

## ENG 105Z Introduction to Drama

The following provides a summary of the 2023 Recommendation Report for the CCN English Subcommittee. Transfer Council recommends that due to changes in course information under [OAR 715-025-0065 through 0115](#), colleges and universities should ensure students' academic progress is not disrupted. Courses completed before CCN changes should count toward graduation, even if requirements shift. Holding students harmless means honoring their efforts, supporting them through transitions, and keeping learning—not compliance—the central focus. CCN course information should be adopted as written. For more detailed information on what can be added to the course description and course learning outcomes, see the [CCN Revised Framework](#) and for more general information, see CCN Reports & Memos on the [Educator Resources—Common Course Numbering](#) webpage.

### Approved CCN Course Information

**Date Approved:**

December 14, 2023

**Catalog Dates:**

Required to begin appearing in the 2024-25 catalog.

**Review Timeline:**

- First Annual Review: Winter 2025
- First Triennial Review: Academic Year 2031

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**Course Number and Prefix:**

ENG 105Z

**Course Title:**

Introduction to Drama

**Course Credits:**

4

**Course Description:**

The study of plays exposes us to texts with the power to shock, inspire, enlighten, and delight; this course in drama can be an empowering and transformative journey toward keener engagement with the world, local community, and your intended path. English 105Z provides opportunities for the appreciation of drama, including deeper awareness of craft and insight into how reading plays can lead to self-enrichment. Students read a variety of types of drama, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

**Course Learning Outcomes:**

1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world.
2. Identify how literary devices and various formal elements contribute meaning to a text.
3. Build interpretations based on relevant evidence

**Review Cycle:**

We propose that the annual review cycle of these courses have a twofold purpose:

1. to review the transfer effectiveness of the courses and
2. to gather information about challenges, concerns, and changes needed from the 24 two- and four-year schools in the state.

Every third year, we recommend a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous two years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise based on the data gathered from the previous two years. We advise that as many members of the original subcommittee be invited to participate in these discussions as possible since historical memory and original context will be useful in informing future decisions.

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