



Course Specifications

| | |
|----------------------|---|
| Course Title: | English Drama |
| Course Code: | ENG 337 |
| Program: | Bachelor of Arts in English |
| Department: | Department of English Language & Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

Table of Contents

| | |
|---|----------|
| A. Course Identification | 3 |
| 6. Mode of Instruction (mark all that apply) | 3 |
| B. Course Objectives and Learning Outcomes | 3 |
| 1. Course Description | 3 |
| 2. Course Main Objective..... | 3 |
| 3. Course Learning Outcomes | 4 |
| C. Course Content | 4 |
| D. Teaching and Assessment | 5 |
| 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods | 5 |
| 2. Assessment Tasks for Students | 6 |
| E. Student Academic Counseling and Support | 7 |
| F. Learning Resources and Facilities | 7 |
| 1. Learning Resources | 7 |
| 2. Facilities Required..... | 8 |
| G. Course Quality Evaluation | 8 |
| H. Specification Approval Data | 8 |

A. Course Identification

| | |
|---|---|
| 1. Credit hours: | 3 Hours |
| 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 5 / Third year |
| 4. Pre-requisites for this course (if any): | ENG 221, ENG 370 |
| 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 | 36 | 75 % |
| 2 | Blended | 12 | 25 % |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Contact Hours (based on academic semester)

| No | Activity | Contact Hours |
|----|--|---------------|
| 1 | Lecture | 36 |
| 2 | Laboratory/Studio | 12 |
| 3 | Tutorial | 12 |
| 4 | Others (Midterms, quizzes, classwork, practical application) | 36 |
| | Total | 96 |

B. Course Objectives and Learning Outcomes

| |
|---|
| 1. Course Description |
| The course aims to introduce students to one of the most spectacular ages of English theatre. It will study a major production of the Elizabethan period, give an overview of drama during the Jacobean period (under King James at the start of the seventeenth century) and go over the main features of drama in the Restoration Period (after the re-opening of the theatres in 1660). To arrive at this objective, the course begins by briefly investigating the influences of the history of theatre and playwrights from the classical era (Greek and Roman drama) on English drama in general. The course then offers practical application by analyzing with students' a representative Elizabethan play to build students' capacity to read, understand and analyze the elements of drama. The course therefore intends to help students understand and appreciate the many forms of theatre, the content and contexts found in plays, and develop students' skills in analysis by assessing selected texts and relating them to general human experience that forms history, art or even individuals. |
| 2. Course Main Objective |
| The main objective of this course is for students to gain knowledge of English drama; its elements, features, types and the historical and cultural contexts in which they were written, read and performed. Accordingly, students will be able to analyze plays effectively. |

3. Course Learning Outcomes

| CLOs | | Aligned PLOs |
|------|--|--------------|
| 1 | Knowledge and Understanding <i>On completing this course, students will be able to:</i> | |
| 1.1 | Identify the basic elements of drama: plot, character, dialogue, character, symbol, theme, staging, and experimentation ... etc. | K2 |
| 1.2 | Explain key literary terms used in drama. | K3 |
| 1.3 | Recognize that a play's text is an incomplete object, since a play is written to be performed (i.e., the literary text is related to the theatrical text and the page to the stage). | K4 |
| 1.4 | Recognize the historical and cultural influences on the plays. | K5 |
| 2 | Skills <i>On completing this course, students will be able to:</i> | |
| 2.1 | Examine plays critically considering themes, structures, aesthetic features and dramatic elements. | S2 |
| 2.2 | Compare and contrast the dramatic techniques and devices of different dramatists. | S2 |
| 2.3 | Evaluate how character's actions, feelings and thoughts—as conveyed to the reader, develop the plot or story in the play. | S5 |
| 2.4 | Produce coherent, meaningful, and logically constructed arguments both orally and in writing about drama. | S5, S6 |
| 2.5 | Critically appreciate ideas represented in drama in light of personal relevance and shared values in general, as well as the significance of recognizing the universal human condition. | S7 |
| 3 | Values: <i>On completing this course, students will be able to:</i> | |
| 3.1 | Show self-learning and life-long learning reading habits to continue personal and academic development. | V1 |
| 3.2 | Demonstrate an ability to work independently, and in a team to analyze an assigned literary text. | V2 |
| 3.3 | Demonstrate ethical behavior inside the organization in personal and academic practices and also through displaying an appreciation of different philosophical, social, and cultural contexts. | V3 |

C. Course Content

| No | List of Topics | Contact Hours |
|----|---|---------------|
| 1 | Course Orientation, Assessment, References, and Textbooks | 3 |
| 2 | An Overview of Greek and Roman Drama (Aristotle's theories of tragedy, tragic hero and the three unities) An overview of the Medieval era (morality, mystery and miracle plays). | 3 |

| | | |
|--------------|--|-----------|
| 3 | Description of the structure of Theatres and their conventions <ul style="list-style-type: none"> ➤ Elizabethan theatres ➤ Stuart indoor theatres ➤ Restoration theatres | 3 |
| 4 | Elizabethan Drama <ul style="list-style-type: none"> ➤ Elizabethan conventions and concepts (e.g., notions of nationalism, Renaissance Man, The Great Chain of Being, supernatural powers and the Divine Right of Kings). | 3 |
| 5 | Jacobean Drama <ul style="list-style-type: none"> ➤ Jacobean plays features and characteristics, the change of patrons, foreign influences, experimentation, elements of decadence. | 3 |
| 6 | Restoration Drama <ul style="list-style-type: none"> ➤ Comedy of manners, satire, major themes: society and politics; social life, social behavior, social manners, political identity, role of the government...etc | 3 |
| 7 | Midterm | 3 |
| 8 | Representative Text (Elizabethan Drama) Note: <i>The instructor may choose to include the complete text or selected excerpts to be representative of the period its themes, concepts, or aesthetic features.</i> Suggested plays: William Shakespeare: <i>Macbeth, Twelfth Night, Hamlet, Othello, A Midsummer Nights Dream</i> Christopher Marlowe: <i>Dr. Faustus</i> | 3 |
| 9 | The Text (analysis, examining the dramatic elements of Elizabethan drama as reflected in the text) | 3 |
| 10 | The Text (analysis, examining the dramatic elements as reflected in the text) | 3 |
| 11 | The Text (analysis, examining the dramatic elements as reflected in the text) | 3 |
| 12 | The Text (analysis, examining the dramatic elements as reflected in the text) | 3 |
| 13 | The Text (analysis, examining the dramatic elements as reflected in the text) | 3 |
| 14 | The Text (analysis, examining the dramatic elements as reflected in the text) | 3 |
| 15 | Paper Submission/Revision | 3 |
| 16 | Paper Submission/Revision | 3 |
| Total | | 48 |

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 | Identify the basic elements of drama: plot, character, dialogue, character, symbol, theme, staging, and experimentation ... etc. | -Lecturing -Online teaching | - Conducting searches - Participation |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|--|---|---|
| 1.2 | Explain key literary terms used in drama. | <ul style="list-style-type: none"> - Presentations - Task-based sessions - mind-mapping - Collaborative and peer technique teaching | <ul style="list-style-type: none"> - Quizzes - Midterm & Final exams |
| 1.3 | Recognize that a play's text is an incomplete object, since a play is written to be performed (i.e., the literary text is related to the theatrical text and the page to the stage). | | |
| 1.4 | Recognize the historical and cultural influences on the plays. | | |
| 2.0 | Explain key literary terms used in drama. | | |
| 2.1 | Examine plays critically considering themes, structures, aesthetic features and dramatic elements. | <ul style="list-style-type: none"> - Lecturing - Presentations - Online teaching - Tutorials - Responses to Literature - Classwork - Class discussions | <ul style="list-style-type: none"> - Dissecting literary commentaries & essays. - Participation summarizing editing - response reports - writing paragraphs - essay (long or short) - Midterm & Final exams |
| 2.2 | Compare and contrast the dramatic techniques and devices of different dramatists. | | |
| 2.3 | Evaluate how character's actions, feelings and thoughts—as conveyed to the reader, develop the plot or story in the play. | | |
| 2.4 | Produce coherent, meaningful, and logically constructed arguments both orally and in writing about drama. | | |
| 2.5 | Critically appreciate ideas represented in drama in light of personal relevance and shared values in general, as well as the significance of recognizing the universal human condition. | | |
| 3.0 | Values | | |
| 3.1 | Show self-learning and life-long learning reading habits to continue personal and academic development. | <ul style="list-style-type: none"> - Write papers - Editing sessions - Self-learning exercises - Collaborative and peer technique teaching | <ul style="list-style-type: none"> - multimedia or presentation slides (individual or peer or group) - peer evaluations - self-evaluations - peer or group discussion - writing paragraphs - essay (long or short) |
| 3.2 | Demonstrate an ability to work independently, and in a team to analyze an assigned literary text. | | |
| 3.2 | Demonstrate ethical behavior inside the organization in personal and academic practices and also through displaying an appreciation of different philosophical, social, and cultural contexts. | | |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|--|-------------------------|--------------------------------------|
| 1 | Midterms- Choice to allocate either: One Midterm | 7 or 8 | 30% |
| | Two Midterms | 6 or 7 - 11 - 12 | 30% or 40% |
| 2 | Course Work as assigned by the convener/instructor (see D1 Assessment methods). | Throughout the semester | 30% or 20% |
| 3 | Final Exam | 16 & 17 | 40% |
| 4 | 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:

- Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads.
- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.
- Instructors are assigned one hour for student academic advising.
- Faculty emails are accessible for students.
- Online interaction between instructor and student is available using the university's official online platforms (e.g., Microsoft Teams, Blackboard Learn, Microsoft Kaizala).

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--|--|
| <p>Required Textbooks</p> | <ol style="list-style-type: none"> 1. Gainor, J E, Stanton B. Garner, and Martin Puchner. <i>The Norton Anthology of Drama</i>. 2018. 2. Jacobus, Lee A. <i>The Bedford Introduction to Drama</i>. 2018. <p>*All assigned plays</p> |
| <p>Essential References Materials</p> | <ol style="list-style-type: none"> 1. Allman, Eileen. <i>Jacobean Revenge Tragedy and the Politics of Virtue</i>. Newark: University of Delaware, 1999. 2. Cassire, Ernst. <i>The Individual and the Cosmos in Renaissance Philosophy</i>. New York: Harper & Row, 2000. 3. Cohen, Derek. <i>Searching Shakespeare: Studies in Culture and authority</i>. Toronto: Toronto UP, 2003. 4. Fallon, Robert. <i>A Theatregoer's Guide to Shakespeare</i>. London: Gerald Duckworth and Co. Ltd., 5. Hanson, Carol. <i>Woman as Individual in English Renaissance Drama: a Defiance of the Masculine Code</i>. New York: Peter Lang, 1993. 6. Harrison, G. B. <i>Introducing Shakespeare</i>. London: Penguin Books Ltd., 1991 7. Holland, Peter. <i>The Ornament of Action: Text and Performance in Restoration Comedy</i>. Cambridge: Cambridge University Press, 2010. 8. Kaufmann, Walter, <i>Tragedy and Philosophy</i>. Princeton: Princeton UP, 1992. 9. Machiavelli, Niccolo. <i>The Prince</i>. New York: Barns & Noble Inc, 2003. 10. <i>Renaissance Drama: An Anthology of Plays and Entertainments</i>. S.l.: John Wiley & Sons. 2015. 11. Styan, J L. <i>Restoration Comedy in Performance</i>. Cambridge: Cambridge University Press, 2002. |
| <p>Electronic Materials</p> | <p>http://www.jstor.com https://sdl.edu.sa/sdlportal/en/publishers.aspx https://lms.imamu.edu.sa/</p> |
| <p>Other Learning Materials</p> | |

2. Facilities Required

| Item | Resources |
|--|---|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | Classrooms Main Library King Abdullah City Campus Library |
| Technology Resources (AV, data show, Smart Board, software, etc.) | The university's official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple Microsoft Office 365 applications such as OneDrive, Teams, SharePoint, Kaizala ...etc. <ul style="list-style-type: none"> • Blackboard • Cisco Webex • AV • Data show • E-podium • overhead projector • electronic whiteboard • Internet Access |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|--------------------------|--------------------|
| Effectiveness of teaching and assessment | Students | Direct |
| Teaching by the instructor or by the department | Peer Reviewer | Direct |
| Extent of achievement of course learning outcomes | Conveners / Coordinators | Direct / Indirect |
| Quality of learning resources | Faculty / Students | Direct / Indirect |
| Improvement of teaching | Program Leaders | Direct / Indirect |
| Standards of student achievement | Faculty | Direct |

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 | |
| Reference No. | |
| Date | |