ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENG 447

Modern Drama

Course Specifications

Institution	Date of Report 30/1/2019
King Saud University	

College/Department
College of Arts/Department of English Language and Literature

A. Course Identification and General Information

1. Course title and code:
Modern Drama - ENG 447

2. Credit hours:
3 hours

3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
B. A. in English

4. Name of faculty member responsible for the course
Several Professors

5. Level/year at which this course is offered
Seventh or Eighth Level (Elective)/Fourth Year

6. Pre-requisites for this course (if any)

7. Co-requisites for this course (if any)
None

8. Location if not on main campus

9. Mode of Instruction (mark all that apply)

a. Traditional classroom	Yes	What percentage?	70
b. Blended (traditional and online)	No	What percentage?	
c. e-learning	Yes	What percentage?	30
d. Correspondence	No	What percentage?	
f. Other	No	What percentage?	

Comments:
 E leaning is used both as a mode of instruction by the instructors and a learning strategy by students.
E Learning requires the students to fulfill some online tasks: reading from online books, using the digital library and completing LMS based quizzes.

B. Objectives

1. What is the main purpose for this course?
 Students should be able to:
     1. Explain the social, economic and political realities of the Modern Period and their effect on the art form of drama
     2. Describe the various dramatic and theatrical schools prevailing in the 20th century
     3. Approach a dramatic text analytically and critically
     4. Evaluate the theatrical and performing arts as a collective experience
     5. Write an academic essay 2000-3000 words long.
     6. Compare and contrast between modern drama and the kind of drama that existed before, through linking the art form to the context of its time

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. The following series of orientation workshops are essential for BOTH faculty and students[1]:
 Faculty: assessment and teaching methods applied in literature courses
 Students:
 Suggested workshops:
     1. Basic skills with word processing software.
     2. Plagiarism
     3. Library research
     4. Virtual classes
     5. Critical and Investigative Thinking Skills
     6. Comprehensive Reading of Literary Texts
     7. Scholarly Sources: When and How to use them
 	
 2. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed
 	
 3. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)
 	
 4. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.
 	
 5. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for literature courses, or at least a unified standard.

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[1] Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if available; Library.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

Course Description:

This course focuses on the development of late 19th and 20th century drama starting from Ibsen and Shaw to Osborne, Beckett and Pinter. It handles issues related to aspects of Modernism marked by the degeneration of Western ideals into an irretrievable mirage, marked by a series of shocks and moral setbacks instigated by the 1st and 2nd World Wars. The course offers a wide mattress starting with the optimism of the social plays of Shaw, through Osborne's Theatre of Anger, and ending with Beckett's and Pinter's Theatre of the Absurd. At least, three representative plays will be studied to cover the issues involved. These three representative plays must be carefully chosen to represent the age accurately. Suggestions:

Ibsen's A Doll's House (where the theory of feminism can be used as the main mode of analysis)

Osborne's Look back in Anger (to represent the theatre of anger as well as to demonstrate a study on the social environment of the modern period).

Beckett's Waiting for Godot as a representative of the theater of the absurd.

Elliot's Murder in the Cathedral to represent the use of political ideologies on stage, as well as the modern "loose" use of the concept of Time.

O'Neill's The Hairy Ape to represent the theater of expressionism.

The choice should be left for the instructor to make. However, instructors need to focus on the connection between modernism as a movement and the 20th century as an age through the textual analysis of these plays. A balance must be maintained between the texts of the play and the context of each play.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Aspects of Modernism	2	6
The three major phases of Modernism: optimism, skepticism and pessimism and their influence on stage	2	6
Bernard Shaw the political role of drama	1	3
Bernard Shaw: advocate of economic, social and political change	1	3
Critical analysis of *Major Barbara* or any other representative play.	1	3
The skeptical period: an introduction	2	6
John Osborne: voice of angry generation	1	3
A critical analysis of *Look Back in Anger* 2	1	3
The Pessimistic period: an introduction	1	3
Samuel Beckett and the tradition of the Absurd:	1	3
A critical analysis of *Waiting For Godot*	1	3

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Library	Practical	Other: Exams	Total
Contact Hours	Planned	42 hours	None	None	None	3 hours	**45 hours**
	Actual						
Credit	Planned	3 hours					**3 hours**
	Actual						

3. Additional private study/learning hours expected for students per week.

6 hours

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.)

	NQF Learning Domains And Course Learning Outcomes	**Course Teaching Strategies**	**Course Assessment Methods**
1.0	**Knowledge** Students should be able to:		
1.1	Define the concept of Modernism	1. Lectures	1. Midterms
1.2	Recognize the discrepancy between Western ideals and the social, economic and political realities of the time and the characteristics of modern drama	2. Class discussion 3. In-class exercises 4. Extra handouts and PowerPoint presentations	2. Final Exam 3.Quizzes
1.4	Recognize the role of drama and the theatre in denuding the plight of the Modern Man		
2.0	**Cognitive Skills** Students should be able to:		
2.1	Compare various social, economic and political aspects of Modernism	1. Class discussions and use of the interactive method, encouraging students to activate their	1. Class participation 2. In-class performance when doing exercises
2.3	Analyze essays of modern plays		

		analytical and critical skills 2. Assigning periodical essays in which students approach a text analytically	3. Midterms and Final Exams 4. Group presentations 5. Research paper
3.0	**Interpersonal Skills & Responsibility** Students should be able to:		
3.1	Demonstrate participation in class discussions	1. Assigning reading assignments to students prior to lectures. 2. Individual counselling on areas of concern to the students. 3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.	1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course. 2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.
3.2	Demonstrate a sense of accountability	1. To instil a sense of responsibility for one's learning. 2. To have clear deadlines for submissions, exam dates and other important rules to be written in the course syllabus, which is given to students at the beginning of each term.	Enforcing deadlines and rules mentioned in the syllabus.
3.3	Evaluate one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
4.0	**Communication, Information Technology, Numerical** Students should be able to:		
4.1	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of	Class presentations Group work Journals

