Department of English
The Chinese University of Hong Kong
ENGE2700 Drama in Performance 2

Course Instructors: Dr. Alice Victoria Harling
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Class: 9:30 am-12:15 pm (Mon)
Venue: TBC

Course Description
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. 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.

Course E-Learning Platform
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.

Course Learning Outcomes
In this course, students will learn to: • 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 Syllabus	
Content	Concepts
Performance Skills	Vocal skills (intonation, volume, pacing, clarity, projection); movement and gesture; communicating to an audience; creating a character.
Dramaturgical Techniques	Interpreting a dramatic text for performance; considering nonverbal aspects of a script; collaboratively creating and analysing a dramatic situation.
Dramatic Styles and Forms	Learn theories and practices of socially-engaged drama; documentary drama; verbatim theatre; political theatre.

Course Components	
Teaching Modes and Learning Activities	Percentage
On-site face-to-face • Lectures • In-class workshops • Performance-based activities	50%
Outside class • Assigned readings • Performance preparation • Essay writing	50%

Assessment Scheme		
Task	Description	Weighting
Performance	Final performance before an audience. Students will apply their dramaturgical knowledge to devise/adapt and perform a short play (~15 mins., or 7-8 script pages).	40%
Reflective essay	Written essay (1,000 words, or approx. 4 double-spaced pages) on aspects of interpreting a play for performance. Essays should include references to the course readings (at least two), explaining how they contributed to your learning. Questions to consider in your essay might include:	40%

	• 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? 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. All essays should follow MLA format, 9th edition	
Production Outline	Plans for production, including script annotations and details on set design, sound, lighting, props, casting, rehearsal schedule; 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%

Assessment Rubrics		
Task	Criterion	Weighting
Performance	Writing & Concept: coherent writing, well-developed characters & compelling dramatic premise (for original script); demonstrates understanding of original script & imaginatively reinterprets (for adaptation)	20%
	Performance & Presentation skills: studied performances with clear delivery; imaginative, stylistically-appropriate presentation style	20%
Reflective Essay	Critical Thinking: demonstrates understanding of course readings; detailed reflections on creating own plays for performance	20%

	Clarity & Organisation: ideas and reflections are clearly articulated; paragraphs are focused; overall structure is evident and logical, not arbitrary	20%
Production Outline	Detailed Planning & Teamwork: detailed plans and annotations that demonstrate creative process and collaborative effort	10%
Workshop Participation	Active, informed contributions: regularly contributes to in-class discussions; listens and responds to peers	10%

Course Schedule			
Class/ Date	Topic	Readings & Activities	Due dates
Week 1 7 Sep	Inauguration Ceremony – no class		
Week 2 14 Sep	Introduction to Drama in Performance II	Warm-up, Boal's Games for Actors and Non-Actors; Annie Baker, Circle Mirror Transformation (scenes 1-3)	
Week 3 21 Sep	Socially-engaged Drama: race, class, and "the system"	Morisseau, Pipeline; Monologues + Duologues I	
Week 4 28 Sep	Socially-engaged Drama: global visions	Churchill, Far Away; Monologues + Duologues II	
Week 5 5 Oct	Socially-engaged Drama: Eco Theatre, storytelling, and activism	Berryman, Walden Monologues III	
Week 6 12 Oct	Introduction to Documentary Drama: Verbatim Theatre – story	Brecht, "Street Scene"; Laramie Project; bring an interview article on any current event to class	
Week 7 19 Oct	Public Holiday – no class		
Week 8 26 Oct	Verbatim Theatre – character + voice	Tectonic Theater Project, The Laramie Project	
Week 9 2 Nov	Introduction to Theatre of the Oppressed: spect-actors and the Joker Image Theatre – knowing the body / making the body expressive	Warm-up, Boal's Games for Actors and Non-Actors (92-98); Boal, "Poetics of the Oppressed," (102-108)	

Week 10 9 Nov	Forum Theatre – theatre as language + action	Warm up, Boal's Games for Actors and Non-Actors (253-276); Boal, "Poetics of the Oppressed," (108-120)	
Week 11 16 Nov	Newspaper Theatre – theatre as discourse	"Poetics of the Oppressed," (120-122) and Newspaper Theatre Manual (25-38); bring a newspaper article on any current event to class	
Week 12 23 Nov	Devising + rehearsing I		
Week 13 30 Nov	Devising + rehearsing II		Submit Production Outlines
Week 14 7 Dec	Performances!		
Week 15 14 Dec			Submit Essays

Learning Resources
Required readings (the plays): Amy Berryman, Walden Annie Baker, Circle Mirror Transformation Dominique Morisseau, Pipeline Caryl Churchill, Far Away Tectonic Theater Project, The Laramie Project Supplementary readings (theories and practical guides): 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." A Concise Guide to Augusto Boal. Digital Theatre Plus. A Concise Introduction to Verbatim Theatre. Digital Theatre Plus. 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 instructor/TA know and provide relevant documentation.

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. 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. Details may be found at https://www.cuhk.edu.hk/policy/academichonesty/.

Use of Generative AI Tools
This course follows the university's approach 1: students are not allowed to use any AI tools in any kind of learning activity or assessment.

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 ACCEPABLE 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.