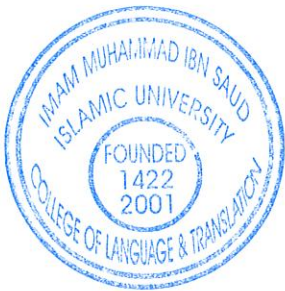المركز الوطني للتقويم والاعتماد الاكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Course Specifications

Institution:	Date: 29/10/2017
Al-Imam Muhammed Ibn Saud Islamic University	
College/Department: **College of Languages & Translation / Department of English Language & Literature**	

A. Course Identification and General Information

1. Course title and code: **Drama ENG 244**
2. Credit hours: **2 Credit hours**
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) **Bachelor Program of English Language & Translation**
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: **Level Four / 2ⁿᵈ year**
6. Pre-requisites for this course (if any): **Introduction to Literature ENG 207**
7. Co-requisites for this course (if any): **None**
8. Location if not on main campus: **Main Campus**
9. Mode of Instruction (mark all that apply):

a. traditional classroom	√	What percentage?	100
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:

B Objectives

1. What is the main purpose for this course?

This course provides students with the opportunity to study the texts and theatrical conventions of the classic theatre of ancient Greece. It is the students first doorway to dramatic literature exploring both Classical plays and the actualization of these works from text to stage. In other words, it is an introduction to the art of theatre either as a text (plot, character, irony…etc.) or as a performance (scenery, staging, construction of theatres…etc.). The major concern is to engage students in critical readings of selected texts while highlighting their social and historical settings, and which also leads to the study of humanity as revealed in such great dramatic literature. The course also intends to equip students with the required analytical skills through analysis of philosophical ideas and theories as they are reflected in the texts and relate them to general human experience that shapes history, art or even individuals.

      The course will cover the following areas:
1. The description of the Greek theatre.
2. The conventions of the Greek drama.
3. The socio-historical and political features of the ancient Greek times, specifically the conflict and/or the influence of the Oikos and Polis on dramatic works.
4. Additional text to be read and analyzed entirely by the students.

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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. Making use of the video material provided online to enhance the students' perception of the theatrical performance and its conventions.
2. Making use of the written material provided on line to enhance the students' understanding of the texts assigned.
3. Ongoing review of the last semester's strategies and results to set goals for achieving excellence in teaching.

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

Course Description:
This course introduces students to drama as one of the dominant literary genres in both ancient and modern worlds. Its primary goal is to help students understand and appreciate the aesthetics and the educational and religious functions of drama in the ancient Greek society. Although literary elements are discussed briefly, theatrical elements specific to drama are examined in more depth. Aristotle's definition of tragedy and of tragic hero will serve as the theoretical framework for the course.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Aristotle's definition of mimesis, tragedy, tragic hero, catharsis, tragic flaw (hamartia).	1	2
Aristotle's notion and definitions of the Three Unities, the structure of the Greek play, the six parts (elements) of tragedy	2	4
The conventions of the Greek theatre and the description (structure) of the theatre	2	4
The text (analysis, application of the classical theories of the introduction)	9	18
The additional text (oral discussion, analysis and presentations by students)	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	32					32
	Actual						
Credit	Planed						2
	Actual						

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

3

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	**Knowledge** *Students by the end of the course will be able to:*		
1.1	Define dramatic terms and concepts of Greek drama, the tragic hero, and dramatic devices such as plot, chorus, characters, and the three unities.	Lectures Assigning reading of the play	Written/ oral exams Research papers Presentations
1.2	Outline the conventions of the Greek drama and its development.		
2.0	**Cognitive Skills**		

	Students by the end of the course will be able to:		
2.1	Interpret the Greek worldview (sociopolitical and religious), and the modern cultural conditions.	- Lectures - Group discussion - Assigning literary analysis of the play	- Written and oral exams - Research papers
2.2	Evaluate a representative text by the Greek tragedian Sophocles.		
3.0	Interpersonal Skills & Responsibility Students by the end of the course will be able to:		
3.1	Demonstrate their personal point of view about the specific situations and attitudes in the text confidently	- Group Discussions - Presentations	- Research papers - PowerPoint Presentation
3.2	Work effectively in groups to analyze the rationale behind the characters' judgments.		
4.0	Communication, Information Technology, Numerical Students by the end of the course will be able to:		
4.1	Communicate effectively to interpret the themes contextually according to the Greek cultural background and the universal human experience.	- Using smart boards - Online searching - Using audio/video recordings	-Computerized research paper -e-learning and online assignments -PowerPoint presentations
4.2	Demonstrate the correct use of information technology in interpreting how theatre reflects the society that creates it.		
5.0	Psychomotor		
5.1	NA		
5.2	NA		

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Demonstration about the diagram of the Greek theatre and its conventions, role playing, small and whole group discussion.	Weekly	10 %
2	Quiz	6	5 %
3	Midterm Exam	9	20 %
4	Individual presentations and/or written assignments	10-13	5 %
5	Final Exam	16	60 %

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)

1. 2 office hours (every week)
2. Extra tutoring class, if needed, about mechanics of critical writing, explaining certain vague or difficult areas regarding the course. (once or twice during the semester).
3. Extra appointments with individual students either those with Special Needs, those who didn't attend earlier classes for valid reasons or just those who are weak and need extra attention and training. (depends on every individual case, ranges from weekly to once or twice during the semester).

E Learning Resources

1. List Required Textbooks

1. Grene, David and Richmond Lattimore, eds. *Greek Tragedies 1: Aeschylus*, Agamnon, Prometheus Bound; *Sphocles*, Oedipus the King, Antigone; *Euripides*, Hippolytus. Chicago: Chicago UP, 2013.
2. ---. *Greek Tragedies 2: Aeschylus*, the Libation Bearers; *Sophocles*, Electra; *Euripides*, Iphigenia among the Taurians, Electra, the Trojan Women. Chicago: Chicago UP, 2013.
3. ---. *Greek Tragedies 3: Aeschylus*, The Eumenides; *Sophocles*, Philoctetes, Oedipus at Colonus; *Euripides*, The Bacchae, Alcestis. Chicago: Chicago UP, 2013.

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

1. Arnott, Peter. *An Introduction to the Greek Theatre*. Bloomington:Indiana UP, 1967.
2. Aylen, Leo. *Greek Tragedy and the Modern World*. London, Richard Clay and Company, 1946.
3. Hamilton, Edith. *Mythology*, New York, Back Bay Books, 2013.
4. Kaufmann, Walter, *Tragedy and Philosophy*. Princeton: Princeton UP, 1992.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
1. Foly, Helene. *Female Acts in Greek Tragedy*. Princeton: Princeton UP, 2003.
2. Zelenak, Micheal. *Gender and Politics in Greek Tragedy*. New York, Peter Lang, 1998.
3. SDL Saudi Digital Library
4. https://www.questia.com/

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

CDs of Greek tragedies enacted on stage could help students, especially auditory and visual learners, understand the text.

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.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Lecture rooms 25 seats maximum
2. Technology resources (AV, data show, Smart Board, software, etc.) Projector, internet, speakers
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching Questionnaires
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department 1. Students' general improvement throughout the semester 2. Questionnaires 3. Percentage of the students who fail the course.
3. Processes for Improvement of Teaching 1. Including updated material as a resource for the course 2. Training workshops (teaching, writing questions, strategies of teaching …etc.)
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) **None**
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Reviewing student's feedback. - Assessing and evaluating student's results, marks, and performance inside the classroom

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____