**Dramatic Writing for Film, Television, and** 

**Theatre I / British Literature**

**Syllabus**

**Duluth High School**

**Instructor Contact Information**

Brandy Carter

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**COURSE DESCRIPTION**

This intense and content-packed year-long course applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television as well as incorporating British Literature for understanding as an actor and audience member. It includes development of “writerly stance” by reading, viewing, and analyzing texts and visual media from a writer’s point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage. In an effort to meet the state curriculum standards, students are engaged in a variety of learning strategies. These strategies include extensive opportunities for students to read, write, communicate, and inquire about their work. Students participate in discussions, reading, research projects, presentations, and collaborative assignments.

**The Georgia Standards of Excellence for Dramatic Writing**can be found online at the following website: https://www.georgiastandards.org.  Students may request a printed copy from the instructor at any time.

**Note:**This course meets the fourth English Language Arts core requirement, as well as one Fine Arts elective requirement.

**MAJOR ASSIGNMENTS AND GRADING PRACTICES**

Students are encouraged to monitor their achievement in the course by keeping a record of their own performance, as well as checking student portal often and on their own time. They are in charge of their own success. They are encouraged to contact me themselves to discuss assignments and grades pertaining to this class. This is to ensure students are ready for the “real world,” post-high school. **I am best reached by email, but please visit Google Classroom for all assignments and instructions.**

Students in this course will continually receive descriptive feedback on their work.  Sometimes students will engage in peer review as part of the learning process.  Other times, the teacher will provide feedback through assessments.  Assessments will be divided into two categories:  formative and summative.  Formative should be considered “practice” and summative should be considered the “end performance”.  Formative assessments include but are not limited to informal observations, quizzes, initial drafts, homework, responses to teacher questions, daily work, and practice assignments.  The information gained from these assessments will be used to improve and change a process/product while it is still going on or being developed. Summative assessments include but are not limited to tests, exams, final drafts i.e. “for public works”, projects, major research projects, and presentations.  The information gained from these assessments will be recorded in the grade book and will determine students’ final grade for the course. Formative and summative assessments will focus on standards-based essential questions.

**1. Attendance and Participation** This is a hands-on class and you are responsible for attendance and participation. Your full participation is essential for your development as a writer and is essential for the success of the class as a whole. Tardies, coming late to class or leaving early, will impact your daily grade as that will effect your ability to participate fully. If you’re absent, please see me the next class when you return for a make-up assignment or to go over what was missed.

**2. Drinks, foods and other distractions** You are welcome to have bottled water in class. Other food and drink should not be consumed during class. **Cell phones must be turned off** **and left in a backpack, bag or jacket pocket**. **You may not carry a cell phone in class.** Again, this is a hands-on class that requires focus and engagement. If a break is given you may use cell phone during break.

**3. Dress** Students should dress in comfortable clothing that allows for unrestricted movement. You will be sitting on the floor, stretching, running, moving – please wear clothing that allows you to do this.

**4. In-class acting exercises –At times,** daily class work may consists of acting exercises including: actor’s warm-ups and relaxation techniques, development of senses, awareness and development of focus, and basic acting skills through participation in a wide variety of drama games, improvisational activities, pantomime/movement exercises and vocal exercises. This is to help the writer understand scripts from the actor’s point of view as well as from the audience point of view.

**5. Journals** Each student will keep a Journal. These should be thoughtful entries that reflect on class work, your understanding, your questions and your reflections.Class time will be given to complete your entries. If the class time is insufficient you will need to finish these as homework. Journal entries will include the following:

* Class notes and descriptions of class work
* Reflective and or creative responses/comments to classroom work, acting skill development , writing skill development
* Character and life observations relevant to class work and assignments
* Character analysis that is relevant to class work and assignments
* Other responses/reflections as assigned

The Journal is your documentation of this class and the process you are developing. I’ll comment on these regularly. **Being absent from class doesn’t excuse you from journal entries**. **See the teacher the next class when you return to get a make-up Journal Entry assignment.** Occasionally I’ll share a journal entry in class when appropriate.

**6. In-Class discussions** – Discussions will be a regular part of class and will include discussions of performances both in and out of class, class work and exercises and readings. Students are required to attend at least one DHS Wildcat Theatre production (in which they are not involved) each semester.

**Grading**

Students will be graded on a combination of performance assignments, practical exercises, written assignments and improvement. Please remember that full participation is part of your grade. **If you have a question about your grade at any time during the semester please contact me.** Percentages may change:

* **AKS Progress- 35%** Includes student incorporating on-going feedback/formative assessment, development and progress of acting skills
* **Final- 10%**
* **Performance Final - 10%**
* **AKS Mastery- 45%**

A word on grading – progress/improvement is a part of your grade both on your performances and in your daily work. While daily work is worth 35% please keep in mind that daily work feeds your performance work and also your progress/improvement in the class. This is considered for each individual. Students will be involved with responding to their own and other’s work as well as the teacher’s feedback on work. **Being absent doesn’t excuse you from any assignments. Speak to Ms. Carter before or after class on the day you return to create a plan to finish missed work.**