

## ENGL 100-700 Zoom Meeting 2c

Live Chat 2: Drama



### Zoom Meeting Information

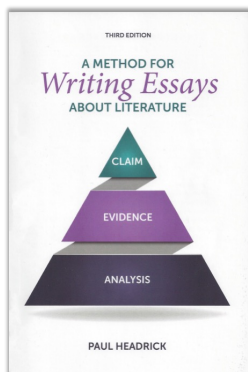
- Zoom Meetings are about 60 minutes long and are recorded.
- Recordings and PowerPoints are posted on onQ (under “Content” > “Zoom Meetings”).
- Participate in the discussion by using the “Chat” window or by raising your hand under “React.”
- Attendance will be taken at a random point in the meeting; your camera may be on or off.

## ENGL 100-700 Zoom Meetings

Please see the Course Syllabus for specific dates and times

	a. Informational	b. Writing Seminars	c. Live Chats
Unit 1	<b>Intro to ENGL 100</b>	<b>1b. Writing Seminar 1</b> (Crafting an Effective Thesis Statement)	<b>1c. Live Chat 1</b> (Short Fiction)
	<b>1a. Academic Integrity</b>		
Unit 2	<b>2a. Midcourse Exam Info Session</b>	<b>2b. Writing Seminar 2</b> (Structuring an Analytical Essay)	<b>2c. Live Chat 2</b> (Drama)
Unit 3	<b>3a. TA Check-In</b>	<b>3b. Writing Seminar 3</b> (Claim, Evidence, and Analysis)	<b>3c. Live Chat 3</b> (Literary Non-Fiction)
Unit 4	<b>4a. Final Exam Info Session</b>	<b>4b. Writing Seminar 4</b> (Some Notes on Grammar and Style)	<b>4c. Live Chat 4</b> (Poetry)

## Headrick, *A Method for Writing Essays About Literature*



### Close Reading

- **Chapter 5: Types of Literary Analysis Essays**  
– Close Readings

1. Paraphrase the literal content.
2. Identify significant words, phrases, and formal features.
3. Describe the sentences and sentence structures.
4. Identify significant patterns in the manner of expression, along with exceptions to these patterns.
5. Make observations about the significance of the details and patterns you have identified. (Headrick 56-59)

## The Elements of Drama

- 📖 Shakespeare, *Twelfth Night* (Act 1)
- 📖 Shakespeare, *Twelfth Night* (Act 2)
- 📖 Shakespeare, *Twelfth Night* (Act 3)
- 📖 Shakespeare, *Twelfth Night* (Act 4)
- 📖 Shakespeare, *Twelfth Night* (Act 5)
- 📖 Wilde, *Being Earnest* (Act 1)
- 📖 Wilde, *Being Earnest* (Act 2)
- 📖 Wilde, *Being Earnest* (Act 3)
- 📖 St Bernard, *Salome's Clothes* (1-9)
- 📖 St Bernard, *Salome's Clothes* (10-17)
- 📖 Moscovitch, *Essay* (Scene 1)
- 📖 Moscovitch, *Essay* (Scene 2)

### Introduction to Drama

#### Shakespearean Stage

<b>plot</b>	<i>organized narrative</i>
<b>conflict</b>	<i>tensions and oppositions</i>
<b>character</b>	<i>people or entities</i>
<b>setting</b>	<i>when and where</i>
<b>viewpoint</b>	<i>identity of narrator</i>
<b>language</b>	<i>rhetorical devices</i>
<b>tone</b>	<i>attitude of narrator</i>
<b>mode</b>	<i>dramatic subgenre</i>
<b>theme</b>	<i>abstract concept</i>

#### Review of Drama

 **Hannah Moscovitch (1978- )**



- born in Ottawa to a family of progressive academics
- studied acting at the National Theatre School in Montreal, and then literature at U of T
- gained widespread acclaim at Toronto’s SummerWorks festival with her debut plays, including *Essay* (2005), which won an award for best new play
- her work is characterized by a blend of satire and dark humour, and often deals with challenging or controversial topics (*D* 436)

**theme**

“Properly speaking, the theme of a work is not its [general] subject [matter or broad topic,] but rather its central idea, which may be stated directly or indirectly.”

(Cuddon 721)

“A theme is an idea about the world, expressed by a literary text, of general importance to people ... in general, not just to a small select group... The topic of a text is not a theme.”

(Headrick 26-28)

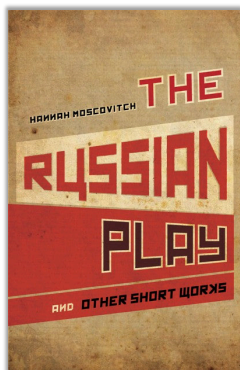
“... an abstract concept that is made concrete through [an analysis of the Elements of Literature that] must go beyond naming the concept ... and assert what the work is saying about it....”

(SF 3-4)

“A salient abstract idea that emerges from a literary work’s treatment of its subject matter ... [that] may be announced explicitly, but more often it emerges indirectly....”

(Baldick 358)

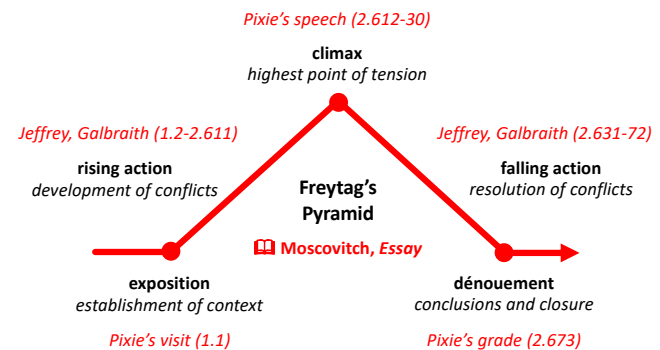
 **Moscovitch, “Essay”**

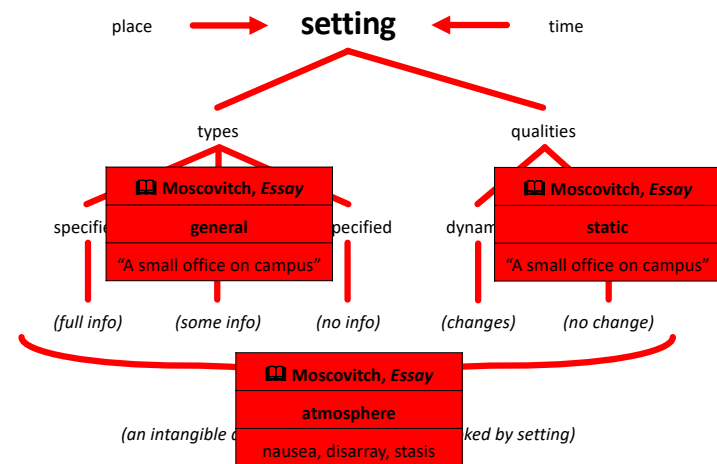
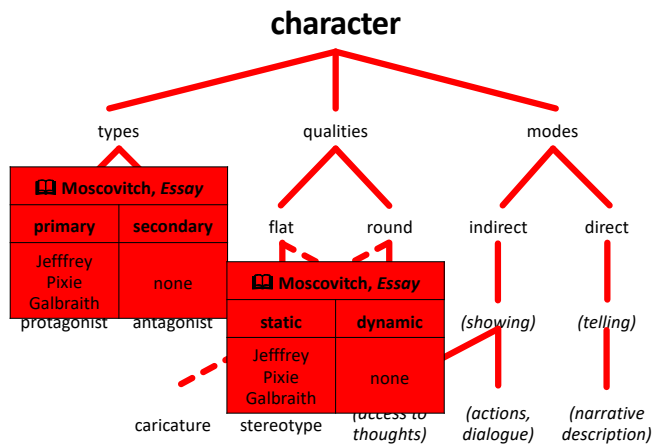
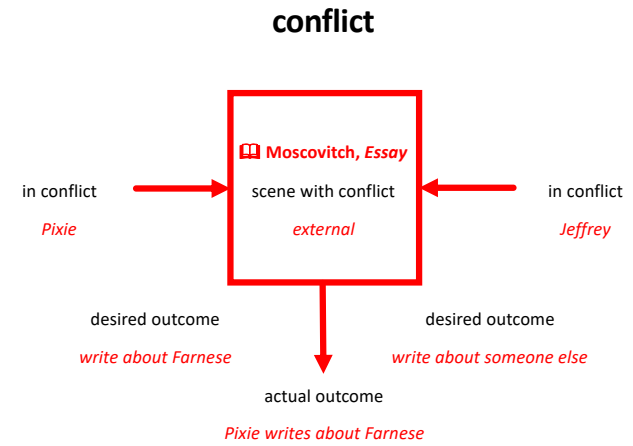
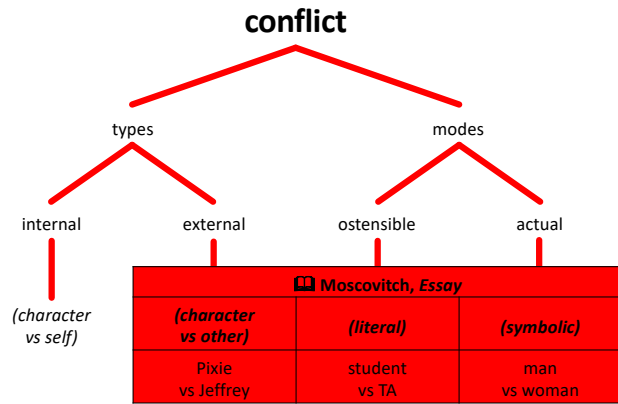


