

Kingdom of Saudi Arabia
**The National Commission for Academic Accreditation &
Assessment**

COURSE SPECIFICATION

Eng. 443

Modern Drama

Revised 2010

Course Specification

*For Guidance on the completion of this template, please refer to of Handbook 2
Internal Quality Assurance Arrangements*

Institution: King Saud University.
College/Department: College of Arts/ Department of English

A Course Identification and General Information

1. Course title and code: Eng. 443 - Modern Drama
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
5. Level/year at which this course is offered : Level 8/ 4th year
6. Pre-requisites for this course (if any) Preferably, Eng.241 (Appreciating Drama) & Eng. 344 (Shakespeare).
7. Co-requisites for this course (if any) None
8. Location if not on main campus Olaisha campus & the Main campus

B Objectives

<p>1. Summary of the main learning outcomes for students enrolled in the course.</p> <p>Students should be able to:</p> <ol style="list-style-type: none">1. Define the characteristics of drama as a literary genre.2. Explain the reasons behind the emergence of modern drama.3. Discuss briefly the history of drama from the Restoration era till the end of the Victorian era with an emphasis on the major changes in religion, politics, philosophy, dramaturgy and public taste for drama.4. Analyze the form and content of modern plays.5. Make sound analogies and comparisons between different plays and different playwrights6. Define elements of Realism, Naturalism, Surrealism, Expressionism and Absurdity in relation to their social, political, and philosophical backgrounds.7. Apply some of these elements to some modern plays8. Write research papers/present oral presentations on modern plays.
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <p>1. Use Web for downloading analytical material/plays/ playwrights' biographies, some theories and so on.</p>

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

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Introduction to Modernism and modern drama. Tracing drama from the Restoration period till the 20 th century. Defining Modernism as a literary movement/ characteristics, concepts, playwrights' aims/ Causes of Modernism/ consequences of modernisation/ Difference between the two/ effects of industrialisation, WW's, scientific discoveries/ loss of faith. . . etc. Introduction of Darwin's, Marx's, Freud's effect on Modernism as a literary movement.	2 Weeks	6 hours

<p>Play #1 – A choice of play of the following <i>A Doll's House</i> by Ibsen Introduction to the playwright as the father of modern drama/Social reaction to the play Discussing Realism as a literary movement within Modernism. Conflict between society and self/Character development/Plot analysis/Major themes/Imagery (birds) Symbolism (setting in relation to the theme of entrapment)-Social/gender/feminist issues/Double standard/Quest for identity/Darwin's concept of heredity and environment/ Freud's human psychology/Open ending.</p> <p><i>Major Barbara</i> by George Bernard Shaw Introduction to the playwright Background Socialism, Capitalism, Fabianism, Creative Evolution (Neitszche and Bergson, Hegel's philosophy, Idealism, Pragmatism. Plot analysis, Conflict between idealism and pragmatism, poverty as a crime, Undershaft's religion, Life Force embodiment, Characters Ending as a synthesis of the thesis and antithesis, Barbara's transformation, Does Shaw betray his principles in the play?</p> <p>Midterm exam</p>	<p>3 Weeks</p>	<p>9 hours</p>
<p>Play #2 – A choice of one of the following <i>The Hairy Ape</i> by O'Neil. Introduction to the playwright as the father of American modern drama. Discussion of the play as a modern play and as an expressionistic play. Marxism, socialism, Darwinism/ Social class conflict/ the quest for self identity/ theme of alienation/estrangement/entrapment caused by modernization. Concept of struggle/religious and social hypocrisy/ Analysis of language/characters as types/Expressionistic setting (light/shadow/sound)theme of self-illusion. O'Neil's concept of journey/dreamlike/quest to convey the protagonist's inner and external struggle.</p> <p><i>Look Back in Anger</i> by John Osborne Literary context: Kitchen sink realism Social and political background Introduction to the playwright Plot analysis Jimmy as a representative figure, as an individual, misogyny, sentimentalising the past. The case of social alienation, class-struggle, Helena as a naturalistic technique, Cliff as a buffer and a foil. Fantasy, love-hate relationship. Second In-term/ or Research paper.</p>	<p>3 Weeks</p>	<p>9 hours</p>

