

**ATTACHMENT 5.**

**Kingdom of Saudi Arabia  
The National Commission for Academic Accreditation &  
Assessment**

**T6. Course Specifications  
(CS)**

## Course Specifications

Institution <b>King Khalid University</b>	Date
College/Department: <b>Faculty of Languages and Translation, English Department</b>	

### A. Course Identification and General Information

1. Course title and code: <b>ENG 332 Drama</b>			
2. Credit hours <b>2 hours</b>			
3. Program(s) in which the course is offered. <b>B. A. in English Language</b> (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course <b>Muhammad Saiful Islam</b>			
5. Level/year at which this course is offered: <b>6</b>			
6. Pre-requisites for this course (if any) <b>ENG 330 Introduction to Literary Forms</b>			
7. Co-requisites for this course (if any) <b>None</b>			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input type="checkbox"/>	What percentage?	<input type="text" value="90%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

1. What is the main purpose for this course?

**# This course examines drama from Greek theater to plays by current playwrights. Readings include work from diverse cultural contexts, including, for example, plays by non-Western playwrights. The emphasis is on dialogue, themes and cultural values, symbols and motifs, and character development.**

**# To provide students with the critical tools necessary for drama analysis.**

**# To read and analyze plays of various periods that represent various points of view, including gender, ethnic identity, and different cultures (Diversity); and training students to articulate their understanding of the relationship between literature and the historical/cultural contexts in which it was written.**

**# To enhance students' knowledge of writing a research paper on a text (a specific piece of drama).**

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

1. Use of IT/web-based reference materials
2. Use of visual materials
3. Continuous update of course materials

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

**This course introduces students to the fundamentals of drama. By the end of the course, students will be able to understand and analyze a specific piece of drama in accordance with relevant dramatic elements such act, scene, character, theme, symbols, and dialogue. This course will enable students to express and communicate ideas, feelings, and arguments effectively and persuasively.**

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
<p><b>A brief Introduction of European and non-Western Drama (Traditions and Trends). Elizabethan Drama, the 17<sup>th</sup> Century British dramatic achievements. A short Literary Introduction of William Shakespeare and the Greek tragedies. Recommended Resources:</b></p> <p><b># Aristotle, <i>Poetics</i>, transl. Anthony Kenny (Oxford World's Classic, 2013)</b></p> <p><b># Lennard, J &amp; Luckhurst, M, <i>The Drama Handbook: A Guide to Reading Plays</i> (Oxford University Press, 2003)</b></p>	3	6
<b>William Shakespeare's <i>Macbeth</i> OR William Shakespeare's <i>The Merchant of Venice</i></b>	6	12
<b>Bernard Shaw's <i>The Doctor Dilemma</i> OR Henrik Ibsen's <i>Hedda Gabler</i></b>	6	12

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	<b>30</b>		0	0	0	30
Credit	<b>2 per week</b>					

3. Additional private study/learning hours expected for students per week.

2

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	<b>Knowledge</b>		
1.1	<ul style="list-style-type: none"> <li># Knowledge of appreciation of drama as a literary genre</li> <li># Knowledge of the different types of plays—tragedy, comedy, etc.</li> <li># Knowledge of the different techniques of writing while analyzing a literary text</li> <li># Knowledge of elements of a play: plot, conflict, dialogue, characterization, structure, themes, and theatrical effects</li> <li># Knowledge of the different methods of character analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Close reading and text analysis</li> <li>• Collaborative learning/Team work</li> </ul>	<ul style="list-style-type: none"> <li>• Two-midterm tests</li> <li>• Assignments</li> <li>• Quizzes</li> <li>• Final Exam</li> </ul>
1.2	Knowing how to read and analyze a novel.		
2.0	<b>Cognitive Skills</b>		
2.1	<b>To acquire the ability of evaluation, critical thinking, comparison and contrast, and analysis</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Interviews</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• E-learning</li> <li>• Class discussions: teaching students to think independently and engage in group discussions</li> <li>• Individual meetings with students/ encouragement of students to discuss paper topics</li> </ul>
2.2	Ability to apply different critical approaches to the study of fiction		
3.0	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	<b># Students can participate in class discussion and think critically and analytically.</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Group assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Research papers will attest to the student's ability to</li> </ul>

	# Interested students can participate in and offer workshops and seminars.		fulfill assignments and respect deadlines • Individual and group Presentations
3.2	Students can act dutifully and ethically in carrying out individual as well as group Projects		
4.0	Communication, Information Technology, Numerical		
4.1	Use of e-learning , electronic journals and database	<ul style="list-style-type: none"> <li>• Extensive use of reliable material on the Web</li> <li>• Acquaintance with IT, especially: PowerPoint.</li> </ul>	<ul style="list-style-type: none"> <li>• Incentives and accolades to motivate students for the use of web-based material in presentations.</li> </ul>
4.2	Use of IT tools such as laptop and projector systems		
5.0	Psychomotor		
5.1	Not applicable		
5.2			

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)											
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	4.1	4.2
1.1												
1.2												
2.1												
2.2												
2.3												
3.1												
3.2												
4.1												
4.2												

6. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	<b>Assignment 1</b>	<b>Week 5</b>	<b>5%</b>
2	<b>Test 1</b>	<b>Week 7</b>	<b>20%</b>
3	<b>Assignment 2</b>	<b>Week 10</b>	<b>5%</b>
4	<b>Test 2</b>	<b>Week 13</b>	<b>20%</b>
5	<b>Final Exam</b>	<b>Week 16</b>	<b>50%</b>
6	<b>Total</b>		<b>100 %</b>
7			
8			

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

**OFFICE HOURS: 7 hours per week**

#### E Learning Resources

1. List Required Textbooks

# William Shakespeare's *Macbeth* OR William Shakespeare's *The Merchant of Venice*

# Bernard Shaw's *The Doctor Dilemma* OR Henrik Ibsen's *Hedda Gabler*

2. List Essential References Materials (Journals, Reports, etc.)

# Aristotle, *Poetics*, transl. Anthony Kenny (Oxford World's Classic, 2013)

# Lennard, J & Luckhurst, M, *The Drama Handbook: A Guide to Reading Plays* (Oxford University Press, 2003)

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

# Sophocles, *The Three Theban Plays: Antigone, Oedipus the King, Oedipus at Colonus*, transl. by Robert Fagles (Penguin Classics, 1984)

# Counsell, Colin & Wolf, Laurie, *Performance Analysis: An Introductory Coursebook* (London: Routledge, 2001)

# Holdsworth, Nadine, *Theatre & Nation* (Houndsmills: Palgrave, 2010).

# Schechner, Richard, *Performance Studies: An Introduction* (London: Routledge, 2013)

# Carlson, Marvin, *Performance: A Critical Introduction* (London: Routledge, 2003)

# Edgar, David, *How Plays Work* (London: Nick Hern Book, 2009)

# Fortier, Mark, *Theory/Theatre: An Introduction* (London and New York: Routledge, 1997)

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

**Students are motivated to explore relevant electronic materials.**

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

**# Use of computers and audio-visual equipment and provide training in the design and production of educational materials.**

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number



of seats in classrooms and laboratories, extent of computer access etc.)
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <p><b># Large enough classrooms and labs</b> <b># Lecture rooms with a capacity of 30 students</b></p>
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <p><b>Laptops, overhead projectors, computer labs, MS Office programs, academic software.</b></p>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p><b># Students are encouraged to use the Language Enhancement Program (LEP)</b> <b># Dictionaries, English- skills software, Linguistic and language atlases,</b></p>

#### G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p><b># Confidential completion of standard course evaluation questionnaire by students at the end of each semester</b> <b># Occasional student-faculty meetings to get students' feedback</b></p>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p><b># In-class observation by other colleagues</b> <b># Peer observation</b> <b># Observation by external experts</b></p>
<p>3 Processes for Improvement of Teaching</p> <p><b># Workshops by internal and external experts</b> <b># Coordination between teachers of different sections of the same course</b></p>

**# Training and orientation for new instructors of the course**

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

**# Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department**

**# Mutual checking of random samples of examination papers by coordinators and other teachers of the same course**

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

**# Regular meetings between teachers and course coordinator**

**# Regular meetings by The Curriculum Review Committee**

**# Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee**

Name of Instructor:

1. Muhammad Saiful Islam

Signature: \_\_\_\_\_

2. Dr. Justin Sfariac

Signature: \_\_\_\_\_

Date Report Completed: 1/4/2016



Name of Field Experience Teaching Staff (Literature)

**Program Coordinator: Muhammad Saiful Islam**

Signature: \_\_\_\_\_

Date Received: 5/4/2016\_\_\_\_\_