### Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation & Assessment**

## Course Specification

**2017/2018Course Specification**

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| ***Institution: Umm Al-Qura University – Al-Qunfuda University Collage*** |
| ***Department: English Department*** |

**A Course Identification and General Information**

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| ***1. Course title and code: Elizabethan Drama 2914375-2*** |
| ***2. Credit hours: 2 hours per week.*** |
| *3. English program for license students* |
| ***4. Lecturer: Amel Mohamed Oueslati*** |
| ***5. The 6th level*** |
| ***6. Pre-requisites for this course: Introduction to literature , Advanced writing, Introduction to Linguistics*** |
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**B Objectives**

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| * Elizabethan drama is a course that focuses primarily on highlighting the role played by the latter as a turning point in the history of English Literature. Academically speaking, the student should be able to distinguish between the various dramatic periods and their features. * The emphasis is going to be directed towards an overview about the Elizabethan drama, its characteristics, themes, and its influence on other dramatic ages. As Shakespeare’s works are viewed as canons during the Elizabethan era, we will refer to *Hamlet* as a case study. |

**C. Course Description**

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| 1 Topics to be Covered | | |
| Topics | No of  Weeks | Contact hours |
| An overview about English Drama | 1 | 2 |
| An introduction to the Elizabethan Age and Renaissance | 1 | 2 |
| A close reading of Elizabethan Drama and its features | 2 | 4 |
| Shakespeare’s *Hamlet* would be introduced as a case study | 1 | 2 |
| Mid term Exam | 1 | 2 |
| *Hamlet* within the umbrella of Elizabethan theatre. | 1 | 2 |
| Close reading of the Genre and the tone | 1 | 2 |
| Major topics to be covered: The Shakespearian Invention, Dichotomies in the play ( the natural/ the unnatural... life/ death..., Art and Existence.... | 4 | 8 |

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| 2 Course components (total contact hours per semester): | | | |
| Lecture:  Elizabethan Drama | lecturer:  Amel Oueslati | Practical/Fieldwork/Internship: Quonfoutha University | Number of hours: 24  Number of weeks: 10 |

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| 4***. Development of Learning Outcomes in Domains of Learning***  For each of the domains of learning shown below indicate:   * 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  The course aims at introducing the learner to the historical and political context of the Elizabethan drama. As the field is too vague, the leaner should acquire a good knowledge about the major features of this age and its questions. | | | |
| (ii) Teaching strategies to be used to develop that knowledge:  The teaching strategy that would be basically used is CLT in which the learner should participate in finding the information through going back to the booklet, surfing the net, preparing presentations, and attributing a close reading of the play. | | | |
| (iii) Methods of assessment of knowledge acquired  Oral tests are done weekly: In each session the student would set for an oral test that aims at enhancing them to get prepared daily, to refresh their memories, and hence to be able to link with the coming courses. | | | |
| **b. Cognitive Skills** | | | |
| (i) Cognitive skills to be developed  It’s important to know that cognitive skills include a variety of abilities that the learner should develop, which are necessary for analysing texts, articles and discourses. The student should develop the skill of receiving the information properly, analysing it in terms of what has been already acquired, memorizing and then reusing it. | | | |
| (ii) Teaching strategies to be used to develop these cognitive skills  Audio-visual tools are used in this context like projections and presentations with data show.  To refer to videos that can simplify the movement and the history of Elizabethan drama  Oral tests allow them to memorize the acquired knowledge and to re-use it. | | | |
| (iii) Methods of assessment of students cognitive skills  \*To participate in oral tests and presentations  \*To encourage team work and sharing knowledge.  \*To give students assignments like rewriting the course, and further researches..... | | | |
| **c. Communication, Information Technology and Numerical Skills** | | | |
| (i) Description of the skills to be developed in this domain.  \*Teamwork  \*Be able to listen to others and share knowledge.  \*Develop self confidence and spontaneous communication.  \*Train their mind to deal with the computer, surfing the net, collecting and selecting the data.  \*Be able to face the audience and express their ideas publically. | | | |
| (ii) Teaching strategies to be used to develop these skills  \*Give students the freedom to choose topics they want to work on.  \* Working on presentations and performing scenes from the play.  \* Reading narrative extracts in the class and discuss the themes. | | | |
| 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 | Group work on English drama | 1 | ....... |
| 2 | Presentation about the Elizabethan Age | 2 | ....... |
| 3 | Rewriting the course on Elizabethan literature | 3 | ........ |
| 4 | Group work on Renaissance | 4 | ........ |
| 5 | An essay on the features of Elizabethan Drama | 5 | ........ |
| 6 | Mid term | 6 | ........ |
| 7 | Group work on *Hamlet* | 7 | ........ |
| 8 | Essay on the Shakespearian invention | 8 | ......... |

##### D Learning Resources

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| 1. Required Text: Elizabethan Drama: a booklet prepared by the tutorial |
| 2. Essential References : William Shakespeare’s *Hamlet* |

**E Course Evaluation and Improvement Processes**

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching  \*Ask them to write their feedback and to make suggestions  \*Communicate with them virtually through emails and groups on what’s  \*Asking them indirect questions during the course. |
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| 2 Processes for Improvement of Teaching  \*Organizing workshops and conferences about literature.  \*Organizing extra hours in which I communicate with students, share their obstacles and listen to their suggestions.  \*Simplify the material and ask the students to go in depth with the given knowledge. |