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		communication in class or outside class.	
4.2	Search using the digital library database.	Compilation of relevant bibliography	1. Use digital library database to compile a bibliography of the latest and/or most relevant scholarly articles dealing with the topic. 2. Correct referencing format and use of sources will be tested.
4.3	Operate the internet to communicate with the faculty or teaching staff	The use of LMS and email.	The use of a professional email address and language
5.0	**Psychomotor**		
5.1	N/A	N/A	N/A

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Midterm	7	20%
2	Presentations	Throughout	10%
3	Quizzes	Throughout	10%
4	Research paper	14	20%
5	Final	End of term	40%

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)
4 hours per week; communication via email

E. Learning Resources

1. List Required Textbooks
Rush, Rehm. (2003). *Greek Tragedy and the Modern World*. Duckworth Publishers. Esslin, M. (2004). *The Theatre of the Absurd*. Vintage. Shaw, G. B. (2008). *Major Barbara.* Forgotten Books. Osborne, J. (2008). *Look Back in Anger*. Continuum. Beckett, S. (2009). *Waiting For Godot*. Continuum. Worthen, William. *Modern Drama: Plays, Criticism, Theory*. (1997)
2. List Essential References Materials (Journals, Reports, etc.)
Kaufmann, W . (1992). *Tragedy and Philosophy*. Princeton UP. Steiner, G. (1996). The Death of Tragedy. Yale UP.
3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
All websites on the net that are related to the subject http://www. e.g.o4u.com/en/cram-up/grammar/ http://www.englisch-hilfen.de/en/inhalt_grammar.htm Students must be involved in the process of researching online material. Therefore, this list will always be adaptable to new additions.
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
PowerPoint presentations prepared by instructors that cover information from different sources.

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.)
Lecture rooms large enough to hold 30-40 students
2. Computing resources (AV, data show, Smart Board, software, etc.)
Laptop computer - projector system
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
None

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor) 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor 1. Peer evaluation to asses ability of faculty members to work with their colleagues 2. Class observations by supervisors
3 Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences. 6. Keep up to date with pedagogical theory and practice 7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
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) 1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement. 2. Check marking of a sample of examination papers by another faculty member. 3. Students who believe they are under graded can have their papers checked by a second reader
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Compare syllabi and course description with other universities (including those on the net) 2. Biannual meetings of faculty members to discuss improvement 3. Review curriculum periodically and suggest improvements

Faculty or Teaching Staff: _____

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____

Appendix

Suggested grading rubrics:

Exam rubric

Language 40 %	Skill	Percentage	Marks /10	Deducted
	Grammar + vocabulary	30%	3	
	Spelling + semantics	10%	1	
Content 60%	Essay structure	10%	1	
	Topics covered	32%	3.2	
	Relevant use of examples	5%	0.5	
	Command of material and clarity	8%	0.8	
	Argumentation and critical thinking	5%	0.5	

Assignment rubric

Language 40 %	Skill	Percentage	Marks (20 total)
	Grammar	35%	
	Spelling and semantics	5%	
Content 60%	Essay structure	10%	
	Topics covered	30%	
	Relevant use of examples	5%	
	Command of material	3%	
	Argumentation and critical thinking	7%	
	Essay format (correct referencing)	5%	

Evaluation Rubric for Oral Academic Presentation

Content:

Topic and brief summary are introduced clearly	Poor	Fair	Average	Strong	Excellent
Evaluative comments showing strong understanding of the topic	Poor	Fair	Average	Strong	Excellent
Critical and comparative analysis of topic with class discussions	Poor	Fair	Average	Strong	Excellent
Information is presented in a logical and interesting sequence which audience can follow. Flows well.	Poor	Fair	Average	Strong	Excellent

Format:

Transition between ideas were clear	Poor	Fair	Average	Strong	Excellent
Made appropriate and accurate use of grammar, vocabulary and discourse structures	Poor	Fair	Average	Strong	Excellent

Contains basic information of student and topic	Poor	Fair	Average	Strong	Excellent
Brief summary of topic	Poor	Fair	Average	Strong	Excellent
Evaluation of topic	Poor	Fair	Average	Strong	Excellent

Delivery:

Used voice (volume, pitch, rate) effectively	Poor	Fair	Average	Strong	Excellent
Maintained eye contact with audience	Poor	Fair	Average	Strong	Excellent
Gestures and facial expressions were appropriate	Poor	Fair	Average	Strong	Excellent
Visuals were used effectively	Poor	Fair	Average	Strong	Excellent

Handouts: