

Playwriting and Scriptwriting Mondays 10:00 am - 10:50 am

<b>TEACHER</b>	Dominick Thomas Dicus-Collins, M.F.A.
<b>EMAIL</b>	d.t.collins@msn.com
<b>CELL</b>	951-212-1888
<b>OFFICE HOURS</b>	Wednesdays, 11:00 – 12:00 pm
<b>Grade Level</b>	9-12
<b>Cost</b>	\$150/semester

### **COURSE DESCRIPTION**

The ability to read, understand, deconstruct, and write creatively is a universal soft skill. By systematically breaking down how others write scripts and applying it to their own writing, students will begin to learn how to read critically, deconstruct skill sets, apply skill sets, and grow in their confidence as communicators and scholars. Regardless of their future career plans, the foundation skills of comprehension and application will be applicable for all.

### **PURPOSE OF THE COURSE**

In this course the student will learn how to 1) read scripts as a scholar and writer 2) understand the craft functions of playwriting and scriptwriting 3) apply this knowledge to their own writing 4) both give and receive critique on their creative work and 5) present their works in a public reading.

### **COURSE REQUIREMENTS**

Required Readings

- Egri, Lajos. *The Art Of Dramatic Writing: Its Basis in the Creative Interpretation of Human Motives*, 1st ed. Touchstone, 2004.
- McKee, Robert. *Story: Style, Structure, Substance, and the Principles of Screenwriting*. HarperCollins, 2010.
- Selected plays and scripts
- A good college dictionary is strongly recommended (*The American Heritage* or *Webster's New World*).
- Reading materials will also be uploaded via google classroom, as well as all documents to be assigned and worked on.

### **GRADING SCALE**

A+	97-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	Below 60%
A	94-96%	B	84-86%	C	74-76%	D	64-66%		
A-	90-93%	B-	80-83%	C-	70-73%	D-	60-63%		

## GRADING STANDARD

Superior	<b>A</b>	A perceptive and thoughtful paper which may have occasional faults, but is generally well-written, well-organized, detailed, focused, syntactically mature, and responds to all parts of the assignment. Usually has a sense of voice and style as well as depth of thought; may take a more original approach than other papers. Includes all appropriate citations and is in the required format.
Competent	<b>B</b>	A well-handled, responsive paper displaying skill in development, sentence construction and variety, organization, and word choice; may have occasional faults; answers all parts of the assignment. Includes all appropriate citations and is in the proper format.
Average	<b>C</b>	Adequate paper for college level; reasonably developed, detailed, and focused although it may have weaknesses in fundamentals easily corrected with casual editing; may be simplistic in approach (too general or obvious); may ignore or fail to complete all parts of the assignment. Mostly follows proper format but may have some problems with consistency of documentation.
Inadequate	<b>D</b>	Paper fails to develop topic adequately or exhibits serious weaknesses in focus, structure, syntax, diction, or mechanics.
Incompetent	<b>F</b>	Paper is well below college-level standards, lacks focus, direction, coherence, or completion. Paper shows little understanding of the assignment; the quality of writing is unacceptable at the college level.
	<b>0</b>	This score is used only for papers which reflect a misreading of the topic, completely avoid the topic, are not turned in, or are plagiarized.

## REQUIRED ASSIGNMENTS SUMMARY

Quizzes 20%

Final Presentation 20%

Short Writing Assignments 20%

Long Writing Assignments 40%

## REQUIRED ASSIGNMENT OVERVIEW

1. Quizzes
  - a. Students will receive random quizzes throughout the semester.
2. Final Presentation
  - a. Near the end of each semester, students will participate in a public reading of their work and submit a portfolio of their work.
3. Short Writing Assignments
  - a. Students will receive random writing prompts to promote skill application.
4. Long Writing Assignments

- a. Students will receive writing prompts for large writing assignments to be completed before class.

### **PAPER FORMAT**

Unless otherwise noted, all assignments you turn in for this class will be typed, double-spaced, with 1” margins in 12 pt. Times New Roman, printed single sided. Whether turned in electronically or as a hard copy, assignments should, at the top of the first page, list your first name, last name, course number, professor name, and the assignment name; single-space this information. MLA citation style is the required citation style. Also give your paper an interesting, relevant title (not “English Paper,” etc.) All electronic copies of papers must be uploaded as a Microsoft Word document with a .docx extension.