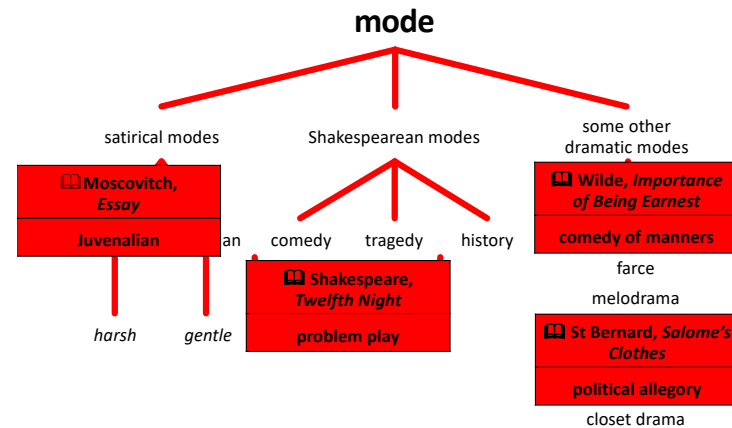
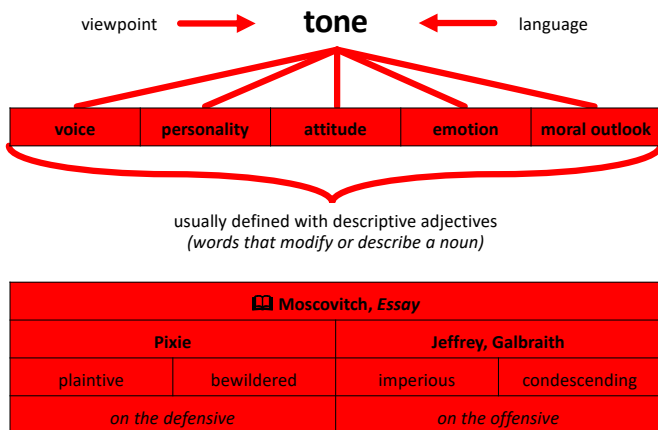
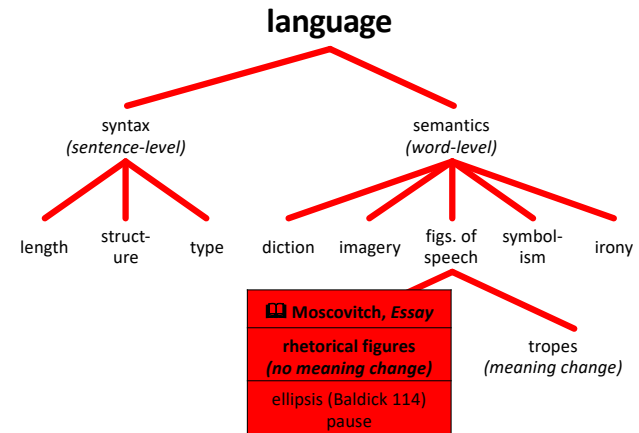
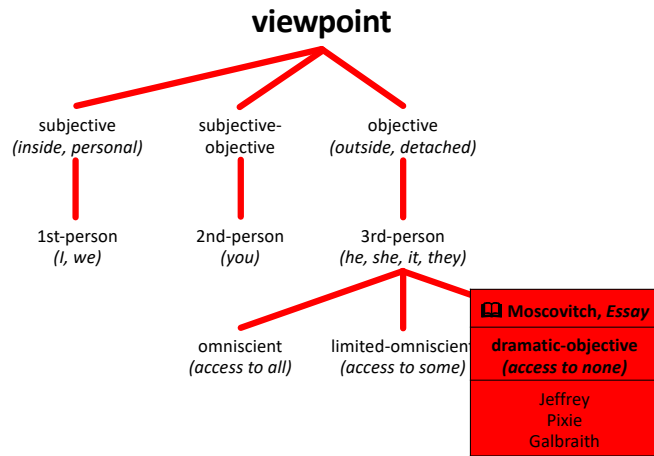
- anthologized in *The Russian Play and Other Short Works* (Playwrights Canada, 2008)

**Theme**  
Academic hierarchies are outdated and counterproductive in modern academic institutions because they engender various inequities, especially sexism.

**plot**







## For More Information

The Purdue Online Writing Lab  
<https://owl.purdue.edu/>

- **Close Reading:** Subject-Specific Writing > Writing in Literature
  - Writing About Poetry
  - Poetry: Close Reading
  - Writing About Fiction
  - Writing About Literature

Dr May's Class Web Site  
<https://www.queensu.ca/academia/drrgmay/docs/>

	<b>AI Drawbacks</b> Dr Robert G. May   Department of English
	<b>Avoiding Plagiarism</b> Dr Robert G. May   Department of English
	<b>Citing Prose, Poetry and Drama</b> Dr Robert G. May   Department of English
	<b>Close Reading</b> Dr Robert G. May   Department of English
	<b>Elements of Fiction and Drama</b> Dr Robert G. May   Department of English
	<b>The Elements of Poetry</b> Dr Robert G. May   Department of English

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Syllabus Appendix A2

## Writing Assignment 2

### Step 1

Participate in or review the recordings of Writing Seminars 1 and 2 on onQ.

### Step 3

Ensure your thesis statement fulfills the criteria as outlined in Writing Seminar 1. Ensure the overall structure of your Essay adheres to the structure as outlined in Writing Seminar 2.

### Step 2

Write a short Essay that responds to the following topic:

Choose 1 (and only 1) of the 3 Elements of Literary Non-Fiction indicated in Box A, and analyze how that Element creates meaning or reveals theme in 1 (and only 1) of the 3 works of literary non-fiction indicated in Box B.

### Step 4

Submit the final version of your Essay in hard copy (on-campus students) or on onQ (online students).