

**School for New Learning  
DePaul University**

**Loop Campus**

**AI 151 Experimental Playwriting  
Fall 2009**

**Ezzat Goushegir  
1567 Ridge Ave, # 305  
Evanston, IL 60201  
E-Mail: [Goushegir@yahoo.com](mailto:Goushegir@yahoo.com)  
Phone: (847) 864-8807**

**Tuesdays, 6:00 - 9:00 P.M.  
Quarter Hours: 4**

### **Course Description**

**The art of seeing needs to be learned.**

**In this course, students will explore the possibilities of looking at things differently. They will have a chance to challenge received wisdom with fresh perspectives. By exploring the deeper meanings of words, cultural images and dreams, they will make surprising discoveries. In this course they will learn how to transmute thoughts and feelings into dramatic form.**

**Through a series of exercises and readings, students will learn the technique of playwriting by the end of the course and write one complete play.**

### **About the Instructor**

Ezzat Goushegir earned her M.F.A in Playwriting from the University of Iowa. She has published four books in Farsi. Two of her plays (in English)

“Medea Was Born in Fallujah” and “Now Smile” were anthologized in Witness and Crawdad in 2006. She has been a recipient of several awards as well as a Writer-in-Residence at the University of Maryland in 2007. She is a regular contributor to literary journals and her plays have been produced by a variety of theatre companies.

### **Competencies Offered**

A-2-A Can interpret works of art and relate them to one’s own experience.

A-5 Creativity can define and analyze a creative process.

H-3-F Can understand the interrelationships among intellectual, psychological, spiritual and physical health in one’s own life.

S-4 Can describe and explain connections among diverse aspects of nature.

### **The Learning experience**

This course is an exposure to the analysis of a variety of aesthetics. It requires the intensive writing in different styles based on assignments, reading plays and theoretical articles. Also features screening of films based on creative works. Each class will begin with a brief introduction to the topic of focus, followed by writings and class discussion of readings and screenings.

### **Required Readings**

Spencer, Stuart. Playwright’s Guidebook. Faber And Faber, NY. 2002  
Williams, Tennessee. A Street Car Named Desire. Dramatists Play Service Inc.

Buchner, George. Woyzeck, Complete Plays and Prose. Trans: Carl Richard Mueller, Hill and Wang Inc, New York.

Fornes, Maria Irene. Plays. PAJ Publications, New York.

Brecht, Bertolt. The Good Woman of Setzuan, Grove Press Inc, New York.

Reza, Yasmina. Art. Trans: Christopher Hampton. Faber and Faber, Inc, New York.

Caryl Churchill, Seven Jewish Children

<http://www.royalcourttheatre.com/files/downloads/SevenJewishChildren.pdf>

### **Attendance and Participation**

Regular attendance and class participation is highly required. Students who miss more than two class sessions will not have the requirements for a passing grade. In the event of an absence it is imperative that (1) you let me know ahead of time and (2) contact a classmate ahead of time to be your “tutor” for the missed session. Students are expected to be in the class on time, and remain until class ends.

### **Outcomes**

Students are expected to learn from multi-disciplined texts, screenings, and discussions, how to shape their life in a creative sense.

### **Evidence to be submitted** **Standards and Criteria**

- 1- Students will present two polished pieces they have worked in the class. The minimum length of the pieces will be 5 pages (word processed, double spaced).
- 2- Students are required to give **20 minutes critical analysis presentation** about a topic of choice, followed by class discussion.
- 3- Students will present a short play. The assessment will be based on creativity, technique and the structure of the play. The minimum length of the play will be 15 pages (word processed, double spaced). They will write one page, describing the reason they chose that theme.

## **Plagiarism**

*The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgement.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!*

## **Grading and Evaluation**

<i>Attendance</i>	<i>10 points</i>
<i>Class participation and reading Materials</i>	<i>20 Points</i>
<i>In-Class Writing Assignment s</i>	<i>15 points</i>
<i>Oral Presentation</i>	<i>15 points</i>
<i>Play</i>	<i>40 points</i>

## **Criteria for Assessment**

### ***Written Work will be Evaluated As Follows:***

*A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.*

*B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.*

*C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.*

*D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor*

*organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.*

*Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed two thirds of assignments.*

*Work not submitted by the due date must be submitted within 2 weeks, and will be assessed on a P/F basis only.*

## **Class Schedule**

<b>DATE</b>	<b>TOPICS</b>	<b>Assignment for this week</b>	<b>Film Screening</b>
9/15	The Art of Seeing	Introduction How We Tell Stories	Hiroshima My Love (Alain Renais, 1959)
9/22	What's Structure?	In Class Writing Reading (Pp21-34)	
9/29	Action	In Class writing A Street Car Named Desire Reading (Pp35-56)	A Street Car Named Desire
10/6	Conflict	In Class Writing The Good Woman of Setzuan Reading (Pp57-72) (Oral Presentation)	-----
10/13	Dramatic Elements	In Class writing Woyzeck Reading (Pp 111-125) (O-P)	Woyzeck
10/20	The Impulse	In Class Writing In a Grove Reading (Pp 126-149) (O-P)	Rashomon  (Akira Kurosawa, 1951)

### **Due Date for 2 assignments**

10/27	Character	In Class Writing Mud- Maria Irene Fornes	-----
-------	-----------	---	-------



*graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.*

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

## Protection of Human Research Participants

[For courses with a student research component only.] This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (<http://research.depaul.edu>) for additional information and guidance.

## For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

## Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent

hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at [CII@depaul.edu](mailto:CII@depaul.edu).

## Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

[In addition, consider adding the Writing Centers' syllabus supplement available here <http://condor.depaul.edu/~writing/html/fac/supplements.html>]

