



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specification
(CS)

LANE 345 (MODERN DRAMA AND POETRY)

Mr. NEJIB BEN ALI



Course Specifications

Institution: UNIVERSITY OF JEDDAH	Date of Report: 01-02-2016
College/Department - FACULTY OF SCIENCES AND ARTS, KHULAIS CAMPUS	

A. Course Identification and General Information

1. Course title and code:	MODERN DRAMA AND POETRY (LANE 345)		
2. Credit hours-	3		
3. Program(s) in which the course is offered-	LANE (If general elective available in many programs indicate this rather than list programs)		
4. Name of faculty member responsible for the course-	DR. M. AFZAL UR RAHMAN		
5. Level/year at which this course is offered-	THREE		
6. Pre-requisites for this course (if any)-	Preferably INTRODUCTION TO LITERATURE Course		
7. Co-requisites for this course (if any)-	NONE		
8. Location if not on main campus-	KHULAIS		
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="80"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			



B Objectives

<p>1. What is the main purpose for this course?</p> <ul style="list-style-type: none"> • Learners will understand the meaning, elements and features of Drama as a genre of literature. • Learners will master the distinctive traits of the major kinds of dramatic literature: Tragedy, Comedy, Romance, History. • Learners will comprehend the meaning and defining attributes of Modern Drama, such as Realism, Naturalism, Expressionism.. • Learners will become acquainted with an outline history of the Western Drama. • Learners will become acquainted with the major modern playwrights and their major plays. • Learners will understand the many definitions of poetry and understand the essential thematic-formal components of poems. • Learners will have a basic familiarity with the history of English poetry. • Learners will examine a number of English poems, thereby coming to grips with the basics of close reading in the New Critical tradition.
<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>

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		
List of Topics	No. of Weeks	Contact Hours
Introduction to Drama and Poetry	01	03
Discussion of poetic terms	02	06
Discussion of Dramatic technical terms	02	06
Discussion of different poems and poets	03	06



Discussion of Death of a salesman	02	06
Discussion of The Play Boy of the Western World	02	06
Brief discussion of different iconic plays in the modern age	02	06



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	39					
Credit	39					

3. Additional private study/learning hours expected for students per week.	-
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

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. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is 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		
1.1	Learners will examine one modern play in course of the semester, analysing it into its constituent parts and exploring their inner dynamics.	I plan to teach this course at two related but distinct levels with a view to achieving the twin objectives of initiating the students into concepts and tools of critical reading within the framework of modern drama and poetry and to help them acquire the essential skills of practical criticism.	<ol style="list-style-type: none"> 1. Short quiz 2. Regular Tests (Test one, two and Final) 3. Final Exam
1.2	Learners will close-read parts of the play, looking for the features characteristic of Modern drama.	It is also planned to initiate the students into the seminar mode of learning where they would come prepared to discuss a particular aspect of the plays and the poems under the supervision and guidance of the subject teacher	
2.0	Cognitive Skills		
2.1	The students would gradually develop the skill of critical reading and writing.		
2.2	The students would learn to recognise and build valid arguments, element-by-element.		
3.0	Interpersonal Skills & Responsibility		
3.1	Students analyze poems and drama critically		
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	Viewing literature-related programs on the TV and Videos from the internet.		
4.2			
5.0	Psychomotor		
5.1	Learners demonstrate skills required for critical analysis and illustration.		
5.2			



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	TEST ONE	3	15%
2	MIDTERM TEST	6	20%
3	TEST TWO	9	15%
4	FINAL EXAM (PROJECT WORK AND PRESENTATION 20%)	14	50%
			100%

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)

OFFICE HOURS- Sunday to Thursday- 10:00 to 11:00 am.

E. Learning Resources

1. List Required Textbooks:

- Modern drama and Poetry. Modern Poets, The Emperor Jones, Hairy Ape
- Margaret Ferguson et al. *Norton Anthology of English Poetry*. Norton, 2004

2. List Essential References Materials (Journals, Reports, etc.)

1. M. H. Abrams. *A Glossary of Literary Terms*. 9th Edition. Cengage, 2009.
2. Mario Klarer. *An Introduction to Literary Studies*. London: Routledge, 2004
3. Simon Sheperd and Mick Walis. *Studying Plays*. London: Bloomsbury Academic, 2010
4. Stephen Matterson. *Studying Poetry*. London: Bloomsbury Academic, 2010
5. Extra material provided by me – Learning notes, book chapters etc.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Christopher Innes. *Modern British Drama 1890-1990*. CUP, 1992.
- Raymond Williams. *Drama from Ibsen to Brecht*. Penguin, 1968.
- Kenneth Pickering. *Studying Modern Drama*. Palgrave, 2003



<ul style="list-style-type: none">• Tom Furniss and Michael Bath. <i>Reading Poetry: An Introduction</i>. Pearson, 2007.• Barry Spurr. <i>Studying poetry</i>. Palgrave, 2008.
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) <ul style="list-style-type: none">• Reader's Guide to British Drama (www.syracuseuniversitypress.syr)
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

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.) K-01 Classroom- 202
2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none">• Use of Smart Board• Computer
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none">• Library- Saudi Digital Library

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">a. Periodical quizzes and testsb. Classroom manoeuvres to continually assess learners' progressc. In class interaction among learners
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d. Periodical analyses of learner errors e. Suggestions for the learners to eliminate their errors
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none">• Periodic internal as well as common tests and Quizzes.
3 Processes for Improvement of Teaching <ul style="list-style-type: none">• I periodically offer the learners a sample of their errors and my suggestions for them to eliminate them.
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) <ul style="list-style-type: none">• Discussion among various team members of the faculty based on the examination results.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. The skills coordinator may consult other teachers of the department for a continuous assessment of the learners' progress in the areas of language learning, and listening skill in particular.

Faculty or Teaching Staff:

Signature: _____ **Date Report Completed:**

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

Signature: _____ **Date:** _____