

# TPP 4600 Playwriting Workshop

## Fall Semester, 2016

Section 03H2  
TR period 3-4  
CON 217

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Office hours: TBA

The playwriting workshop is a structured environment in which students can explore their creativity as dramatists. It aims to make all of its members practicing playwrights for the current semester (and perhaps beyond). The emphasis is on the development of a viable dramatic idea and the completion of a playscript. We will first explore the possibilities of the dramatic genre(s) in general, then each student will launch into a particular project, guided by individual critiques from the instructor and feedback from other members of the workshop. The final result will be the completed version of a dramatic one-act.

### Schedule:

#### PART 1

<u>Date</u>	<u>Subject</u>	<u>Reading/Assignment</u>
August		
T 23	Introduction	
R 25	Beginnings	Edgar, Preface and Chapter 1
T 30	Beginnings/Ideas	
September		
R 1	Contemporary plays	<i>Stage Kiss</i> (PDF); <i>Hamletmachine</i> (PDF)
T 6	The Pitch	<u>First pitch due</u>
T 8	Action and Character	Edgar, Chapter 2 and 3
T 13	Genre	Edgar, Chapter 4
R 15	Structure	Edgar, Chapter 5
T 20	Scenes	Edgar, Chapter 6
R 22	Work on 10-minute play	
T 27	Read 10-minute play	<u>10 minute play due</u>
R 29	Devices	Edgar, Chapter 7
October		
T 4	The Scenario	<u>Scenario due</u>

**PART 2** Beginning on Thursday, October 6, we will schedule individual conferences during the Thursday sessions, which will be maintained until the end of the semester. When not in conference, students will use the sessions as writing time to work on their projects. During the Tuesday sessions, we will read and discuss scenes as they progress. Every writer must have some scene work, new or revised, ready to bring in on Tuesdays. Make one copy for each speaker and one extra copy for the instructor.

👉 **November 1 : Complete first draft of entire script due!!**

**PART 3** In the third part of the class, beginning November 1<sup>st</sup>, we will refine the drafts and work towards the staged readings at the end of the semester. The emphasis will be on problem-solving and polishing.

👉 **December 6: Staged reading of selected scenes**

***A Note on peer feedback:*** The exposure of your writing to your peers in the class is an important part of the Playwriting Workshop. Since any project under development is vulnerable to criticism, it is absolutely crucial that all feedback remain as objective and constructive as possible.

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<b>Grading:</b>	
<b>Participation and Class involvement</b>	<b>25 points</b>
<b>Ongoing written assignments / 10-minute play</b>	<b>25 points</b>
<b>Scenario</b>	<b>10 points</b>
<b>Final play (incl. drafts)</b>	<b>40 points</b>
<b>Total</b>	<b>100 points</b>

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<b>100-85: A</b>	<b>85-70: B</b>	<b>70-50: C</b>	<b>50-25: D</b>	<b>25-0: E</b>
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**Texts:**

**Edgar, David. *How Plays Work*. London: Nick Hern, 2010.**

**[Copies from Downs, William M., and Lou Anne Wright. *Playwriting: From Formula to Form*. San Diego: Wadsworth. 1997 and other handouts]**

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**Attendance at Performances**

By decision of the faculty in the School of Theatre and Dance, the following statement is included on all departmental syllabi: *Since production is the laboratory for all theatre courses, attendance at all mainstage Department of Theatre and Dance productions is required of students enrolled in classes with the following prefix designations: THE, TPA, TPP, ORI. Critiques of and/or responses to these productions may be required. Attendance at all related events is encouraged.*

**Computers in the classroom**

Students are encouraged to bring computers to the classroom in order to take notes and find online references. Students are STRONGLY discouraged from using their computers for social networking during class. I acknowledge that we live in a connected world, but please turn off cell phones during class.

**Students with Disabilities**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.