### **COLLABORATIVE WORK**

Academia thrives on the twin pillars of collaboration with colleagues and independent production of ideas. This class will take advantage of both of these through class discussion and group work, you will test and refine your ideas while benefiting from those of your classmates. Unless otherwise noted, however, all work that you turn in should reflect your own ideas, demonstrating your own critical-thinking skills. In other words, you may not work collaboratively on any assignment that will be turned in to your instructor unless you have been given permission to do so, nor may you turn in an assignment that has been submitted for evaluation or assessment for another class.

### **PLAGIARISM**

Plagiarism is the use, citation, or paraphrase of someone else’s words or ideas without attribution. Plagiarism is covered under the school’s policy on academic dishonesty, and may result in failure of the class, a disciplinary hearing, expulsion, or some combination of these. If you are uncertain what constitutes plagiarism or academic dishonesty, talk to me as ignorance of what constitutes plagiarism is no excuse. It is your responsibility to ensure that you do not commit plagiarism, which includes learning how to cite others’ words and ideas appropriately and doing so by using citation styles correctly (APA, MLA, CBE, Chicago, etc.). Stealing other people’s ideas is wrong, and the consequences are severe.

### **CALENDAR KEY**

DW (*The Art of Dramatic Writing*)

ST (*Story*)

SP (Selected Plays)

SS (Selected Scripts)

SA (Short Assignments)

LA (Long Assignments)

**Green** (Due)

**POTENTIAL CALENDAR: Fall Semester (14 Weeks)**

<b>Date</b>	<b>Topic</b>	<b>Work</b>
<b>Week 1</b>		
09/06/21	Introduction	Syllabus
<b>Week 2</b>		
09/13/21	What is Poetry?	DW Section 1 SP SA
<b>Week 3</b>		
09/20/21	Voice and Words	DW Section 2 Pages 31-56 SP
<b>Week 4</b>		
09/27/21	Saying, Suggesting, and Imagery	DW Section 2 Pages 57-83 SP
<b>Week 5</b>		
10/04/21	Speech and Song	DW Section 2 Pages 84-109 SP SA
<b>Week 6</b>		
10/11/21	Sound and Rhythm	DW Section 2 Pages 110-128 SP
<b>Week 7</b>		
10/18/21	Closed and Open Form	DW Section 3, Pages 129-144 SP
<b>Week 8</b>		
10/25/21	Symbol and Myth	DW Section 3 Pages 145-170 SP SA
<b>Week 9</b>		
11/01/21	Identity and Translation	DW Section 3 Pages 171-196 SP
<b>Week 10</b>		
11/08/21	Spanish Poetry	DW Section 3 Pages 197-222
<b>Week 11</b>		
11/15/21	Poetry Excellence	DW Section 3 Pages 223-242 SP
<b>Thanksgiving Break</b>		
11/22/21	<i>No Class</i>	
<b>Week 12</b>		
11/29/21	Critical Case Study	DW Section 4, Pages 243-268 SP
<b>Week 13</b>		
12/06/21	Critical Case Study	DW Section 4, Pages 269-298 SP LA
<b>Week 14</b>		
12/13/21	Final Presentations	

**POTENTIAL CALENDAR: Spring Semester (14 Weeks)**

<b>Date</b>	<b>Topic</b>	<b>Work</b>
<b>Week 1</b>		
01/10/22	Introduction	Syllabus
<b>Week 2</b>		
01/17/22	The Writing Process	ST Part 1 SS SA
<b>Week 3</b>		
01/24/22	Showing and Telling	ST Part 2 Section 2 SS
<b>Week 4</b>		
01/31/22	Characterization, Part 1	ST Part 2 Section 3 & 4 SS
<b>Week 5</b>		
02/07/22	Characterization, Part 2	ST Part 2 Section 5 & 6 SS SA
<b>Week 6</b>		
02/14/22	Setting	ST Part 3 Section 7 SS
<b>Week 7</b>		
02/21/22	Plot and Structure	ST Part 3 Section 8 SS
<b>Week 8</b>		
02/28/22	Point of View	ST Part 3 Section 9 & 10 SS SA
<b>Week 9</b>		
03/07/22	Comparison	ST Part 3 Section 11 SS
<b>Week 10</b>		
03/14/22	Revision	ST Part 3 Section 12 & 13 SS
<b>Week 11</b>		
03/21/22	Usage and Composition	ST Part 4 Section 14 & 15 SS
<b>Week 12</b>		
03/28/22	Form and Expressions	ST Part 4 Section 16 & 17 SS
<b>Week 13</b>		
04/04/22	An Approach to Style	ST Part 4 Section 18 & 19 LA
<b>Easter Break</b>		
04/11-04/18	<i>No Class</i>	
<b>Week 14</b>		
04/25/22	Final Presentations	