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| **Course Title**: Drama |
| **Course Code**: ENG332-2 |
| **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 6 - Year 3) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG332-2 Drama is a comprehensive study of the world of drama, exploring its multifaceted elements such as theme, plot, conflict, dialogue, characterization, structure, types of drama, and theatrical effects. The course takes students on an intellectual journey through the evolution of various dramatic and theatrical schools, particularly those of the 20th century, contrasting them with earlier traditions. Through careful examination and comparison of various dramatic texts and their intrinsic aspects, students are invited to engage with the major critical approaches to drama. The understanding of social background in relation to dramatic texts adds depth to the course, fostering an enriched appreciation of drama's cultural, historical, and artistic significance. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG330-3 Introduction to Literary Forms | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The principal objective of ENG332-2 Drama is to equip students with an in-depth understanding of the essential elements of drama and theatrical arts. The course aims to foster a critical appreciation for the art of drama by encouraging students to analyze and compare various dramatic texts, encompassing themes, plots, conflicts, dialogues, characterization, structures, theatrical effects, and social backgrounds. Through rigorous analysis and comparison within the framework of critical approaches, students will develop the ability to discern and interpret various aspects of drama, understanding its evolution and significance in different periods. This exploration is intended to cultivate a profound comprehension of the artistic and cultural value of drama, enriching students' literary acumen and their capacity to engage with theatrical works critically and creatively. | | | | | | |

**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 | Describe the basic elements related to drama: theme, plot, conflict, dialogue, characterization, structure, types of drama, and theatrical effects | K2 | Facilitate an in-class discussion centered around annotated readings from the textbook to elucidate the basic elements integral to drama such as theme, plot, conflict, and so forth. | Midterm Exam (30 Marks) |
| 1.2 | Identify and explain the strategies and principles of various dramatic and theatrical schools prevailing in the 20th century and compare them with previous ones | K3 | Devote class time to summarizing the strategies and principles of various 20th-century dramatic and theatrical schools, encouraging students to make comparisons with earlier methodologies. | Quiz (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Compare and contrast various dramatic texts (plays) as well as parts of the same play within the framework of major critical approaches to drama | S3 | Use class discussions to examine selected plays or specific scenes within the same play, prompting students to compare and contrast these within the framework of major critical approaches to drama. | Final Exam (40 Marks) |
| 2.2 | Analyze the basic aspects of drama: theme, plot, conflict, dialogue, characterization, structure, theatrical effects, and social background in relation to any dramatic texts | S6 | Initiate close reading sessions in class to dissect selected dramatic texts, focusing on basic aspects like theme, plot, conflict, etc., and encouraging students to consider the social background of the pieces. | Seminar (20 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Understand the value of dissecting dramatic texts, recognizing their relevance in cultural history and personal intellectual development | V1 | Initiate a brief discussion asking students to share their thoughts on the long-term benefits of analyzing drama from both historical and personal perspectives. | 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 choose relevant critical frameworks for evaluating different aspects and types of drama | V2 | Facilitate a discussion inviting students to explain which critical frameworks they find most appropriate for evaluating different types of drama, and their reasoning behind such choices. | 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 | Responsibly contribute to discussions about drama, adhering to academic integrity and showing respect for diverse interpretations and viewpoints | V3 | Hold regular discussions on various dramatic works and elements, stressing the need for responsible discourse and respect for varied interpretations. | 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** |
|  | Unit 1: Theory of Drama | 10 |
|  | Unit 2: Macbeth | 10 |
| **3.** | Unit 3: The Doctor’s Dilemma + All 3 Textbooks | 10 |
| **Total** | | **30** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Midterm Exam (30 Marks)**  **While aligned with specific CLOs for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time. Questions will encompass content beyond the mapped CLOs to maintain the interpretive and analytical nature of literary study. In literature courses, measurement mapping is based on best practices and the types of interpretive questions within the exam.**  **Chosen CLO for Alignment:** 1.1 (Describe the basic elements related to drama: theme, plot, conflict, dialogue, characterization, structure, types of drama, and theatrical effects)  **Format:** Determined by course teaching team  *This assessment has been meticulously developed by the course teaching team and is designed to be cumulative in nature, encompassing and building upon all the material covered up until the point in time it is administered. It aims to comprehensively evaluate the students' understanding and application of the course content, reflecting a progressive and integrative approach to learning.* | Mentioned in the new Course Syllabus | 30% |
|  | **Quiz (10 Marks)**  **Chosen CLO for Alignment:** 1.2 (Identify and explain the strategies and principles of various dramatic and theatrical schools prevailing in the 20th century and compare them with previous ones)  **Focus:** The quizzes can focus on reinforcing students' understanding of the strategies and principles of various dramatic and theatrical schools, especially those of the 20th century, and their comparison with earlier ones. This aligns with foundational knowledge in the Knowledge and Understanding domain.  **Format:** Determined by course teaching team  *This assessment has been meticulously developed by the course teaching team and is designed to be cumulative in nature, encompassing and building upon all the material covered up until the point in time it is administered. It aims to comprehensively evaluate the students' understanding and application of the course content, reflecting a progressive and integrative approach to learning.* | Mentioned in the new Course Syllabus | 10% |
|  | **Final Exam (40 Marks)**  **Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course. Questions will span beyond the mapped CLOs to uphold the nuanced and subjective aspects of literary analysis. The mapping process in literature aims to adhere to best practices while accounting for the interpretive nature of questions assessing literary analysis.**  **Chosen CLO for Alignment:** 2.1 (Compare and contrast various dramatic texts (plays) as well as parts of the same play within the framework of major critical approaches to drama)  **Format:** Determined by course teaching team  *This assessment has been meticulously developed by the course teaching team and is designed to be cumulative in nature, encompassing and building upon all the material covered up until the point in time it is administered. It aims to comprehensively evaluate the students' understanding and application of the course content, reflecting a progressive and integrative approach to learning.* | Mentioned in the new Course Syllabus | 40% |
| **4.** | **Seminar (20 Marks)**  **Chosen CLO for Alignment:** 2.2 (Analyze the basic aspects of drama: theme, plot, conflict, dialogue, characterization, structure, theatrical effects, and social background in relation to any dramatic texts)  **Focus:** The seminar can be an opportunity for students to demonstrate their ability to analyze various aspects of drama, like theme, plot, conflict, etc., in relation to dramatic texts. This aligns with the Skills domain, focusing on in-depth analysis and practical application.  **Format:** Determined by course teaching team  **Assessment Criteria:** Depth of understanding, clarity and effectiveness of presentation, and engagement with the principles and aspects of the short story.  *The seminar component of this course, meticulously crafted by the course teaching team, serves a dual purpose. It is both cumulative, encapsulating the breadth of knowledge and skills acquired throughout the course, and evaluative, designed to measure the values and ethical considerations inherent in the subject matter. Given the interactive nature of seminars, the format may be modified to best suit the class size and dynamics. Additionally, the seminar may be divided into several sessions, as determined by the course teaching team, to ensure optimal engagement and thorough exploration of the topics. This approach is intended to provide an environment conducive to both intellectual growth and the development of values central to this course.* | Mentioned in the new Course Syllabus | 20% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | **Texts Selected by the Department:**   * *Macbeth* by William Shakespeare. * *The Doctor’s Dilemma* by George B. Shaw. * *The Theory of Drama* compiled by Dr. Iustin Sfariac.   **Alternative Recommended 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* *or An Enemy of the People* |
| **Essential References** | Rush, David. A Student Guide to Play Analysis. Carbondale: Southern Illinois University Press, 2005. ISBN 0-8093-2608-6  Klaus, Carl H., Miriam Gilbert, and Bradford S. Field, Jr., eds. Stages of Drama: Classical to Contemporary Theater. 5th ed. [n.b.]. Boston: Bedford/ St. Martin's, 2003. ISBN: 031239733X  Unwin, Stephen, and Carole Woddis, A Pocket Guide to 20th Century Drama. UK: Faber and Faber, 2001. ISBN: 0571200141  Letwin, David, et al. The Architecture of Drama. Toronto: The Scarecrow Press, 2008. ISBN-10: 0-8108-6129-1 |
| **Electronic Materials** | **Students are encouraged to explore the following electronic resources for further details:**  Saudi Digital Library: <https://itcsvc.kku.edu.sa/KKU_SDL>  Shmoop: <https://www.shmoop.com/>  SparkNotes: <https://www.sparknotes.com/> |
| **Other Learning Materials** | Utilization of computers, audio-visual equipment, and pertinent digital platforms to enrich the study and performance of drama, encompassing various theatrical traditions, styles, and interpretative methodologies. |

**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**

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