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Group Playwriting Project

Thomas L. Rothacker

CUNY Kingsborough Community College

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THA 50 – INTRODUCTION TO THEATRE ARTS

**This assignment can be used in any lecture-based course to give an artistic collaboration experience that would probably/normally occur in a studio-based course.*

Prof. Thomas L. Rothacker

Group Playwriting Project

Part I: COLLABORATION

Here is the criteria for what should be addressed while composing your plays:

- 1) Groups of 3 – 4 students will be chosen by the Professor.
- 2) ALL brainstorming, exploring, collaborating to be done IN CLASS. Come prepared with your ideas and willingness to work.
- 3) Being on time and present and open is how you will succeed in completing this assignment. If anyone is absent during this process in your group, you DO NOT WAIT FOR THEM. Move forward. It is their responsibility to catch up. **Being absent during the days of this artistic process will weigh heavily on your final grade for this project.**
- 4) Minimum of 4 pages of double-spaced typed dialogue. (Average has been 4-6 pages)
- 5) 4 - 5 characters max
- 6) Setting and time should be clear either through stage directions or within the dialogue.
- 7) NO USE OF A NARRATOR CHARACTER! All information that the audience needs to know must be presented through the character dialogue.
- 8) The “rules” of the Narrative form of dramatic writing (listed below) WILL be followed and adhered to while constructing the play.
- 9) Drama refers to CONFLICT. This is how plays gain momentum and how an audience is captured. Whether it is a comedic or a serious story, the CONFLICT is the key.
- 10) Each group member will participate at all times. From the creation of the general idea/plot, to the development of character to the execution of the final “performance reading”, participation will be 90% of your grade
- 11) It is suggested that everyone keep clear notes of every step of the process. You may want to start a shared google doc that can be accessed by all group members. One person in each group can bring in a laptop to work in class on the development of the play.
- 12) REMEMBER, when creating these pieces....BE AS SPECIFIC AS POSSIBLE!

The rules of the Narrative form of dramatic writing:

Exposition (setup of time/place/characters [identify protagonist & antagonist]–*be as specific as possible!*)

Inciting Incident (a moment that launches the main conflict of the play)

Rising action (a series of events/scenes that lead up to the crisis/catastrophe/climax)

Crisis/Catastrophe (last complication before the climax)

Climax (major turning point/the most heightened moment of dramatic action in the play)

Denouement/Falling action (the “unraveling” or series of events/moments/scenes after the climax leading to the end of the play)

Part II: EXECUTION & PRESENTATION

- 1) Once the play is complete, ONE printed copy will be turned in from each group.
- 2) Notated on this script will be all of the authors/group members and in the margins, where the parts of the narrative form exist in the play.
- 3) A day / class time will be decided by the Prof. where all groups will present their work.
- 4) Each play will be read in front of the class.
- 5) Each group member will take on one role/character (or more than one if needed).
- 6) You are not being evaluated on your “performance”. We are reading them out loud as PLAYS ARE WRITTEN TO BE PERFORMED. This is NOT an Acting class.
- 7) You may ask any other classmate to help out with the reading, if you have additional characters or want someone to read stage directions.
- 8) We will have a class discussion after each. The focus and approach will be providing the group AFFIRMATIONS and asking QUESTIONS about their work. We are not here to degrade or bash our classmates, but to SUPPORT!

Here is a rubric of how you will be evaluated and graded for this assignment:

	Attendance	Collaboration & Working as a Team	Input & “Being at the table”	Presentation & Discussion
“A” range	Present for every class of collaborative work.	Worked well with group members and collaborated fully	Frequently sharing ideas and encouraging group members	Present for reading of play and active in class discussion
“B” range	Missing 1 class of collaborative work	Worked well and collaborated but not fully.	Sharing ideas often and encouraging group members	Present for reading of play and partially active in class discussion
“C” range	Missing 2 classes of collaborative work	Worked decently and collaborated partly. Not fully invested in project	Sharing ideas every once in a while, and not fully invested in working with group members	Present for reading of play and not active in class discussion
“D” range	Missing 3 classes of collaborative work	Possibly difficult to work with and not bringing any ideas to the collaboration	Not sharing ideas or listening to group members.	Present for reading of play, unprepared, and not active in class discussion.
F	Missing more than 3 classes of collaborative work	No collaboration or interest in project	No input or desire to work in group.	NOT present for presentation or class discussion.