



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Introduction to Performance: Texts and Contexts				
Module Code	UARPDB-30-1	Level	1	Version	8.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	ACE	Field	Drama		
Department	Arts and Cultural Industries	Module Type	Standard		
Contributes towards	BA (Hons) Drama; BA (Hons) Drama with Creative Writing; BA (Hons) Drama and Acting.				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date		Valid from	September 2013 Updated for September 2015		
Revision CAP Approval Date	CAP date of revision 8.1 23.03.2015	Revised with effect from			

Review Date	Sept 2019
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • identify principal features of the social and political content of the plays studied (A1 and B1); • identify the genre of drama employed by the playwright (A1); • understand how these genres have been built on or subverted throughout history (B1); • demonstrate key transferrable skills in research (A1 and B1); • demonstrate key transferrable skills in writing (B1); • possess a critical awareness of theatre history and its relationship to stage practice (B1); • participate in group discussion (A2).
Syllabus Outline	<p>The emphasis of this module will be on a comprehensive range of texts and critical approaches:</p> <ol style="list-style-type: none"> 1. Students will be introduced to a wide range of theatrical texts and will be encouraged to make connections and draw distinctions between different historical periods, dramatic genres and the political place of the stage in society. 2. Students will be given clear guidance on how to generate an effective oral

	presentation, to structure written work and to present essays according to academic guidelines.																												
Contact Hours	The module will be delivered through three contact hours per week. The module will operate through a combination of seminars, lectures, workshop exercises and self-directed groups according to the nature of the material being studied.																												
Teaching and Learning Methods	<p>The Teaching and Learning Strategy of the module is organised for the student experience in the following manner.</p> <p>Students will be encouraged to participate in debate and to develop class presentations on set topics. Students will be expected to spend independent study time per week in addition to class contact hours engaging with essential reading /viewing and research, writing, assessment preparation (e.g., writing drafts, bibliographic tasks). These tasks will be as directed in class by the tutor each week and specified on the module's Blackboard site.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, and workshops.</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>																												
Key Information Sets Information	<p>Key Information Set - Module data</p> <table border="1"> <tr> <td colspan="5"><i>Number of credits for this module</i></td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> <td></td> </tr> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> </tr> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	<i>Number of credits for this module</i>					30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300		Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	50%	Practical exam assessment percentage	50%		100%
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Reading	Students will be encouraged to read widely using the library catalogue, a variety of																												

Strategy	<p>bibliographic and full text databases, and internet resources. Essential reading will be provided electronically or as printed study packs.</p> <p>Guidance to key texts available through the Library will be given on Blackboard and in the Module Handbook.</p> <p>It is important that students can identify and retrieve appropriate reading. Students will be encouraged to attend Library workshops on the selection of appropriate databases and search skills.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <ul style="list-style-type: none"> • Brandt, G. W. (ed.) (1998), <i>Modern Theories of Drama: A Selection of Writings on Drama and Theatre 1840-1990</i>. Oxford: Oxford University Press. • Carlson, M. (1984), <i>Theories of the Theatre: A Historical and Critical Survey from the Greeks to the Present</i>. Ithaca, London: Cornell University Press. • Mayne, A. and J.Shuttleworth (1986), <i>Considering Drama</i>. London: Hodder & Stoughton. • Pickering, K.(2005), <i>Key Concepts in Drama and Performance</i>. Basingstoke: Palgrave Macmillan. • Trussler, S. (1994), <i>Cambridge Illustrated History of British Theatre</i>. Cambridge: Cambridge University Press. • Zarrilli, P. B., B. McConachie, G.J. Williams and C. Fisher Sorgenfrei (eds.) (2006), <i>Theatre Histories: An Introduction</i>. London: Routledge.

Part 3: Assessment

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Assessment Strategy	<p>This is a standard Module. It is made up of three assessed elements:</p> <p>Component A: Critical engagement with practice in classes (10%). Critical Engagement is a student's preparedness for and participation in class-related learning activities. The preparations include rehearsal, primary and critical reading of a variety of texts (printed, online, screen media etc.), ongoing project work, writing exercises, and the generation of works-in-progress. Critical Engagement on this module refers specifically to students:</p> <ul style="list-style-type: none"> • preparing for classes by reading the required materials and making notes (plays and extracts), • reading aloud and workshopping extracts in seminars, • participating in class discussions about plays, extracts, and socio-political contextual issues. <p style="text-align: center;">Individual Research Presentation (7 minutes) accompanied by a short written rationale (40%)</p> <p>Component B: Essay (3000 words) (50%).</p> <p>All assessments are given individual marks.</p> <p>These types of assessment are in line with existing project modules in the field of Drama.</p> <p>The assessment criteria for each element are available to students in electronic handbooks and via Blackboard at the beginning of the academic</p>

	year. The criteria are module specific and aligned with the learning outcomes for the module. Feedback is given in written form according to these criteria.
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Identify final assessment component and element	B1	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. Individual Research Presentation (7 mins)	80%	
2. Critical Engagement with Practice	20%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1. 3000 word essay	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. Individual Research Presentation (7 mins)	100%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1. 3000 word Essay	100%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		