

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

COURSE SPECIFICATION

ENG 443
The Development of Drama

November
2010

Course Specification

Institution: 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: The Development of Drama - ENG 443
2. Credit hours: 3
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 Prof. Muhammad Munzer
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 216
7. Co-requisites for this course (if any) None
8. Location if not on main campus

B. Objectives

<p>1. Summary of the main learning outcomes for students enrolled in the course. Students will be able to:</p> <ol style="list-style-type: none"> 1. Appreciate drama as the most representative art form of the human experience 2. Demonstrate understanding the intellectual and functional nature of drama 3. Demonstrate comprehensive background knowledge of 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
<p>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)</p> <ol style="list-style-type: none"> 1. Using virtual classrooms to hold remedial, extracurricular sessions for students 2. Informing students to consult free websites that offer further readings on the art of drama

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

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		
Topic	No of	Contact

	Weeks	hours
Introduction to drama: theatre and audience; why is drama different from other literary and artistic genres	1	3
Major dramatic terms	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
1st Mid-term Exam An introduction to the Renaissance Period, and revival of 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,	1	3
The Jacobean Period and the setback of drama in the Puritan Period	1	3
2nd Mid-term The return of the Monarchy	1	3
The Restoration Period and the symptoms of political, social and cultural change,	1	3
William Congreve's <i>The Way of the World</i> as representative of the Restoration spirit	1	3

2. Course components (total contact hours per semester):			
Lecture: 33 hours	Tutorial: None	Practical/Fieldwork/Internship: None	Other: None

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) 6 hours

4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: <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
(i) Description of the knowledge to be acquired <ol style="list-style-type: none"> 1. Link between drama as an art form and human life 2. A range of theoretical and critical approaches and idioms in relation to the study of drama 3. Major historical and cultural stages in the history of drama ranging from the classical Period , through the Renaissance, down to the Restoration Period

<p>(ii) Teaching strategies to be used to develop that knowledge</p> <ol style="list-style-type: none"> 1. Lectures 2. Class discussion 3. In-class exercises 4. Extra handouts
<p>(iii) Methods of assessment of knowledge acquired</p> <ol style="list-style-type: none"> 1. Midterms 2. Final Exam
<p>b. Cognitive Skills</p>
<p>(i) Cognitive skills to be developed; Students will be able to:</p> <ol style="list-style-type: none"> 1. Ability to relate the various literary periods under investigation 2. Analytical and critical skills
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ol style="list-style-type: none"> 1. Lectures/teaching students' grammatical elements and structures 2. Class discussions and collaborative and individual practice as well as group work 3. Written essays 4. Research paper
<p>(iii) Methods of assessment of students cognitive skills</p> <ol style="list-style-type: none"> 1. Class participation 2. In-class performance when doing exercises 3. Midterms and Final Exams 4. Essays 5. Research paper
<p>c. Interpersonal Skills and Responsibility</p>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <ol style="list-style-type: none"> 1. Students are expected to participate in in-class discussions 2. Students are expected to comment, ask, and sound their opinion
<p>(ii) Teaching strategies to be used to develop these skills and abilities.</p> <ol style="list-style-type: none"> 1. Incorporating teaching of basic metacognitive strategies of time management, self-monitoring and evaluation 2. Giving students course description and outline with dates of midterm exams to help them organize their study time and prepare for exams from week one 3. Discussions with students on their background knowledge needed to proceed with this course and asking them to refresh their literary and critical knowledge by referring to many resources 4. Individual counseling on areas of concern to the student during office hours. 5. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ol style="list-style-type: none"> 1. Active class participation reflects the student's willingness to learn and positive attitude towards the course 2. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
<p>d. Communication, Information Technology and Numerical Skills</p>
<p>(i) Description of the skills to be developed in this domain. Students will be able to use:</p>

<ol style="list-style-type: none"> 1. the internet to download information 2. available web links for practice 3. the internet to communicate with the teacher
(ii) Teaching strategies to be used to develop these skills <ol style="list-style-type: none"> 1. Students will be encouraged to make extensive use of material on the web 2. Students will be encouraged to make extensive use of the library and reference books and material 3. Students will be encouraged to watch plays in performance both live and on television
(iii) Methods of assessment of students numerical and communication skills None
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required N/A
(ii) Teaching strategies to be used to develop these skills N/A
(iii) Methods of assessment of students psychomotor skills N/A

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	1 st midterm	7	30%
2	2 nd midterm	12	30%
3	Final	14 or 15	40%

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) 12 hours per week; email

E. Learning Resources

1. Required Text(s) Brown, J.R. (2001). <i>The Oxford Illustrated History of Theatre</i>. Oxford UP. Brook, P. (2008). <i>The Empty Space</i>. Penguin Classics. Krasner, D. (2007). <i>Theatre in Theory 1900-2000: An Anthology</i>. Wiley-Blackwell. Sophocles. (2008). <i>Oedipus the King</i>. Oxford Paperbacks; Reissue edition. Marlowe, C. (2005). <i>Dr Faustus</i>. Digireads.com. Congreve, W. (1994). <i>The Way of the World</i>. Dover Publications Inc.
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2. Essential References Braun, E. (1982). <i>The Director and the Stage</i>. Methuen, London
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) None
4. Electronic Materials, Web Sites, etc: All websites on the net that are related to the subject
5. Other learning material such as computer-based programs/CD, professional standards/regulations None

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 (Lecture rooms, laboratories, etc.) Lecture rooms large enough to hold 30-40 students
2. Computing resources 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

(i) Strategies for Obtaining Student Feedback on Effectiveness of Teaching End of term evaluation of course by students (administered by the department)
(ii) Other Strategies for Evaluation of Teaching by the Instructor or by the Department End of term evaluation of instructor by students (administered by the department)
(iii) Processes for Improvement of Teaching 1. Workshops to facilitate the exchange of experiences amongst faculty members 2. Discussion of challenges in the classroom with colleagues and supervisors 3. Encouragement of faculty members to attend professional development conferences 4. Keep up to date with pedagogical theory and practice
(iv) Processes for Verifying Standards of Student Achievement (e.g. 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) 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Students who believe they are under graded can have their papers checked by a second reader
(v) 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. Bi-annual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements