



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: 8/10/2019
College/Department: College of Languages & Translation / Department of English Language & Literature	

A. Course Identification and General Information

1. Course title and code: Drama ENG 346			
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 6 / 3rd year			
6. Pre-requisites for this course (if any): Drama ENG 345			
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	<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 is the last link in the designed chain of the three courses of Drama in the CLT program. It provides students with the modern theories to study the texts and theatrical conventions of the modern theatre. Students are required to examine a dramatic work either as an art of performance (staging, construction of theatre, companies.... etc.), or as a text (character, plot, themes...etc.). The major concern is to engage students in critical readings of dramatic literature from the modern era, highlight its social and historical settings, and sequentially link it to the study of humanity. The course also intends to develop students' analytical skills as they evaluate a dramatic piece and connect it with the different ideas and theories prominent during the modern era.

The course will cover the following areas:

1. The conventions of the Modern drama.
2. The description of the Modern drama.
3. Realism and Naturalism.
4. The socio-historical and political features of the era.
5. Feminist reading of the play.
6. Additional text to 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 introduces the students to the conventions of the modern theatre. Moreover, it focuses on a critical reading of selected literary texts in the light of socio-historical, and political setting in order to understand humanity. These literary texts are studied with emphasis on naturalism, realism and feminism.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
An Overview of the Modern age (American/British modern times).	1	2

The Conventions of the description of the modern theatre	2	4
The Two literary movements: Realism and Naturalism	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	Planned	32					32
	Actual	32					32
Credit	Planned	2					
	Actual	2					

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	Knowledge <i>Students by the end of the course will be able to:</i>		
1.1	Memorize the conventions of the modern theatre	Hard and/or soft copies diagrams of the theatre in the lecture Lecture and discussion	Oral question and answer, quiz, midterm and final exam Discussion in class, group work assignment
1.2	Recognize the historical, political and cultural influences on the play		
2.0	Cognitive Skills <i>Students by the end of the course will be able to:</i>		
2.1	Compare and contrast the theories and/	Lecture	Oral / written exams



	or concepts of the Greek to the theories and/ or concepts of the modern dramatists, e.g. Tragic hero.	Class discussion Group work	Evaluation of the group work answers
2.2	Evaluate the text's alignment to the philosophical concepts of the contemporary era.		
3.0	Interpersonal Skills & Responsibility <i>Students by the end of the course will be able to:</i>		
3.1	Demonstrate his/her personal opinion about the specific situations and attitudes in the text confidently.	Lecture Class discussions	- General oral discussion in class - individual oral presentation
3.2	-Question the rationale behind the characters' judgments. -Evaluate the historical and cultural background of the text and illustrate the characters reactions to their environment.		- Individual discussions in class, individual presentation
4.0	Communication, Information Technology, Numerical <i>Students by the end of the course will be able to:</i>		
4.1	Interpret the themes contextually according to the contemporary 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	Correctly use information technology in written and research about the aspects of modern theatre and how it reflects the society that creates it.		
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 modern theatre and 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	Final Week	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
<ol style="list-style-type: none"> 1. Ibsen, Henrik. <i>A Doll's House</i>. Cambridge: Cambridge UP, 2005. 2. Williams, Tennessee. <i>The Glass Menagerie</i>.
2. List Essential References Materials (Journals, Reports, etc.)
<ol style="list-style-type: none"> 1. Aylen, Leo. <i>Greek Tragedy and the Modern World</i>. London, Richard Clay and company, i. 1946. 2. Vogel, Lise. <i>Marxism and the Oppression of Women: Toward a Unitary Theory</i>. New Brunswick, Rutgers UP, 1981. 3. Williams, Raymond. <i>Modern Tragedy</i>. Stanford: Stanford UP, 1966. 4. Chkwuna, Helen. <i>Achebe's Women: Imagism and Power</i>. Trenton: Africa World P, 2012. 5. Kaufmann, Walter, <i>Tragedy and Philosophy</i>. Princeton: Princeton UP, 1992.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
<ol style="list-style-type: none"> 1. Gorman, Phil. <i>Motivation and Emotion</i>. London: Routledge, 2004 2. SDL Saudi Digital Library 3. www.questionia.com
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
None

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"> • Lecture rooms 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
<ol style="list-style-type: none"> 1. Students' general improvement throughout the semester 2. Questionnaire 3. Percentage of the students who fail the course.
3. Processes for Improvement of Teaching
<ol style="list-style-type: none"> 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.
<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: _____

