



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

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



Course Specifications

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

A. Course Identification and General Information

1. Course title and code: Drama ENG 345			
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 Five / 3rd year			
6. Pre-requisites for this course (if any): Drama ENG 244			
7. Co-requisites for this course (if any): ENG 346			
8. Location if not on main campus: Main Campus			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
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 introduces the students to the theatrical conventions of the Elizabethan theatre and the influence of the ancient Greek and Roman theatres on it. The course will show the development of drama since the time of the Greeks to the Elizabethan period. In addition, a dramatic work will be examined as to reflect that period in literature. A critical reading of selected texts in their social and historical setting, which leads to a study of humanity as reflected in those texts. This course also intends to help students develop their skills in analysis by assessing selected texts, and relating them to general human experience that forms history, art or even individuals.

The course will cover the following areas:

1. The conventions of the Elizabethan theatre.
2. The description of the Elizabethan theatre.
3. The socio-historical and political features of the era such as the concept of the Great Chain of Being and its influence on the dramatic works of that period.
4. An additional text will be read and analyzed entirely by the students.

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 online to enhance the students' understanding of the texts assigned.
3. Updating the text every three semesters.
4. 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 provides students with the opportunity to study the texts and the theatrical conventions of the Elizabethan theatre and the influence of the ancient Greek and Roman theatres on it. It will connect the Renaissance era to the classical era. In other words, the course will be the second link in the chain of the three courses of drama: the Greek, the Elizabethan and the modern. In addition, a dramatic work will be examined as a representative of the Elizabethan period.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
An Overview of the Greek era (Aristotle's theories of tragedy, tragic hero and the three unities) / Medieval era (morality, mystery and miracle plays).	1	2
The Elizabethan concepts and notions of nationalism, Renaissance Man, The Great Chain of Being, supernatural powers and the Divine Right of Kings.	2	4
The conventions of the Elizabethan theatre and the description of the structure of the theatre	2	4
The text (analysis, examining the dramatic elements of Elizabethan drama as reflected in the text)	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	Planned	32					32
	Actual	32					32
Credit	Planned	2					
	Actual						

3. Additional private study/learning hours expected for students per week.	3
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
<p>On the table below are the five NQF Learning Domains, numbered in the left column.</p> <p>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.)</p>



Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge <i>Students by the end of the course will be able to:</i>		
1.1	Describe the structure of the Elizabethan theatre	Class Lecture Class discussion	Oral / written exams
1.2	Recognize the historical and cultural influences on the play	Presentations	Presentations Research Papers
2.0	Cognitive Skills <i>Students by the end of the course will be able to:</i>		
2.1	Compare the theories and/ or concepts of the Greek to the theories and/ or concepts of the Elizabethan dramatists	Lecture Class discussion	Oral / written exams Research Papers
2.2	Evaluate the text alignment to the philosophical concepts of the Elizabethan period		
3.0	Interpersonal Skills & Responsibility <i>Students by the end of the course will be able to:</i>		
3.1	Demonstrate independent opinions about the specific situations and attitudes in the text confidently.	Group Discussions Group Presentations	-PowerPoint Presentations -Research Papers
3.2	Work effectively in groups to evaluate the rationale behind the characters' judgments		
4.0	Communication, Information Technology, Numerical <i>Students by the end of the course will be able to:</i>		
4.1	Correctly use information and communications technologies to research and then criticize how theatre reflects the society that creates it.	Using Smart Boards Class Discussions Using internet Using audio/video recordings of the play	Computerized research papers PowerPoint presentations
5.0	Psychomotor 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 Elizabethan 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. Two 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. Shakespeare, William. *Julius Caesar*. London: York P, 2000.
2. Shakespeare, William, *King Lear*. London: York P. 2003.
3. Shakespeare, William. *The Merchant of Venice*. Beirut: Librarie du Liban Publishers, 1993.

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

1. Cassire, Ernst. *The Individual and the Cosmos in Renaissance Philosophy*. New York: Harper & Row, 2000.
2. Harrison, G. B. *Introducing Shakespeare*. London: Penguin Books Ltd., 1991
3. Cohen, Derek. *Searching Shakespeare: Studies in Culture and authority*. Toronto: Toronto UP, 2003.
4. Fallon, Robert. *A Theatregoer's Guide to Shakespeare*. London: Gerald Duckworth and Co. Ltd., 2003.
5. Kaufmann, Walter, *Tragedy and Philosophy*. Princeton: Princeton UP, 1992.
6. Machiavelli, Niccolo. *The Prince*. New York: Barns & Noble Inc, 2003.

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

1. Allman, Eileen. *Jacobean Revenge Tragedy and the Politics of Virtue*. Newark: University of Delaware, 1999. *Questia*. Web. 2 Apr. 2017.
2. Hanson, Carol. *Woman as Individual in English Renaissance Drama: a Defiance of the Masculine Code*. New York: Peter Lang, 1993.. *Questia*. Web. 5 Apr. 2017

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.) <ul style="list-style-type: none">• 25 seats maximum• Projector
2. Technology resources (AV, data show, Smart Board, software, etc.) Data show
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 <ul style="list-style-type: none">1. Students' general improvement throughout the semester2. Questionnaire3. Percentage of the students who fail the course.
3. Processes for Improvement of Teaching <ul style="list-style-type: none">1. Including updated material as a resource for the course2. 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. <ul style="list-style-type: none">- 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: _____

