



Course Specification of Drama

I. Course Identification and General Information:						
1	Course Title:	<i>Drama</i>				
2	Course Number & Code:	<i>DR 62</i>				
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
		3				3
4	Study level/ semester at which this course is offered:	Level 3 / Semester 6				
5	Pre –requisite (if any):	DR 36				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered:	B.A. in English Language Studies				
8	Language of teaching the course:	English Language				
9	Location of teaching the course:	Faculty of Languages, Department of English				
10	Prepared by:	Dr. Mujeeb Ali Qasim				
11	Date of approval:					
II. Course description:						
<p>This course provides students with the means of understanding the literary, cultural and socio-historical contexts in which plays are written. It introduces students to English drama in two different eras, i.e. Elizabethan and Victorian. The course gives students a chance to use their learning skills, critical perception and imagination in speaking or writing. Interactive lectures and presentations are strategies used to deliver the course.</p>						
III. Intended learning outcomes (ILOs) of the course:						
(A) Knowledge and Understanding:						
Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.						
Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding			Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding			
After completing this program, students will be able to:			After participating in the course, students will be able to:			
A1-	Demonstrate knowledge and understanding of key concepts, issues, ideas, theories, styles of argumentation, evaluation criteria and research methods used in the study of English Language,		a1-	Show specific knowledge and mastery of concepts, issues and ideas related to English drama.		

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	Linguistics and Literature.		
A2-	Show an informed understanding of some of the main theories concerning the broader human language faculty, its nature, acquisition, production and use in various contexts.	a2-	Demonstrate a sound understanding of ancient and contemporary dramatic works in the 16 th and 20 th centuries.

Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding	Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:		
a1- Show specific knowledge and mastery of concepts, issues and ideas related to English drama.	<ul style="list-style-type: none"> Lectures, in which concepts, approaches and case studies are presented and explored. Group discussions and debates designed to build knowledge of various topics. 	<ul style="list-style-type: none"> Written examinations Presentations (stage acting)
a2- Demonstrate a sound understanding of ancient and contemporary dramatic works in the 16 th and 20 th centuries.		

(B) Intellectual Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills

Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills	Course Intended Learning Outcomes (CILOs) of Intellectual Skills
After completing this program, students will be able to:	After participating in the course, students will be able to:
B2- Analyze and synthesize complex information from a variety of texts and reflect critically on some of the dominant theories and topics in the various fields of English language and literature.	b1- Independently analyze complex information from both old and modern English texts and apply critical thinking to literary works.
B6- Examine the ways in which the English language encodes identity, social relationships and attitudes and, conversely, how social and cultural influences affect the use of the English language.	b2- Investigate identity crisis, social relationships and cultural elements present in literary texts.

Teaching and Assessment Methods for Achieving Learning Outcomes:

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Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:		
Course Intended Learning Outcomes (CILOs) in Intellectual Skills.	Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:	<ul style="list-style-type: none"> Classroom discussions 	<ul style="list-style-type: none"> Written examinations Presentations (stage acting)
b1- Independently analyze complex information from both old and modern English texts and apply critical thinking to literary works.		
b2- Investigate identity crisis, social relationships and cultural elements present in literary texts.		

(C) Professional and Practical Skills:			
Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills			
Program Intended Learning Outcomes (Sub-PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students will be able to:		After participating in the course, students will be able to:	
C2-	Use appropriate linguistic aspects in speaking or writing for specific audiences, purposes, contexts and cultures.	c1-	Use critical perception and dramatic imagination in speaking or writing.
C5-	Successfully utilize strategies to interpret, analyze and critically examine diverse forms of discourse including literary, journalistic, historical and other non-literary texts.	c2-	Use the strategies they have learned during the course to creatively and critically analyze and examine the underlying structures of English texts.

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Teaching and Assessment Methods for Achieving Learning Outcomes:		
Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:		
Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:		
c1- Use critical perception and dramatic imagination in speaking or writing.	- lectures, in which these skills are demonstrated and discussed - presentations, role plays and discussions in class	- Written examinations - Presentations (stage acting) - Assignments
c2- Use the strategies they have learned during the course to creatively and critically analyze and examine the underlying structures of English texts.		

(D) General / Transferable Skills:			
Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills			
Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		After participating in the course, students will be able to:	
D4- Work effectively within a team or individually to accomplish a common goal.		d1- Use the cooperation qualities they have developed during their stage acting preparation to work collectively or individually.	
D6 Communicate proficiently and fluently in English in different academic, professional and social settings.		d2 Use expressions learned from drama to communicate proficiently and fluently in many situations.	

Teaching and Assessment Methods for Achieving Learning Outcomes:		
Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:		
Course Intended Learning Outcomes (CILOs) in General and Transferable Skills	Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:		
d1- Use the cooperation qualities they have developed during their stage acting preparation to work collectively or individually.	<ul style="list-style-type: none"> ▪ Classroom discussions ▪ Group and pair work ▪ Presentations by students ▪ Learning in groups and team works 	<ul style="list-style-type: none"> ▪ Written examinations ▪ Presentations (stage acting)
d2- Use expressions learned from drama to		

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	communicate proficiently and fluently in many situations.		
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IV. Course Content:					
1 – Course Topics/Items:					
a – Theoretical Aspect					
No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction to 20 th Century Drama & Bernard Shaw's Biography	a2	Victorian era & theatre; Shaw & Ireland, family relationship, early struggle in London, play writing, national theatre, etc.	1	3
2	Pygmalion: Plot & Themes	a1;	A general summary; minor & major themes; including Language and Speech, Appearance and Identity, Social Class and Manners, Education and Intelligence, Femininity and Gender Roles.	1	3
3	Detailed explanation of the text	a1; b1; b2; c1; c2	<u>From Act I to Act IV</u> , Play settings; Sketching characters; underlying structure; biographical elements; writer's messages	4	12
4	Critical Thoughts	a1	A problem play, Shaw's irony, ancient Pygmalion	1	3
5	Introduction to 16 th Century Drama & Marlowe's Biography	a2	Elizabethan era and Renaissance theatre; development of Drama; Marlowe's life, study and works	1	3
6	Dr. Faustus: Plot, Themes and Images	a1	A general summary; Themes including Man's Limitations and Potential; Pride and Sin; Flesh and Spirit; Damnation; Salvation, Mercy, and Redemption; Valuing Knowledge over Wisdom; etc.	1	3
7	Detailed explanation of the text	a1; b1; b2; c1; c2	<u>From Act I to Act IV</u> , Play settings; Sketching characters; underlying structure;	4	12

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			biographical elements; writer's vision		
8	Stage acting	d1; d2	Performance of both plays on the stage	1	3
Number of Weeks /and Units Per Semester				14	42

b- Training Aspect:				
Order	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1				
Number of Weeks /and Units Per Semester				

V. Teaching strategies of the course:

- Lectures, in which concepts, approaches and case studies are presented and explored.
- Group discussions and debates designed to build knowledge of various topics.
- lectures, in which these skills are demonstrated and discussed
- presentations, role plays and discussions in class
- Classroom discussions
- Group and pair work
- Presentations by students
- Learning in groups and team works

3-Assessment Methods:

- Written examinations
- Presentations (stage acting)
- Assignments

VI. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Mid-semester exam	8 th	20	10%	a1; a2; c1; c2; d1; d2
2	Stage acting	14 th	20	20%	a1; a2; b1; b2; c1; c2
3	Final Exam	16 th	60	60%	a1; a2; b1; b2; c1; c2
Total			100	100%	

VII. Learning Resource (MLA style or APA style)s:

1- Required Textbook(s) (maximum two)

- Shaw, B., 1856-1950 (2003). Pygmalion: A romance in five acts. London: Penguin Books
- Marlowe, C., 1564-1593. (2005). Doctor Faustus with an Introduction, a Guide, Notes and a

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	Glossary. Beirut, York Press.
2- Recommended Readings and Reference Materials	
	1- Drabble, M. et al. (2007) The Concise Oxford Companion to English Literature. London, Oxford University Press.
3- Essential References	
	1- A Study Guide for George Bernard Shaw's Pygmalion: Cengage Learning Gale: Books 2- Deats, S. M. (2010). Doctor Faustus: A Critical Guide. London, Continuum.
4- Electronic Materials and Web Sites etc.	
	https://www.sparknotes.com/search?q=Pygmalion https://www.shmoop.com/doctor-faustus-marlowe/themes.html
5- Other Learning Material:	
	- Extra worksheets provided by the instructor

VIII. Course Policies: (Based on the Uniform Students' Bylaw (2007))	
1	Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.



اللجنة الإشرافية:			
م	الاسم	الصفة الوظيفية	التوقيع
١	د/ عباس مطهر	نائب العميد للدراسات العليا	
٢	أ.م.د/ أحمد مجاهد	نائب عميد مركز التطوير وضمان الجودة	
٣	أ.د/ إبراهيم المطاع	نائب رئيس الجامعة للشئون الأكاديمية	

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Course Plan of Drama

I. - Information about Faculty Member Responsible for the Course:

Name of Faculty Member		Office Hours					
Location & Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail							

II. Course Identification and General Information:

1-	Course Title:	Drama				
2-	Course Number & Code:	DR 62				
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-		3
4-	Study level/year at which this course is offered:	Level 3 / Semester 6				
5-	Pre –requisite (if any):	DR 36				
6-	Co –requisite (if any):	None				
7-	Program (s) in which the course is offered	BA Eng				
8-	Language of teaching the course:	Eng				
9-	System of Study:	Semester				
10-	Mode of delivery:	Interactive Lecture				
11-	Location of teaching the course:	Faculty of Languages				

III. Course Description:

This course provides students with the means of understanding the literary, cultural and socio-historical contexts in which plays are written. It introduces students to English drama in two different eras, i.e. Elizabethan and Victorian. The course gives students a chance to use their learning skills, critical perception and imagination in speaking or writing. Interactive lectures and presentations are strategies used to deliver the course.

IV. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

- 1- Show specific knowledge and mastery of concepts, issues and ideas related to English drama.
- 2- Demonstrate a sound understanding of ancient and contemporary dramatic works in the 16th and 20th centuries.
- 3- Independently analyze complex information from both old and modern English texts and apply critical thinking to literary works.
- 4- Investigate identity crisis, social relationships and cultural elements present in literary texts.
- 5- Use critical perception and dramatic imagination in speaking or writing.

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- 6- Use the strategies they have learned during the course to creatively and critically analyze and examine the underlying structures of English texts.
- 7- Use the cooperation qualities they have developed during their stage acting preparation to work collectively or individually.
- 8- Use expressions learned from drama to communicate proficiently and fluently in many situations.

V. Course Content:

A – Theoretical Aspect:			
Order	Topics List	Week Due	Contact Hours
1	Introduction to 20 th Century Drama & Bernard Shaw's Biography	1 st	3
2	Pygmalion: Plot & Themes	2 nd	3
3	Pygmalion: Detailed explanation of the text	3 rd	3
4	Pygmalion: Detailed explanation of the text	4 th	3
5	Pygmalion: Detailed explanation of the text	5 th	3
6	Pygmalion: Detailed explanation of the text	6 th	3
7	Critical Thoughts	7 th	3
8	Mid-Term Test	8 th	3
9	Introduction to 16 th Century Drama & Marlowe's Biography	9 th	3
10	Dr. Faustus: Plot, Themes and Images	10 th	3
11	Dr. Faustus: Detailed explanation of the text	11 th	3
12	Dr. Faustus: Detailed explanation of the text	12 th	3
13	Dr. Faustus: Detailed explanation of the text	13 th	3
14	Dr. Faustus: Detailed explanation of the text	14 th	3
15	Stage acting	15 th	3
16	Final Exam	16 th	3
Number of Weeks /and Units Per Semester		16	48

b- Training Aspect:

Order	Training Tasks	Week Due	Contact hours
1			
Number of Weeks /and Units Per Semester			

VI. Teaching strategies of the course:

- Lectures, in which concepts, approaches and case studies are presented and explored.
- Group discussions and debates designed to build knowledge of various topics.
- lectures, in which these skills are demonstrated and discussed
- presentations, role plays and discussions in class

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- Classroom discussions
- Group and pair work
- Presentations by students
- * Learning in groups and team works

VII. Assessment Methods:

- Written examinations
- Presentations (stage acting)
- Assignments

No.	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1	Mid-semester exam	8 th	20	20%
2	Stage acting	14 th	20	20%
3	Final Exam (theoretical)	16 th	60	60%
4	Total		100	100%

VIII. Learning Resources:

1- Required Textbook(s) (maximum two).

- Shaw, B., 1856-1950 (2003). Pygmalion: A romance in five acts. London: Penguin Books
- Marlowe, C., 1564-1593. (2005). Doctor Faustus with an Introduction, a Guide, Notes and a Glossary. Beirut, York Press.

2- Essential References.

- 1- A Study Guide for George Bernard Shaw's Pygmalion: Cengage Learning Gale: Books
- 2- Deats, S. M. (2010). Doctor Faustus: A Critical Guide. London, Continuum

3- Electronic Materials and Web Sites etc.

<https://www.sparknotes.com/search?q=Pygmalion>
<https://www.shmoop.com/doctor-faustus-marlowe/themes.html>

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