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| **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**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (2) | | | | | | |
|  | | | | | | |
| 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: | | | | | | |
| ENG3263-2 Drama is an in-depth exploration of the fundamental elements and principles of drama from the 20th century and earlier periods. This course delves into the core components of dramatic works, including theme, plot, conflict, dialogue, characterization, structure, types of drama, and theatrical effects. Students will engage with various dramatic texts to identify and analyze the strategies and principles employed by different dramatic and theatrical schools. Emphasis is placed on understanding how historical contexts and cultural influences have shaped the development of dramatic styles and techniques. The course also highlights the social and cultural significance of drama in diverse societies and time periods, fostering an appreciation for its impact on both historical and contemporary audiences. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG2361-3 Introduction to Literature | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objective of ENG3263-2 Drama is to equip students with a comprehensive understanding of the fundamental aspects of drama and to develop their critical thinking and analytical skills in interpreting dramatic texts. The course aims to enable students to recall and describe the basic elements of drama and recognize the strategies of various dramatic schools. Students will analyze and evaluate dramatic works, synthesizing information from multiple sources to gain deeper insights into the texts, their authors, and their cultural contexts. By applying major critical approaches, students will compare and contrast various dramatic texts and components, ultimately enhancing their ability to construct well-structured arguments and appreciate the social and cultural significance of drama across different eras. | | | | | | |

**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** |
|  | **Lectures** | 30 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **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 | Recall the basic elements of drama—including theme, plot, conflict, dialogue, characterization, structure, types of drama, and theatrical effects—and identify the strategies and principles of various dramatic and theatrical schools from the 20th century and earlier periods. | K1 | Conduct systematic review sessions that cover each basic element of drama as outlined in the course syllabus. Use lectures and presentations that directly reference the course materials and prescribed texts. Provide students with summary sheets and checklists based on the course content to reinforce their recall of key concepts. Encourage note-taking that aligns with the topics discussed in class to ensure they are focusing on the relevant material. | Midterm Exam (30 Marks) |
| 1.2 | Describe how historical context and cultural influences have impacted the development of dramatic styles and techniques, and recognize the social and cultural significance of drama in various societies and time periods. | K3 | Present case studies and examples that are specifically covered in the course curriculum. Use these to illustrate the impact of historical contexts and cultural influences on drama. Facilitate discussions and assignments that require students to describe these impacts using only the events, societies, and time periods outlined in the course content. | Quiz (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Analyze and evaluate the basic aspects of drama—such as theme, plot, conflict, dialogue, characterization, structure, and social background—in relation to various dramatic texts, and execute well-structured arguments to support interpretations, demonstrating critical thinking and analytical skills. | S7 | Organize workshops where students analyze specific dramatic texts provided in the course. Supply them with analysis frameworks and questions tailored to the course content. Encourage students to use evidence from these texts to support their arguments, ensuring their evaluations are rooted in the material discussed in class. | Final Exam (40 Marks) |
| 2.2 | Synthesize information from multiple sources to gain a deeper understanding of dramatic texts, their authors, and their cultural contexts, and apply major critical approaches to drama when comparing and contrasting various dramatic texts and their components. | S3 | Conduct in-class activities where students collaboratively examine and discuss dramatic texts provided in the course. Use guided questions to help them synthesize information from lectures, readings, and previous discussions. Encourage students to apply the critical approaches taught in the course to compare and contrast different texts and their components. | Seminar (20 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Appreciate the cultural and social significance of drama by demonstrating respect for diverse dramatic traditions and practices. | V1 | Encourage students to observe and reflect on a variety of dramatic performances from different cultures and time periods. Facilitate discussions where students share their observations about the cultural values and social themes presented, fostering an appreciation for diversity in dramatic arts. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Independently initiate and contribute meaningful insights during class discussions on course content, demonstrating self-directed engagement with dramatic texts and concepts. | V2 | Create opportunities for open class discussions on specific topics or texts. Observe students who proactively bring forward ideas, ask thoughtful questions, and engage without prompting, assessing their ability to independently engage with the material. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Actively participate in class discussions on course content, showing preparedness and respect for others by listening attentively and responding constructively to peers' contributions. | V3 | During class discussions, monitor students' participation levels. Observe how they come prepared, contribute relevant comments, respect discussion norms, and interact positively with classmates, reflecting their responsibility towards collaborative learning. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | A BRIEF INTRODUCTION OF ANCIENT GREEK DRAMA. THE THEATER OF DIONYSUS. ARISTOTELIAN ANALYSIS. BASIC CONCEPTS: THEME, PLOT, CONFLICT, DIALOGUE, CHARACTERIZATION, STRUCTURE, AND THEATRICAL EFFECTS BASED ON THE THEORY OF DRAMA DOCUMENT COMPILED BY DR. IUSTIN SFARIAC | 6 |
|  | 16TH AND 17TH CENTURY BRITISH DRAMA. THE AGE OF SHAKESPEARE. DEVELOPMENTS AND UNIVERSAL VALUES | 4.5 |
| **3.** | W. SHAKESPEARE’S *MACBETH*. INTRODUCTION TO THE PLAY’S BACKGROUND. ANALYSIS OF THEME, PLOT, CONFLICT, DIALOGUE, CHARACTERIZATION, SYMBOLS AND MOTIFS, STRUCTURE, AND THEATRICAL EFFECTS | 15 |
| **4.** | THE MODERNIST ERA (20TH CENTURY). HISTORICAL ANALYSIS. IDEOLOGICAL AND SOCIAL INFLUENCES ON DRAMATIC PRODUCTION AND ANALYSIS | 4.5 |
| **5.** | G. B. SHAW’S *THE DOCTOR’S DILEMMA*. INTRODUCTION TO THE PLAY’S BACKGROUND. ANALYSIS OF SOCIAL IMPLICATIONS, THEME, PLOT, CONFLICT, DIALOGUE, CHARACTERIZATION, AND STRUCTURE | 15 |
| **Total** | | **45** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Midterm Exam (30 Marks)**  **- Aligned CLO:** 1.1  - Format: Combination of multiple-choice questions, short answers, and essay questions covering all materials up to the midterm.  **- Description:** This comprehensive exam assesses students' recall and understanding of the fundamental elements of drama and theatrical schools. It evaluates their ability to identify and explain key concepts and strategies discussed in class.  **This assessment is cumulative and integrative, designed by the course teaching team.** | Mentioned in the new Course Syllabus | 30% |
|  | **Quiz (10 Marks)**  **- Aligned CLO:** 1.2  **- Format:** Short-answer questions focusing on specific historical periods, cultural influences, and their impact on dramatic styles.  **- Description:** The quiz reinforces students' understanding of how historical and cultural contexts have shaped drama. It tests their ability to describe and recognize the significance of these influences on the development of dramatic techniques and styles.  **This assessment is cumulative and integrative, designed by the course teaching team.** | Mentioned in the new Course Syllabus | 10% |
|  | **Final Exam (40 Marks)**  **- Aligned CLO:** 2.1  **- Format:** Analytical essay questions requiring critical evaluation of dramatic texts studied throughout the course.  **- Description:** The final exam assesses students' analytical and evaluative skills. They are required to construct well-structured arguments, demonstrating critical thinking by analyzing themes, plots, characterization, and other aspects in relation to the texts studied.  **This assessment is cumulative and integrative, designed by the course teaching team.** | Mentioned in the new Course Syllabus | 40% |
| **4.** | **Seminar (20 Marks)**  **- Aligned CLO:** 2.2  **- Format:** Oral presentation(s) and written report(s) where students compare and contrast dramatic texts using major critical approaches.  **- Description:** The seminar allows students to synthesize information from various sources and apply critical theories to their analysis. They present their findings to the class, demonstrating their ability to integrate knowledge and apply it to new contexts.  **This assessment is cumulative and integrative, designed by the course teaching team.** | Mentioned in the new Course Syllabus | 20% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| Required Textbooks | **Texts prepared by the Department that include:**  # The Theory of Drama compiled by Dr. Iustin Sfariac (2020)  # William Shakespeare's Macbeth  # George Bernard Shaw’s The Doctor’s Dilemma  **Other Alternative Texts:**  • Euripides’ Alcestis  • William Shakespeare's The Merchant of Venice  • William Shakespeare's Julius Caesar  • William Shakespeare's The Tempest  • George Bernard Shaw’s Arms and the Man OR, or Major Barbara  • Henrik Ibsen’s A Doll’s House  • Samuel Beckett's Waiting for Godot |
| Essential References | Adiseshiah, Sian and Louise LePage (eds). Twenty-First Century Drama. What Happens Now. Macmillan Publishers Ltd., 2016.  Bloom, Harold, editor. Elizabethan Drama. Chelsea House, 2019.  Carter, Ronald and John McRae. The Routledge History of Literature in English. Britain and Ireland. 3rd ed., Routledge, 2017.  Constantakis, Sara, et al. Drama for Students. Gale, 2013.  Edinger, Edward. The Eternal Drama: the Inner Meaning of Greek  Mythology. Edited by Deborah A. Wesley, Shambhala, 2013.  Gioia, Dana and X. J. Kennedy. Literature: An Introduction to Fiction, Poetry and Drama. 13th ed., 2018.  Krasner, David. A History of Modern Drama. Vol. 1, Wiley-Blackwell, 2016.  Krasner, David. A History of Modern Drama. Vol. 2, Wiley-Blackwell, 2016.  Meineck, Peter. Theatrocracy: Greek Drama, Cognition, and the Imperative for Theater. London and New York: Routledge, 2018. |
| Electronic Materials | Students are motivated to explore relevant electronic materials for further details.  ● <http://lib.kku.edu.sa/>  ● <http://www.online-literature.com/>  ● <https://literarydevices.net/>  ● [https://www.britannica.com/art/literature#ref51286](https://www.britannica.com/art/literature%23ref51286) |
| Other Learning Materials | N/A |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |