



T-104  
2022

# Course Specification





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## Course Specification

Course Title: <b>DRAMA</b>
Course Code: <b>433 ENG-3</b>
Program: <b>BACHELOR OF ENGLISH</b>
Department: <b>ENGLISH</b>
College: <b>LANGUAGES &amp; TRANSLATION</b>
Institution: <b>NAJRAN UNIVERSITY</b>
Version: <b>T104 Course Specifications V2022-Eng</b>
Last Revision Date: 4 December 2022



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## A. General information about the course:

Course Identification	
1. Credit hours:	3
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input 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:	<b>Level 12 / Second Semester 2022-23</b>
4. Course general Description ENG 433, <b>Drama</b> , being the portrayal of fictional or non-fictional events presented in its genres: comedy, tragedy, tragicomedy, and melodrama through the performance of written dialogues, explores dramatic traditions by reading and analyzing plays/texts from ancient to contemporary times (while tracing particular developments in both British and American plays) with special consideration of the historical, literary, and critical contexts. In addition, the course intends to develop students' ability to closely read, interpret, and write about plays, not only as literary texts but also as blueprints for performance. Students will analyze dramatic texts ( <b>selected from British and American plays</b> ) to discover elements/features like plot, characters, characterization, dialogue, stage directions, conflict, and theme, which interact to produce the artistic effect and meaning of the work.	
5. Pre-requirements for this course (if any): <b>Introduction to Literature (ENG 312)</b>	
6. Co- requirements for this course (if any): NA	
7. Course Main Objective(s) The main objective of this course is to explore dramatic traditions by reading and analyzing plays/texts from ancient to contemporary times and analyze its key developments in different literary periods, both British and American, while studying its features and elements in different types of genres (to critically evaluate and study the drama).	

### 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom		
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>	36	100



No	Mode of Instruction	Contact Hours	Percentage
4.	Distance learning		

## 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	36
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	<b>Total</b>	<b>36</b>





## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize the dramatic traditions and the key developments in different British and American literary periods	K2	Lectures Discussions Presentations	Midterm Final exam Quizzes/assignments
1.2	Identify the play's features and elements	K2	Lectures Discussions Presentations	Midterm Final exam Quizzes/assignments
...				
2.0	Skills			
2.1	Apply different approaches to the study of drama	S1	Lectures Discussions Presentations	Midterm Final exam Quizzes/assignments
2.2	Evaluate texts/excerpts critically applying appropriate literary elements	S1	Lectures Discussions Presentations	Midterm Final exam Quizzes/assignments
...				
3.0	Values, autonomy, and responsibility			
3.1	Show self-confidence during the activities and tasks assigned to him.	V2	Class discussion	Assignments
3.2				
...				

## C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to Drama	3





2.	Genres/Forms of Drama ( <i>comedy, tragedy, tragicomedy</i> )	3
3.	Genres/Forms of Drama ( <i>melodrama, farce, theatre of absurd</i> )	3
4.	Elements of Drama	3
5.	History & Development of British & American Drama	3
6.	Study of drama: selected works/plays	3
7.	<b>1. The Rose Tattoo By Tennessee Williams</b> Analysis as Comedy, Farce, Dramatic Personae, Act-wise Summary, Critical Analysis, Plot, Study Questions	3
8.	<b>1. The Rose Tattoo By Tennessee Williams</b> Analysis as Comedy, Farce, Dramatic Personae, Act-wise Summary, Critical Analysis, Plot, Study Questions	3
9.	<b>1. The Rose Tattoo By Tennessee Williams</b> Analysis as Comedy, Farce, Dramatic Personae, Act-wise Summary, Critical Analysis, Plot, Study Question	3
10.	<b>2. Macbeth By William Shakespeare</b> Analysis as Tragedy, Dramatic Personae, Act-wise Summary, Critical Analysis, Plot, Study Questions	3
11.	<b>2. Macbeth By William Shakespeare</b> Analysis as Tragedy, Dramatic Personae, Act-wise Summary, Critical Analysis, Plot, Study Questions	3
12.	<b>2. Macbeth By William Shakespeare</b> Analysis as Tragedy, Dramatic Personae, Act-wise Summary, Critical Analysis, Plot, Study Questions	3
<b>Total</b>		<b>36</b>

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm	5-6	30%
2.	Continuous Assessment (Assignment + Quiz)	All through	20%
3.	Final Exam	12-13	50%
...			

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)









## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	<ol style="list-style-type: none"> <li>1. Lee A. Jacobus. <b>The Bedford Introduction to Drama</b>. Bedford/St. Martin's. Eighth edition. 2017</li> <li>2. Tennessee Williams: <b><i>The Rose Tatto</i></b></li> <li>3. William Shakespeare: <b><i>Macbeth</i></b></li> </ol>
Supportive References	John L. Styan. <i>The Elements of Drama</i> . Cambridge University Press, 1960.
Electronic Materials	<a href="https://www.encyclopedia.com/arts/educational-magazines/study-drama">https://www.encyclopedia.com/arts/educational-magazines/study-drama</a> <a href="https://www.eltreader.hu/media/2013/06/The_Sight_the_Voice_and-the_Deed_opt.pdf">https://www.eltreader.hu/media/2013/06/The_Sight_the_Voice_and-the_Deed_opt.pdf</a> <a href="https://study.com/academy/topic/american-drama-examples-analysis.html">https://study.com/academy/topic/american-drama-examples-analysis.html</a>
Other Learning Materials	In addition to the cited textbooks/references, additional materials (PDFs/PPTs/Videos will be uploaded on Bb for students' academic support.

### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	NA
Technology equipment (projector, smart board, software)	Computer/Laptop/Bb
Other equipment (depending on the nature of the specialty)	NA

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> <li>• Program Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Direct</li> <li>• Indirect</li> </ul>
Effectiveness of students' assessment	<ul style="list-style-type: none"> <li>• Program Leaders</li> <li>• Exam Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Direct</li> <li>• Indirect</li> </ul>
Quality of learning resources	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Direct</li> <li>• Indirect</li> </ul>
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> <li>• Program Leaders</li> <li>• Quality Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Direct</li> <li>• Indirect</li> </ul>
Other		

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





Assessment Methods (Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	1
DATE	24/12/1440

