



Course Specification

(Bachelor)

Course Title: Drama

Course Code: ENG3263-2

Program: Bachelor of Arts in English

Department: Department of English

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: February 11, 2026



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	5
D. Students Assessment Activities	5
E. Learning Resources and Facilities	6
F. Assessment of Course Quality	7
G. Specification Approval	7





A. General information about the course:

1. Course Identification

1. Credit hours: (30)

2. Course type

A. ☒ University ☐ College ☐ Department ☐ Track ☐ Others
B. ☐ Required ☐ Elective

3. Level/year at which this course is offered: (Semester 5- Year 3)

4. Course General Description:

Drama (ENG3263-2) develops students' understanding of drama as both a literary genre and a performative art. The course introduces major dramatic concepts such as plot, conflict, dialogue, characterization, stagecraft, theatrical effect, and Aristotelian analysis, then situates them within two historically significant periods: the Shakespearean age and the modern period. Through sustained study of Shakespeare's *Macbeth* and George Bernard Shaw's *The Doctor's Dilemma*, students examine how dramatic form engages moral conflict, ideology, social critique, and performance.

5. Pre-requirements for this course (if any):

ENG2361-3 Introduction to Literature

6. Co-requisites for this course (if any):

NA

7. Course Main Objective(s):

- Introduce students to drama as a literary, theatrical, and cultural form.
- Develop a working command of major dramatic concepts and critical vocabulary.
- Situate dramatic texts within key historical and intellectual contexts, especially early modern and modern drama.
- Strengthen students' ability to analyze scenes, characterization, structure, and thematic conflict through textual evidence.
- Develop comparative and argumentative skills through engagement with *Macbeth* and *The Doctor's Dilemma* [REVISED: or other suggested dramas].
- Cultivate responsible research, citation, and collaborative interpretive practice.

2. Teaching mode (mark all that apply)





No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	E-learning	-	-
3	Hybrid - Traditional classroom - E-learning	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify major dramatic concepts, including theme, plot, conflict, dialogue, characterization, theatrical structure, and Aristotelian analysis, and explain their function in dramatic texts.	K3, K5	Interactive lectures, guided scene analysis, close reading, and selective use of performance recordings.	Reading quizzes; Midterm Exam; Final Exam
1.2	Explain major historical developments in early modern and modern drama and relate them to dramatic production and interpretation.	K3, K4	Historical mini-lectures, contextual reading tasks, documentary excerpts, and guided discussion.	Reading quizzes; Midterm Exam; Final Exam
...				
2.0	Skills			
2.1	Analyze Macbeth and Pygmalion (or selected iconic	S1, S3, S6	Textual analysis workshops, close-reading	Group Project & Presentation;





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	dramas) through close examination of plot, characterization, symbolism, dialogue, and structure.		groups, instructor-facilitated discussion, and short guided writing.	Analytical Essay; Final Exam
2.2	Compare the thematic, ideological, and social dimensions of Shakespearean and modern drama using appropriate analytical frameworks.	S5, S6	Comparative study workshops, research-based tasks, and structured synthesis activities.	Analytical Essay; Midterm Exam; Final Exam
...				
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate ethical academic practice in literary interpretation, citation, collaboration, and the responsible use of digital sources.	V1, V3	Mini-session on academic integrity, modelling of citation practices, and guided use of scholarly databases.	Analytical Essay; Group Project; Participation rubric
3.2	Collaborate effectively in dramatic analysis and presentation tasks through constructive participation and shared responsibility.	V2, V3	Role-based group work, peer-supported analysis, and instructor feedback on teamwork.	Group Project & Presentation; Peer / instructor evaluation; Participation grade
...				

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to drama: theme, plot, conflict, dialogue, characterization, structure, theatrical effect, and Aristotelian analysis.	4
2.	Early modern British drama: the age of Shakespeare and major cultural and theatrical developments.	3
3.	William Shakespeare's Macbeth: background, thematic conflict, characterization, symbolism, motifs, structure, and theatrical effect.	10
4.	Modern drama: twentieth-century contexts, social change, and ideological pressures shaping dramatic form.	3
5.	George Bernard Shaw's The Doctor's Dilemma: background, social critique, dialogue, characterization, and structure.	10
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	Week 7	30%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
2.	Reading Quizzes	Week 5 and Week 10	10%
3.	Group Project & Presentation	Between Week 3 and Week 13	10%
4.	Analytical Essay	Week 14	10%
5.	Final Exam	Week 16-17	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	- Department-prepared drama theory pack. - William Shakespeare, <i>Macbeth</i>.
Supportive References	- Carter, Ronald, and John McRae. <i>The Routledge History of Literature in English</i>. 3rd ed. Routledge, 2017. - Constantakis, Sara, et al. <i>Drama for Students</i>. - Gioia, Dana, and X. J. Kennedy. <i>Literature: An Introduction to Fiction, Poetry, and Drama</i>. - Krasner, David. <i>A History of Modern Drama</i>. Vols. 1-2. - Meineck, Peter. <i>Theatrocracy: Greek Drama, Cognition, and the Imperative for Theater</i>. Routledge, 2018.
Electronic Materials	- Saudi Digital Library (SDL). - University LMS materials and instructor-curated critical resources. - Reputable literary and historical reference tools appropriate for advanced undergraduate study.
Other Learning Materials	Use of short performance clips, guided scene handouts, comparative worksheets, and audiovisual support for dramatic interpretation.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	- Standard classroom accommodating 25-30 students - Adequate lighting and ventilation - Comfortable seating suitable for group discussion - Whiteboard and notice board
Technology equipment (projector, smart board, software)	- Computer and stable internet connection for instructor use - Data projector and screen - Audio speakers for poetry readings - Optional smart board



Items	Resources
Other equipment (depending on the nature of the specialty)	- Whiteboard markers and erasers - Portable microphone if required - Display or bulletin board

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, faculty, program leaders, and peer reviewers	Student evaluations, peer review, classroom observation, and teaching feedback surveys.
Effectiveness of Students assessment	Students, faculty, and program leaders	Analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Faculty and program leaders with student input	Surveys, resource-use data, and review of resource adequacy against course needs.
The extent to which CLOs have been achieved	Faculty, program leaders, and peer reviewers	Assessment mapping through exams, essays, presentations, and indirect student feedback.
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026