



هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENG 443

The Development of Drama

Institution: King Saud University	Date of Report 30/1/2019
College/Department: College of Arts/Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: The Development of Drama - ENG 442			
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) ENG 210			
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	<input type="checkbox"/> Yes	What percentage?	<input type="text" value="70"/>
b. Blended (traditional and online)	<input type="checkbox"/> No	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/> Yes	What percentage?	<input type="text" value="30"/>
d. Correspondence	<input type="checkbox"/> No	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/> No	What percentage?	<input type="text"/>
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 will be able to:

1. Describe drama as the most representative art form of the human experience
2. Explain the intellectual and functional nature of drama
3. Outline the social, political and cultural changes during the periods covered by the course
4. Relate drama as an art form to social and cultural change
5. Approach a dramatic text analytically and critically
6. Explain the relationship between drama and its age.
7. Explain the timeliness and universality of drama as an art form.
8. Trace the development of drama throughout different literary periods.
9. Write an academic essay 2000-3000 words long.

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 students¹:

Faculty: assessment and teaching methods applied in literature courses

Students:

Suggested workshops:

- a) Basic skills with word processing software.
- b) Plagiarism
- c) Library research
- d) Virtual classes
- e) Critical and Investigative Thinking Skills
- f) Comprehensive Reading of Literary Texts
- g) 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.

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

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.

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

Course Description:

This course begins by highlighting drama as the oldest artistic form. It provides students with a chronological survey of the development of drama as an art form, and its relation to society from the ancient Greek period, through the Renaissance, down to the Restoration Period. It also provides a study of representative plays which will be considered in terms of the dramatic movements they represent.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Introduction to drama: theatre and audience; why is drama different from other literary and artistic genres. An introduction to dramatic terminology	1	3
The Classical Beginnings: Structure of ancient Greek drama, Aristotle's views on drama, Tragedy and Comedy	1	3
A presentation of the BBC production of <i>Oedipus the King</i> , followed by a discussion of the relevance of technical terms studied earlier, and also a textual and critical analysis of the play	2	6
An introduction to the Renaissance Period, and revival of the classical spirit	1	3
An analytical and critical analysis of Christopher Marlowe's <i>Dr Faustus</i> as a major representative of the Renaissance spirit Shakespeare's influence on drama.	2	6
Neoclassicism: The defiance of classical rules. A reference to Corneille's <i>le cid</i> .	2	6
The Jacobean Period and the setback of drama in the Puritan Period	1	3
The Restoration Period and the symptoms of political, social and cultural change, a critical and textual analysis of a play as a representative of the age. Suggestion: William Congreve's <i>The Way of the World</i> Etherege's <i>She Would if She Could</i> ,or Vanbrugh's <i>The Provoked Wife</i>	2	6
Modern drama: the new waves that influenced this art form. (political and social changes) A coverage of the main movements of modern drama.	2	6

Since this is a course tracing the development of drama, the topics must follow a chronological order that will help contextualize this art form.

Faculty members who will teach this course must follow this chronological order but not limit themselves to the plays chosen. As long as there are three representative plays for each period in this development, the instructor can choose freely depending on what they believe is mostly representative of each period.

		2. Course components (total contact hours and credits per semester):					
		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	Planned	42 hours			Research Paper	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
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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	Describe the link between drama as an art form and human life.	1. Lectures 2. Class discussion 3. In-class exercises	1. Midterms 2. Final Exam 3. Quizzes 4. Assignments
1.2	Recognize and recall the theoretical and critical approaches and idioms in relation to the study of drama		



هيئة تقويم التعليم

Education Evaluation Commission

1.3	Reproduce major historical and cultural stages in the history of drama ranging from the classical Period , through the Renaissance, down to the Restoration Period		
2.0	Cognitive Skills Students should be able to:		
2.1	Explain the various literary periods under investigation	1.Lectures 2. Class discussions and collaborative and individual practice as well as group work 3. Group presentations 4. Research paper	1. Class participation 2. In-class performance when doing exercises 3. Midterms and Final Exams 4. Research paper
2.2	Analyze a dramatic text critically		
3.0	Interpersonal Skills & Responsibility Students should be able to:		
3.1	Demonstrate leadership role	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.



هيئة تقويم التعليم

Education Evaluation Commission

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 communication in class or outside class.	Class presentations Group work Journals
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 download information and make use of useful web links.	Students will be encouraged to make extensive use of material on the web and the digital library.	1. Demand the use of references in both group presentations and the research paper 2. Students will be graded on their use of online scholarly material on their research papers



هيئة تقويم التعليم

Education Evaluation Commission

4.4	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	12	20%
2	Quizzes	Throughout	15%
3	Research paper	End of the semester	15%
4	Group presentations	Throughout	10%
5	Final exam	School schedule	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

Brown, J.R. (2001). The Oxford Illustrated History of Theatre. Oxford UP.

Brook, P. (2008). The Empty Space. Penguin Classics.

Krasner, D. (2007). Theatre in Theory 1900-2000: An Anthology. Wiley-Blackwell.

Sophocles. (2008). Oedipus the King. Oxford Paperbacks; Reissue edition.

Marlowe, C. (2005). Dr Faustus. Digireads.com.

<p>Congreve, W. (1994). <i>The Way of the World</i>. Dover Publications Inc. This list is open to any additions by the instructor. The choice of plays depends on the instructor's preference. As long as there are a classical play, a 16th century play (representing the Renaissance spirit) and a play from the restoration period.</p>
<p>2. List Essential References Materials (Journals, Reports, etc.) Braun, E. (1982). <i>The Director and the Stage</i>. Methuen, London</p>
<p>3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) All websites on the net that are related to the subject <u>Students must be involved in the process of researching online material. Therefore, this list will always be adaptable to new additions.</u></p>
<p>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.</p>

F. Facilities Required

<p>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.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Lecture rooms large enough to hold 30-40 students</p>
<p>2. Computing resources (AV, data show, Smart Board, software, etc.) Laptop computer - projector system</p>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None</p>

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ol style="list-style-type: none"> 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
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ol style="list-style-type: none"> 1. Peer evaluation to asses ability of faculty members to work with their colleagues 2. Class observations by supervisors
<p>3 Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> 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
<p>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)</p> <ol style="list-style-type: none"> 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
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> 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

	Skill	Percentage	Marks /10	Deducted
Language 40 %	Grammar+vocabulary	30%	3	
	Spelling+semantics	10%	1	
	Essay structure	10%	1	
Content 60%	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

	Skill	Percentage	Marks (20 total)
Language 40 %	Grammar	35%	
	Spelling and semantics	5%	
	Essay structure	10%	
Content 60%	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



هيئة تقويم التعليم
Education Evaluation Commission

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

Delivery: