



Course Specifications

Course Title:	Drama
Course Code:	ENG 332
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

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A. Course Identification

1. Credit hours: 2			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	
3. Level/year at which this course is offered: Level 6/Year 3			
4. Pre-requisites for this course (if any): Introduction to Literary Forms (ENG 330)			
5. Co-requisites for this course (if any): None			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	30

B. Course Objectives and Learning Outcomes

1. Course Description

This course introduces students to the developments in Western drama from Antiquity to the present day. After briefly discussing the main function and elements of Ancient Greek drama, the course focuses on two pivotal moments: the Age of Shakespeare, characterized by the quest for universal values, and the Modernist period, characterized by the decay of Western ideals due to the horrors of the two World Wars. Two texts will be studied in their entirety, one by Shakespeare and one by Shaw or another Modernist playwright, in order to illustrate the shift from universal values to social activism. Although the course offers a broad perspective on Modernist issues (from Shaw's social optimism to feminism, the theater of anger, the theater of the absurd), only one Modernist play is considered in detail, due to time constraints. Besides the diachronic perspective, the course reinforces the fundamentals of drama, partially studied in the course Introduction to Literary Forms. By course-end, students will be able to understand and analyze dramatic techniques and elements such as plot, character, setting, theme, structure, symbols, and leitmotifs in any given dramatic text.

2. Course Main Objective

- To introduce students to the theory of drama and its relevance in a modern context;
- To provide students with a chronological/historical background of Drama in its diachronic evolution
- To reinforce students' skills of comparison, analysis and critical thinking of various dramatic texts in light of modern literary approaches

- To promote students' knowledge of issues of gender, class, race as well as the relationship between texts, authors, and readers as categories of literary analysis
- To foster the students' analytical and critical approach of drama through research assignments.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Describe the basic elements related to drama: theme, plot, conflict, dialogue, characterization, structure, types of drama, and theatrical effects	K2
1.2	Identify and explain the strategies and principles of various dramatic and theatrical schools prevailing in the 20th century and compare them with previous ones.	K3
2	Skills :	
2.1	Compare and contrast various dramatic texts (plays) as well as parts of the same play within the framework of major critical approaches to drama.	S3
2.2	Analyze the basic aspects of drama: theme, plot, conflict, dialogue, characterization, structure, theatrical effects and social background in relation to any dramatic texts	S6
3	Values:	
3.1	Deepen and monitor their own learning both in the classroom and at the workplace.	V1
3.2	Demonstrate cultural responsiveness while interacting with others.	V2
3.3	Act responsibly and ethically in carrying out individual as well as group assignments.	V3

C. Course Content

No	List of Topics	Contact Hours
1	A brief introduction of Ancient Greek Drama. The theater of Dionysus. Aristotelian analysis. Basic concepts: theme, plot, conflict, dialogue, characterization, structure, and theatrical effects based on the Theory of Drama document compiled by Dr. Iustin Sfariac	4
2	16 th and 17 th century British Drama. The Age of Shakespeare. Developments and universal values.	2
3	W. Shakespeare's <i>Macbeth</i> . Introduction to the play's background Analysis of theme, plot, conflict, dialogue, characterization, symbols and motifs, structure, and theatrical effects.	10
4	The Modernist Era (20 th century). Historical analysis. Ideological and social influences on dramatic production and analysis.	4
5	G. B. Shaw's <i>The Doctor's Dilemma</i> . Introduction to the play's background. Analysis of social background, theme, plot, conflict, dialogue, characterization, structure, and theatrical effects	10
Total		30

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Describe the basic elements related to drama: theme, plot, conflict, dialogue, characterization, structure, types of drama, and theatrical effects	Lectures Discussion Collaborative learning/Team work	Two-midterm tests Assignments Quizzes Final Exam
1.2	Identify and explain the strategies and principles of various dramatic and theatrical schools prevailing in the 20th century and compare them with previous ones.	Lectures Discussion Close reading and text analysis Collaborative learning/Team work	Live monologues Two midterm tests Assignments Quizzes Presentations about the two plays and playwrights Final Exam
2.0	Skills		
2.1	Compare and contrast various dramatic texts (plays) as well as parts of the same play within the framework of major critical approaches to drama.	Lectures Discussion Close reading and text analysis Collaborative learning/Team work	Live monologues Two midterm tests Assignments Quizzes Presentations about the two plays and playwrights Final Exam
2.2	Analyze the basic aspects of drama: theme, plot, conflict, dialogue, characterization, structure, theatrical effects and social background in relation to any dramatic texts	Lectures Discussion Collaborative learning/Team work Close reading and text analysis	Two-midterm tests Assignments Quizzes Final Exam
3.0	Values		
3.1	Deepen and monitor their own learning both in the classroom and at the workplace.	Individual assignments Class discussions Group assignments	Students' behavior during assignments is monitored and evaluated against planned standards.
3.2	Demonstrate cultural responsiveness while interacting with others.	Individual assignments Class discussions Group assignments	Students' behavior during assignments is monitored and evaluated against planned standards.
3.3	Act responsibly and ethically in carrying out individual as well as group assignments.	Individual assignments Class discussions Group assignments	Students' behavior during assignments is monitored and evaluated against planned standards.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment 1	Week 5	5%
2	Test 1	Week 7	20%
3	Assignment 2	Week 10	5%
4	Test 2	Week 13	20%
5	Final Exam	Week 16	50%
6	Total		100 %

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

Office Hours: 10 hours per week

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<p>Texts prepared by the Department that include:</p> <p># <i>The Theory of Drama</i> compiled by Dr. Justin Sfariac (2020)</p> <p># William Shakespeare's <i>Macbeth</i></p> <p># George Bernard Shaw's <i>The Doctor's Dilemma</i></p> <ul style="list-style-type: none"> • <u>Other Alternative Texts:</u> <ul style="list-style-type: none"> ▪ Euripides' <i>Alcestis</i> • William Shakespeare's <i>The Merchant of Venice</i> ▪ William Shakespeare's <i>Julius Caesar</i> ▪ William Shakespeare's <i>The Tempest</i> ▪ George Bernard Shaw's <i>Arms and the Man</i> OR, or <i>Major Barbara</i> ▪ Henrik Ibsen's <i>A Doll's House</i> ▪ Samuel Beckett's <i>Waiting for Godot</i>
Essential References Materials	<p>Bloom, Harold, editor. <i>Elizabethan Drama</i>. Chelsea House, 2019.</p> <p>Braunmuller, A. R., and Michael Hattaway. <i>The Cambridge Companion to English Renaissance Drama</i>. Cambridge University Press, 2009.</p> <p>Constantakis, Sara, et al. <i>Drama for Students</i>. Gale, 2013.</p> <p>Edinger, Edward. <i>The Eternal Drama: the Inner Meaning of Greek Mythology</i>. Edited by Deborah A. Wesley, Shambhala, 2013.</p>

	<p>King, Kimball. <i>Western Drama through the Ages: a Student Reference Guide</i>. Vol. 1 and 2, Greenwood Press, 2007.</p> <p>Krasner, David. <i>A History of Modern Drama</i>. Vol. 1, Wiley-Blackwell, 2012.</p> <p>Krasner, David. <i>A History of Modern Drama</i>. Vol. 2, Wiley-Blackwell, 2012.</p> <p>Letwin, David, et al. <i>The Architecture of Drama: Plot, Character, Theme, Genre, and Style</i>. Scarecrow Press, 2008.</p> <p>Rush, David. <i>A Student Guide to Play Analysis</i>. Southern Illinois University Press, 2005.</p> <p>Schonmann, Shifra. <i>Key Concepts in Theatre/Drama Education</i>. Sense Publishers, 2011.</p>
Electronic Materials	<p>Students are motivated to explore relevant electronic materials for further details.</p> <ul style="list-style-type: none"> • http://lib.kku.edu.sa/ • search.proquest.com (only for campus connected computers)
Other Learning Materials	N/A

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> • Large enough classrooms and labs • Lecture rooms with a capacity of 30 students
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> • Laptops, tablets, overhead projectors, computer labs, MS Office programs, academic software.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> • Students are encouraged to use the Language Enhancement Program (LEP)

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Indirect (confidential surveys)
Effectiveness of teaching and assessment	Peer Reviewers, Faculty	Indirect (checking whether quizzes and exams cover the concepts and skills taught)
Effectiveness of teaching and assessment	Peer Reviewers, Faculty	Direct (Class discussion participation) and Indirect (Percent of class time spent in active learning)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Extent of achievement of course learning outcomes	Peer Reviewers, Program Leader	Direct (examination of student work, e.g. assignments, exams, etc.)

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department of English
Reference No.	14
Date	May 2, 2021