1 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.

3.2 Teaching hours a semester

Lecture Hours	Additional Teaching Hours	Training and Fieldwork	Self-Study Hours
45	In need of a particular student	0	90

3.3 Academic Consultation Hours for each individual

3 hrs a week via (an appointment) line group or email or in the English Program

Section 4: Student Learning Development

4.1 Development Plan & Assessment

Five Learning Domains	Teaching Methods	Assessment Methods	week of assessment	weight of assessment
Moral and Ethics 1. Students are able to solve problems by using their own judgment, good social values and academic ethics. 2. Students are in charge of their own	Promote cooperative learning that can help develop problem-solving skills by prioritizing activities that	Students will be observed for their work behavior by the lecturer and will also be evaluated	1-15	10%

Five Learning Domains	Teaching Methods	Assessment Methods	week of assessment	weight of assessment
<p>learning and assignments.</p> <p>3. Students are able to understand others, the world and are a good example.</p> <p>4. Students are able to seek knowledge and apply it morally and ethically.</p> <p>5. Students should be a man of moral integrity and honest.</p>	<p>are done by groups to let students learn to share equal responsibility in accomplishing tasks.</p>	<p>by their peers.</p>		
<p>Knowledge</p> <p>1. Students have a wide and systematic knowledge in the field of English pronunciation, tone, interpretation of meaning, and characterization of expression.</p> <p>2. Students realize the principles and theories in English studies, translation, literature, and linguistics.</p> <p>3. Students understand advancements in English studies, translation, literature, and linguistics.</p> <p>4. Students realize current research about problem solving and building on the mentioned</p>	<p>Employ demonstrations and examples in approaching texts and scripts, dramatic principles and the practical application of these concepts</p>	<p>classroom observation by both instructor and peers.</p> <p>peers</p>	<p>1-15</p>	<p>35%</p>

Five Learning Domains	Teaching Methods	Assessment Methods	week of assessment	weight of assessment
<p>knowledge. 5. Students have knowledge and understanding of cultures of their own and of ASEAN countries' and of native speakers.</p>				
<p>Intellectual/Cognitive skills 1. Students can process and search information to analyze a cause of a problem, solve it, and suggest how to solve it properly. 2. Students can integrate English skills together with the understanding of knowledge and professions. 3. Students can apply theories and put them into a good practice. 4. Students can apply relevant innovation to develop skills in working and life-long learning. 5. Students can apply what they have learnt to adapt themselves to multicultural societies.</p>	<p>Organize activities that use the problem-based learning method to allow students to think logically and learn in a more constructive approach</p>	<p>Students will be observed for their work behavior by the lecturer as well as their peers and will also be assessed through performance and exercises</p>	<p>1-15</p>	<p>35%</p>
<p>Interpersonal Skills and Responsibility 1. Students offer</p>	<p>Organize activities that</p>	<p>Behavioural observation</p>	<p>1-15</p>	<p>10%</p>

Five Learning Domains	Teaching Methods	Assessment Methods	week of assessment	weight of assessment
<p>help in solving problems and can work creatively with others.</p> <p>2. Students express good leadership and followership when doing a group work according to various situations.</p> <p>3. Students can use their initiative to solve problems by using English knowledge, technology, and innovations.</p> <p>4. Students realize the importance of life-long learning to develop/improve themselves and careers.</p> <p>5. Students can adapt themselves to multicultural societies.</p>	<p>employ cooperative learning and problem-based learning to encourage students to work collaboratively</p>	<p>and peer evaluation for group work or group assignments</p>		
<p>Numeric Ana</p> <p>Communication, and IT Use</p> <p>1. Students study and understand the point of a problem.</p> <p>2. Students choose and apply mathematical techniques, statistics about using language to study</p> <p>3. Students can search, collect, and present a piece of information by using IT.</p>	<p>Assign tasks that involve the use of technology in searching for information and encourage students to utilize a variety of technological resources in accomplishing and presenting tasks.</p>	<p>Students will be evaluated through practical assignments, group presentations and projects</p>	<p>3, 6, 9, 12, 15</p>	<p>10%</p>

Five Learning Domains	Teaching Methods	Assessment Methods	week of assessment	weight of assessment
4. Students use Thai and English to speak and write effectively and right to a person.				

P.S. Items in bold means major responsibility. The others mean minor responsibility.

Section 5: Lesson Plan and Assessment

5.1 Lesson Plan

Week (Hr.)	Topics/Details	Teaching Methods /Activities	Teaching Aids (materials)	Assessment & Evaluation (Percentage)	Instructor
1 (3 hrs.)	Introduction Monologue Casting	explain course syllabus and course requirements - diagnostic testing	monologue scripts	Attendance, participation, ethical & moral actions 20% individual project 40%	Andrew Coltrane

Week (Hr.)	Topics/Details	Teaching Methods /Activities	Teaching Aids (materials)	Assessment & Evaluation (Percentage)	Instructor
2 (3 hrs.)	Dramatic technique - solo performance. Monologue 1 Workshop I	dramatic direction/performance roleplay/groupwork roleplay instructions feedback	scripts notebooks	Attendance, participation, ethical & moral actions 20% individual project 40%	Andrew Coltrane
3 (3 hrs.)	Dramatic technique - solo performance. Monologue 1 Workshop II	dramatic direction/performance roleplay/groupwork feedback	roleplay instructions scripts notebooks	Attendance, participation, ethical & moral actions 20% individual project 40%	Andrew Coltrane
4 (3 hrs.)	Dramatic technique – solo performance.	dramatic direction/performance feedback	scripts notebooks	Attendance, participation, ethical & moral	Andrew Coltrane

Week (Hr.)	Topics/Details	Teaching Methods /Activities	Teaching Aids (materials)	Assessment & Evaluation (Percentage)	Instructor
	Audience appreciation Monologue 2			actions 20% individual project 40%	
5) (3 hrs.)	Dramatic technique – solo performance Monologue 3 Workshop III	dramatic direction/performance roleplay/groupwork feedback	scripts notebooks roleplay instructions	Attendance, participation, ethical & moral actions 20% individual project 40%	Andrew Coltrane
6 (3 hrs.)	Dramatic technique – solo performance. Monologue 3 Workshop IV	dramatic direction/performance roleplay/groupwork feedback	scripts notebooks roleplay instructions	Attendance, participation, ethical & moral actions 20% individual project 40%	Andrew Coltrane

Week (Hr.)	Topics/Details	Teaching Methods /Activities	Teaching Aids (materials)	Assessment & Evaluation (Percentage)	Instructor
7 (3 hrs.)	Dramatic technique – solo performance. Monologue Performance	dramatic direction/performance feedback	scripts notebooks	Attendance, participation, ethical & moral actions 20% individual project 40%	Andrew Coltrane
8 (3 hrs.)	Production 1- ensemble 'Table read'	dramatic direction/performance groupwork/pairwork	scripts notebooks props	Attendance, participation, ethical & moral actions 20% group 20%	Andrew Coltrane
9 (3 hrs.)	Production 2 – ensemble 1 st rehearsal Workshop V	dramatic direction/performance groupwork/pairwork	scripts notebooks props	Attendance, participation, ethical & moral actions 20% group 20%	Andrew Coltrane

Week (Hr.)	Topics/Details	Teaching Methods /Activities	Teaching Aids (materials)	Assessment & Evaluation (Percentage)	Instructor
10 (3 hrs.)	Production 3 – ensemble 2 nd rehearsal Workshop VI	dramatic direction/performance groupwork/pairwork	scripts notebooks props	Attendance, participation, ethical & moral actions 20% group 20%	Andrew Coltrane
11 (3 hrs.)	Production 4 – ensemble 3 rd rehearsal Workshop VII	dramatic direction/performance groupwork/pairwork	scripts notebooks props	Attendance, participation, ethical & moral actions 20% group 20%	Andrew Coltrane
12 (3 hrs.)	Production 5 – ensemble 4 th rehearsal Workshop VIII	dramatic direction/performance groupwork/pairwork	scripts notebooks props	Attendance, participation, ethical & moral actions 20% group 20%	Andrew Coltrane

Week (Hr.)	Topics/Details	Teaching Methods /Activities	Teaching Aids (materials)	Assessment & Evaluation (Percentage)	Instructor
13 (3 hrs.)	Production 6 – ensemble 5 th rehearsal (final)	dramatic direction/performance groupwork/pairwork	scripts notebooks props	Attendance, participation, ethical & moral actions 20% group 20%	Andrew Coltrane
14 (3 hrs.)	Production 7 – ensemble Final Performance	dramatic direction/performance groupwork/pairwork	scripts notebooks props	Attendance, participation, ethical & moral actions 20% individual project 40% group 20%	Andrew Coltrane
15 (3 hrs.)	Radioplay CD presentation and private Listening.	feedback	CD's notebooks	Attendance, participation, ethical & moral actions 20% final exam 20%	Andrew Coltrane

Week (Hr.)	Topics/Details	Teaching Methods /Activities	Teaching Aids (materials)	Assessment & Evaluation (Percentage)	Instructor
16 (3 hrs.)	Feedback Session	interactive feedback	notebooks	Attendance, participation, ethical & moral actions 20%	Andrew Coltrane

5.2 Assessment and evaluation

- 1) Assessment (grading breakdown):
- Attendance, participation, ethical & moral actions 20%
 - Group presentation 20%
 - Individual project 40%
 - Final exam 20%
- (summation is 100%)

- 2) Evaluation: Norm-referenced Criterion-referenced

Score	Grade
90-100	A
85-89	B+
75-84	B
70-74	C+
60-69	C
55-59	D+
50-54	D

Score	Grade
0-49	F

Section 6: Learning Resources

6.1 Primary textbooks/Documents

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

6.2 Essential References

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

<http://www.freedrama.net>

<http://www.tameddaugh.com>

6.3 Recommended Books/Materials

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

Bowkill, 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.

Section 7: Course Evaluation and Improvement

7.1 Student course evaluation methods

1. Formal evaluation by the university on line.

2. Discussion with all students in class, also with small groups or individuals.

7.2 Teaching evaluation methods

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

2. Consultation with student advisors.

7.3 Teaching improvement Process

1. Discussions with Colleagues

2. Search on line teaching innovations

3. Attend seminars and training on teaching strategies and method

7.4 Standard verification of student achievement

1. Continual assessment.

2. Performances/presentations.

3. Testing - final/mid-term

Learning outcomes	Evaluation methods			
	Behavioral observation	Quizzes/Exams	Assignments/Activities	Presentation
Morals & ethics	✓	✓		✓
Knowledge	✓	✓	✓	✓
Intellectual/cognitive skills		✓	✓	
Interpersonal	✓		✓	✓

	Evaluation methods			
Learning outcomes	Behavioral observation	Quizzes/Exams	Assignments/Activities	Presentation
skills and responsibility				
Numeric Analysis Communication, and IT Use	✓		✓	✓

7.5 Action plan for verifying and improving course effectiveness

- 1) self-assessment
- 2) feedback and consultation with sts. and colleagues.