



Course Specifications

Course Title:	Drama
Course Code:	ENG 332
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

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A. Course Identification

1. Credit hours: 2
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 6/Year 3
4. Pre-requisites for this course (if any): Introduction to Literature (ENG 330)
5. Co-requisites for this course (if any):

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	30
Other Learning Hours*		
1	Study	9
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	9

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course introduces students to the fundamentals of drama. By course-end, students will be able to understand and analyze dramatic techniques and elements such as plot, character, setting, theme, structure, symbols, and leitmotifs.

2. Course Main Objective

- To introduce students to the theory of drama and its relevance in a modern context;
- To provide students with critical tools necessary for drama analysis;
- To teach students to articulate their understanding of drama in research papers.

3. Course Learning Outcomes

CLOs		Aligned-PLOs
1	Knowledge:	
1.1	Knowing the basic concepts related to drama: theme, plot, conflict, dialogue, characterization, structure, and theatrical effects.	K1
1.2	Knowledge and understanding of the major theories and principles of drama.	K3
1.3	Knowledge of the processes and techniques involved in the reading, analysis and comparison of various plays.	K2
2	Skills :	
2.1	Develop the skills involved in the identification and discussion of the basic aspects of drama: theme, plot, conflict, dialogue, characterization, structure, and theatrical effects.	S1
2.2	Develop critical thinking skills of evaluation, description, comparison, and analysis of the basic aspects above.	S2
2.3	Develop complex skills in applying different critical approaches to the study and analysis of various plays.	S3
2.4	Develop the skills of recognizing cultural differences and contributions	S2
2,5	Develop the skills pertaining to working in groups, in a responsible, ethical consistent, manner, in accordance with high moral standards.	S3
2.6	Develop the skill of expressing themselves in both spoken and written debates	S1
2.7	Effective use of e-learning, electronic journals and databases, and IT tools such as laptop, cell phone and projector systems, etc.	S2
3	Competence:	

CLOs		Aligned-PLOs
3.1	Students successfully engage in class discussions, written assignments and other forms of written and oral examination, research papers and presentations, by displaying conceptual knowledge of the field of drama, analytical skills, awareness of cultural specificity, individual and group responsibility and high moral standards. In the process, they effectively use the latest IT tools.	C3 and C2
3.2	Students are able to successfully transfer their critical thinking skills from the academia to any real-life situation needing problem solving.	C3

C. Course Content

No	List of Topics	Contact Hours
1	A brief introduction of Drama (Greek and 17 th century British Drama). Basic concepts: theme, plot, conflict, dialogue, characterization, structure, and theatrical effects based on Marjorie Boulton's <i>Anatomy of Drama</i>	2
2	W. Shakespeare's <i>Macbeth</i> . Introduction to the play's background Analysis of structure, plot, major themes, character development, etc.	14
3	G. B. Shaw's <i>The Doctor's Dilemma</i> . Introduction to the play's background Analysis of structure, plot, major themes, character development, etc.	14
Total		30

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Knowing the basic concepts related to drama: theme, plot, conflict, dialogue, characterization, structure, and theatrical effects.	<ul style="list-style-type: none"> • Lectures • Discussion • Close reading and text analysis • Collaborative learning/Team work 	<ul style="list-style-type: none"> • Two-midterm tests • Assignments • Quizzes • Final Exam
1.2	Knowledge and understanding of the major theories and principles of drama.	<ul style="list-style-type: none"> • Lectures • Discussion • Close reading and text analysis • Collaborative learning/Team work 	<ul style="list-style-type: none"> • Live monologues • Two midterm tests • Assignments • Quizzes • Final Exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.3	Knowledge of the processes and techniques involved in the reading, analysis and comparison of various plays.	<ul style="list-style-type: none"> • Lectures • Discussion • Close reading and text analysis • Collaborative learning/Team work 	<ul style="list-style-type: none"> • Live monologues • Two midterm tests • Assignments • Quizzes • Final Exam
2.0	Skills		
2.1	Develop the skills involved in the identification and discussion of the basic aspects of drama: theme, plot, conflict, dialogue, characterization, structure, and theatrical effects.	<ul style="list-style-type: none"> • Discussion • Close reading and text analysis • Collaborative learning/Team work 	<ul style="list-style-type: none"> • Live monologues • Two midterm tests • Assignments • Quizzes • Final Exam
2.2	Develop critical thinking skills of evaluation, description, comparison, and analysis of the basic aspects above.	<ul style="list-style-type: none"> • Discussion • Close reading and text analysis • Collaborative learning/Team work 	<ul style="list-style-type: none"> • Live monologues • Two midterm tests • Assignments • Quizzes • Final Exam
2.3	Develop complex skills in applying different critical approaches to the study and analysis of various plays.	<ul style="list-style-type: none"> • Discussion • Close reading and text analysis • Collaborative learning/Team work 	<ul style="list-style-type: none"> • Live monologues • Two midterm tests • Assignments • Quizzes • Final Exam
2.4	Develop the skills of recognizing cultural differences and contributions	<ul style="list-style-type: none"> • Discussion • Close reading and text analysis • Collaborative learning/Team work 	<ul style="list-style-type: none"> • Live monologues • Two midterm tests • Assignments • Quizzes • Final Exam
2.5	Develop the skills pertaining to working in groups, in a responsible, ethical consistent, manner, in accordance with high moral standards.	<ul style="list-style-type: none"> • Group work 	<ul style="list-style-type: none"> • Students' behavior during group assignments is monitored and evaluated against convened standards.
2.6	Develop the skill of expressing themselves in both spoken and written debates	<ul style="list-style-type: none"> • Individual and Group work 	<ul style="list-style-type: none"> • Written assignments • Oral presentations
2.7	Effective use of e-learning, electronic journals and databases, and IT tools such as laptop, cell phone and projector systems, etc.	<ul style="list-style-type: none"> • Group assignments • Individual assignments 	<ul style="list-style-type: none"> • Presentations
3.0	Competence		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.1	Students successfully engage in class discussions, written assignments and other forms of written and oral examination, research papers and presentations, by displaying conceptual knowledge of the field of drama, analytical skills, awareness of cultural specificity, individual and group responsibility and high moral standards. In the process, they effectively use the latest IT tools.	<ul style="list-style-type: none"> • Individual assignments • Class discussions • Group assignments 	<ul style="list-style-type: none"> • Research papers will attest to the student's ability to fulfill assignments and respect deadlines • Individual and group presentations • Exams
3.2	Students are able to successfully transfer their critical thinking skills from the academia to any real-life situation needing problem solving.	<ul style="list-style-type: none"> • Individual assignments • Class discussions • Group assignments 	Monitoring students' work history after graduation.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment 1	Week 5	5%
2	Test 1	Week 7	20%
3	Assignment 2	Week 10	5%
4	Test 2	Week 13	20%
5	Final Exam	Week 16	50%
6	Total		100 %

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Office Hours: 5 hours per week

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<p>Texts prepared by the Department that include:</p> <ul style="list-style-type: none"> # William Shakespeare's <i>The Merchant of Venice</i> # William Shakespeare's <i>Julius Caesar</i>
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	<ul style="list-style-type: none"> • <u>Other Alternative Texts:</u> ▪ Euripides' <i>Alcestis</i> ▪ William Shakespeare's <i>Macbeth</i> ▪ George Bernard Shaw's <i>Arms and the Man</i> OR <i>The Doctor's Dilemma</i> ▪ Henrik Ibsen's <i>A Doll's House</i> ▪ Samuel Beckett's <i>Waiting for Godot</i>
<p style="text-align: center;">Essential References Materials</p>	<ul style="list-style-type: none"> • Aristotle, <i>Poetics</i>, transl. Anthony Kenny (Oxford World's Classic, 2013) • Boulton, Marjorie, <i>The Anatomy of Drama</i> (Oxford: Routledge, 2013) • Carlson, Marvin, <i>Performance: A Critical Introduction</i> (London: Routledge, 2003) • Counsell, Colin & Wolf, Laurie, <i>Performance Analysis: An Introductory Coursebook</i> (London: Routledge, 2001) • Edgar, David, <i>How Plays Work</i> (London: Nick Hern Book, 2009) • Fortier, Mark, <i>Theory/Theatre: An Introduction</i> (London and New York: Routledge, 1997) • Holdsworth, Nadine, <i>Theatre & Nation</i> (Houndsmills: Palgrave, 2010). • Lennard, J & Luckhurst, M, <i>The Drama Handbook: A Guide to Reading Plays</i> (Oxford University Press, 2003) • Schechner, Richard, <i>Performance Studies: An Introduction</i> (London: Routledge, 2013) • Styan, J.L., <i>The Elements of Drama</i> (Cambridge: Cambridge University Press, 2001)
<p style="text-align: center;">Electronic Materials</p>	<ul style="list-style-type: none"> • Students are motivated to explore relevant electronic materials for further details. • http://lib.kku.edu.sa/ • search.proquest.com www.questia.com (only for campus connected computers) • www.shmoop.com • www.sparknotes.com
<p style="text-align: center;">Other Learning Materials</p>	<p>Use of computers, cell phones and audio-visual equipment</p>

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> Large enough classrooms and labs Lecture rooms with a capacity of 30 students
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> Laptops, tablets, overhead projectors, computer labs, MS Office programs, academic software.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> Students are encouraged to use the Language Enhancement Program (LEP)

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Indirect (confidential surveys)
Effectiveness of teaching and assessment	Peer Reviewers, Faculty	Indirect (checking whether quizzes and exams cover the concepts and skills taught)
Effectiveness of teaching and assessment	Peer Reviewers, Faculty	Direct (Class discussion participation) and Indirect (Percent of class time spent in active learning)
Extent of achievement of course learning outcomes	Peer Reviewers, Program Leader	Direct (examination of student work, e.g. assignments, exams, etc.)

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department of English Council
Reference No.	20138
Date	24/2/1441 G

Prepared by: Course Coordinator

Reviewed and Approved by: Quality Committee