<p>Play # 3- <i>Waiting for Godot</i> by Beckett.</p> <p>Theatre of the absurd. Discussion of Esslin's concept of the theatre of the Absurd. Beckett's literary background. Modernism and postmodernism. Major incidents/ Cyclic structure/ Formalised style/ repetition, balance, silence and pauses, failed discourse / setting/ characters/ Vladimir and Estragon: similarities and contradiction. Quest for identity in a chaotic world. The general vision of the play, balance between optimism and pessimism.</p>	2 Week	Hours 6
Oral presentations	4 weeks	12

2. Course components (total contact hours per semester):			
Lecture: 30 hours	Tutorial: Office Hours/email	Practical sessions: Presentations: 15 hours	Other:

<p>3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)</p> <p>6 hours per week</p>

<p>4. Development of Learning Outcomes in Domains of Learning</p> <p>For each of the domains of learning shown below indicate:</p> <ul style="list-style-type: none"> • A brief summary of the knowledge or skill the course is intended to develop; • A description of the teaching strategies to be used in the course to develop that knowledge or skill; • The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
<p>(i) Description of the knowledge to be acquired</p> <ol style="list-style-type: none"> 1. Knowledge of the varied taste for the different modes of the theatre 2. Knowledge of the intellectual issues and major political and social changes relevant to an understanding of modern drama 3. Knowledge of the literary, artistic, historical and philosophical context of modern drama.

4. Knowledge of the characteristics of drama as literary genre as well as a theatrical event
<p>(ii) Teaching strategies to be used to develop that knowledge</p> <ol style="list-style-type: none"> 1. Lectures 2. Class discussion 3. Close reading and text analysis 4. Collaborative learning/Team work 5- Videoed extracts.
<p>(iii) Methods of assessment of knowledge acquired</p> <ol style="list-style-type: none"> 1. Class participation 2. Quizzes and exams 3. An oral presentation or class performance of chosen scenes or research papers
b. Cognitive Skills
<p>(i) Cognitive skills to be developed</p> <ol style="list-style-type: none"> 1. The ability to think critically and analytically 2. The ability to make sound analogies and comparisons between different plays and different playwrights 3. The ability to apply different critical approaches to the study of drama 4. The ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ol style="list-style-type: none"> 1. Lectures/teaching students how to read attentively and critically 2. Class discussions/teaching students to think independently and engage in group discussions 3. Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor
<p>(iii) Methods of assessment of students cognitive skills</p> <ol style="list-style-type: none"> 1. Class participation 2. Performances on midterms, final exams and oral presentations are evidence of the student's ability to recollect and synthesize information
c. Interpersonal Skills and Responsibility
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <ol style="list-style-type: none"> 1. Students should demonstrate their sense of responsibility for learning by completing both reading and writing assignments in due time 2. Students should participate in class discussion

<p>3. Students should act responsibly and ethically in carrying out individual as well as group projects</p> <p>4. Students should demonstrate initiative so as: to work in a team while staging selected scenes before audience and/or to present their research findings</p>
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <p>Discussions in which students are made aware of the importance of team work and the seriousness of ethical behaviour in conducting research</p>
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <p>1. Active class participation reflects the students' ability to keep up with the reading schedule</p> <p>2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines as well as ethical codes related to plagiarism</p> <p>3. Staging plays/presentations reveal students' ability to work in a team, meet deadlines, and help each other have full understanding of the text through continual verbal communication.</p>
<p>d. Communication, Information Technology and Numerical Skills</p>
<p>(i) Description of the skills to be developed in this domain.</p> <p>1- The ability to present their ideas/analysis in academic English</p> <p>2-. The ability to search the web</p> <p>3- The ability to use data show in their presentations</p>
<p>(ii) Teaching strategies to be used to develop these skills</p> <p>1. Continuous consultations about their oral presentations/conducting their research and analysis</p> <p>2-Encourage students to make extensive use of material on the web</p> <p>3- Encourage students to use visual aid through the use of PowerPoint when giving presentations</p>
<p>(iii) Methods of assessment of students numerical and communication skills</p> <p>Oral presentation/ class discussion and analysis</p>
<p>e. Psychomotor Skills (if applicable)</p>
<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p> <p>Not Applicable</p>

(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Midterm Exam	Middle of term	20%
2	Presentation/ Research projects and/or 2 nd Midterm Exam		20%
3	Final Exam	End of semester	60%

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

Instructor is available 6 hours a week during office hours in addition to the available email all week. There is a newly established academic support centre in which students are encouraged to seek professional help in any problem they might have.

E. Learning Resources

<p>1. Required Text(s)</p> <p>A choice of one of Ibsen's <u>A Doll's House</u>. Or Shaw's <u>Major Barbara</u> . A choice one of O'Neil's <u>The Hairy Ape</u>. Or Osborne's <u>Look Back in anger</u>. Beckett's <u>Waiting for Godot</u>.</p>
<p>2. Essential References</p> <p>- Abrams, M.H., <i>A Glossary of Literary Terms</i>, (Holt, Rinehart and Winston, New York)1941</p> <p>- Innes, Christopher, <i>Modern British Drama 1890-1990</i>, (Cambridge University Press, Cambridge) 1992</p> <p>- Williams, Raymond , <i>Drama from Ibsen to Brecht</i>, (Penguin books Ltd., Harmondsworth) 1968.</p>

<p>- Esslin, Martin, <i>The Theatre of the Absurd</i>, (Penguin books Ltd., Harmondsworth) 1983</p> <p>- Taylor , John Russel, <i>Anger and After: A Guide to the New British Drama</i>. (Eyre Methuen Ltd., London) 1978.</p> <p>- Berst, Charles A., <i>Bernard Shaw and the Art of Drama</i>, (University of Illinois press, USA) 1073</p> <p>- Rosenblood, Norman (ed.), <i>Shaw: Seven Critical Essays</i>, (University of Toronto press)</p> <p>Smith Warren (ed.), <i>Bernard Shaw's Plays, A Norton Critical Edition</i>,</p> <p>Nicoll, Allardyce, <i>British Drama</i>, 6th ed., (London: Harp) 1978</p> <p><i>A Student's Guide to the Plays of Samuel Beckett</i>.</p>
<p>3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)</p> <p><u>A Research Guide for Undergraduates in English & American Literature</u>. MLA, 2006</p> <p><u>MLA Handbook</u> (as reference guide on how to write a research paper)</p>
<p>4-.Electronic Materials, Web Sites etc</p> <p>Resources on the Web:</p> <ul style="list-style-type: none"> • Reader's Companion to Modern British literature www.amazon.com/Readers Modern British. • Reader's Guide to British Drama by Snford Sternlicht. www.SyracuseUniversity Press .syr. • Modern British Drama The Twentieth Century, Cambridge University. www.Cambridge.org/us/catalogues.
<p>5- Other learning material such as computer-based programs/CD, professional standards/regulations</p> <p>Student are strongly warned against plagiarism</p>

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Lecture rooms, laboratories, etc.)</p> <p>Lecture rooms should be large enough to accommodate the number of registered students</p>
<p>2. Computing resources</p> <p>Laptop computer - projector system</p>
<p>3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)</p> <p>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 class2. 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 better4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p>Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.</p>
<p>3 Processes for Improvement of Teaching</p> <ol style="list-style-type: none">1. Training sessions2. Workshops to facilitate the exchange of experiences amongst faculty members3. Regular meetings where problems are discussed and solutions given4. Discussion of challenges in the classroom with colleagues and supervisors5. Encouragement of faculty members to attend professional development conferences.6. Keep up to date with pedagogical theory and practice7. 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 (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</p> <ol style="list-style-type: none">1. Check marking of a sample of examination papers either by a resident or visiting faculty member2. 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. Bi-annual meetings of faculty members to discuss improvement3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

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