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الجمهورية اليمنية وزارة التعليم العالي والبحث العلمي مجلس الاعتماد وضمان جودة التعليم العالي

شكسبير

Template for Course Specification

I. Course Identification and General Information:							
Course Title:	Shakespeare						
Course Code and Number:							
Credit Hours:	theory	practic	semina	trainin	Total		
Greate frours.		e	r	g	42		
	3						
Level & Semester:	Level: Fo	our / Semo	ester: Firs	t			
Pre-requisites (if any):	None						
Co-requisites (if any):	None						
Program in which this course is	BA in Er	ıglish Lang	guage and	Literatur	e		
offered:							
Language of teaching the course:	English						
Location of teaching the course:	English	Departme	nt, Faculty	of Arts a	nd		
	Humanities						
Prepared by:	Dr. Abdullah Al Ghurbani						
Date of Approval:	2020/2021						

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This course is intended to introduce students to drama during the Elizabethan age. It focusses on some of the most important dramatists of this age with emphasis on William Shakespeare as poet and dramatist. The course especially deals with the meaning of drama and how it is distinguished from the other types of literary works. Although two plays, ideally three, by Shakespeare will be discussed at length in class, other plays by him shall be selected by students as part of their presentation assignments. Emphasis will be given to the technical aspects of Shakespearean drama and how Shakespeare uses plot, characters, dialogue, and other techniques to achieve his purpose.

IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended					
Learning Outcomes (PILOs)					
PILOs	CILOs				
(A) Knowledge & Understanding:					
Upon the completion of the BA program,	Upon the completion of this course,				
students are expected to be able to:	students are expected to be able to:				
A1: show knowledge and understanding of	a1-List the main Characteristics of the				
different linguistic and literary theories	drama during the Shakespearean time and				
and schools of thought and English and	the theories relating to this genre.				
American linguistics/literature;					
A2: express a knowledge of social values and	a2-Recognize the meaning of drama, its				
traditions common in other cultures;	aspects or elements and its types during				
	the Elizabethan age, and how it reflects the				
	values and society of the time.				
A3: show a solid background of various	a3- Identify the main themes of				
communication skills, be it reading,	Shakespeare's plays by analyzing the text				
writing, speaking, or translation skills;	and the most important quotes in the plays.				

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A4: show knowledge and understanding of	a4-Will conduct research on Shakespeare
modern research tools and methods,	writing styles.
including the employment of technology;	
(B) Intellectual Skills	
B1: distinguish different literary forms and	b1- Distinguish the types of dramas written
currents as well as their distinct	by William Shakespeare and compare them to other types written during this time.
characteristics;	to come types wastern the same time.
B2: evaluate linguistic and cultural	b2-Identify the aspects and elements of the
phenomena and suggest explanations for	plays and find relations between the use of
them;	these elements and historical and cultural
	backgrounds which Shakespeare intended
	to highlight.
B3: compare different literary, linguistic and	b3- Compare and contrast the styles and
translation theories and strategies;	themes of Shakespearean tragedies and
	comedies.
B4: distinguish different language skills in	b4- Explore the meanings of the most
terms of reading, writing, and speaking	important quotes in the plays.
and listening;	
(C) Professional & Practical Skills	
C1: employ theories, terms and concepts	c1-Discuss the universality of William
common in literature, linguistics and	Shakespeare and his works as one of the remarkable humanist writers.
translation studies;	
C2: employ different language skills in order	c2-Analyze drama and its aspects such as
to read and write different texts in English	characters, images, settings, plot, and conflicts.
and translate them from English into	
Arabic and vice versa;	
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د. حسين أحمد الورد

رئيس الجامعة أ.د. القاسم محمد عباس

أ.م.د. عبدالملك محمد عيسى

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C3: use research tools and methods to	c3- Demonstrate the structure of
collect research data, analyze them, and	Shakespeare's plays by analyzing his plays
present them in a scientifically	and conduct research on the structure of
appropriate manner;	his plays.
C4: make use of basic technological	c4- Conduct a research about Shakespeare
applications to facilitate learning and	as a dramatist and poet.
research process;	
(D) Transferrable Skills	
D1: make use of the linguistic and cultural	d1- Evaluate the success achieved by
knowledge acquired in order to interact	Shakespeare's drama and how it connects
efficiently and appropriately with people	between various cultures of the world.
from different cultures;	
D2: manage time, work under pressure, and	d2 - Develop students' skills in
involve in team activities;	communicating with each other in class
	drills and other collective activities.
D3: pursue knowledge to improve self-	3d-Develop skills that help students in
learning;	enhancing their interest in drama and
	improve their ability to analyze literary
	texts.
D4: involve creatively in social and academic	d4- Summarize the main lessons in
activities.	Shakespeare's plays and how to benefit
	from them in our life by engaging students
	in academic activities such as role plays,
	etc.

V. Alignment of Course Intended Learning Outcomes (CILOs)

(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding

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to Teaching Strategies and Assessment Strategies:							
Course Intended Learning Outcomes	Teaching Strategies	Assessment					
		Strategies					
a1-List the main Characteristics of the	-Lectures	-Midterm and final					
drama during the Shakespearean time and	-Group Discussion	exams -Assignments and					
the theories relating to this genre.	- collaborative	presentations					
	learning						
	- brain storming						
a2-Recognize the meaning of drama, its	-Lectures	Midterm and final					
aspects or elements and its types during	-Group Discussion	exams -Assignments and					
the Elizabethan age, and how it reflects the	- collaborative	presentations					
values and society of the time.	learning						
	- brain storming						
a3- Identify the main themes of	-Lectures	Midterm and final					
Shakespeare's plays by analyzing the text	Group Discussion	exams Assignments and					
and the most important quotes in the plays.	- collaborative	presentations					
	learning						
	- brain storming						
a4-The students will conduct research on	- Lectures	- Midterm and final					
Shakespeare writing styles.	Group Discussion	exams Assignments and					
	- collaborative	presentations					
	learning						
	- brain storming						

(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

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Course Intended Learning Outcomes	Teaching Strategies	Assessment	
Godi Se Intended Learning Outcomes	reaching off ategres		
		Strategies	
b1- Distinguish the types of dramas written	-Class discussion	Midterm and final	
by William Shakespeare and compare them to other types written during this time.	-Collaborative learning	exams -Assignments	
to other types written during this time.	- lectures	/presentations	
b2-Identify the aspects and elements of the	- Class discussion	Midterm and final	
plays and find relations between the use of	-collaborative	exams -Assignments	
these elements and historical and cultural	learning	/presentations	
backgrounds which Shakespeare intended	- lectures		
to highlight.			
b3- compare and contrast the styles and	- Class	Midterm and final	
themes of Shakespearean tragedies and	discussion- - Collaborative	exams	
comedies.	learning	-Assignments /presentations	
	- lectures	presentations	
b4- explain the most important quotes of	-Collaborative	Midterm and final	
Shakespeare in the assigned plays. By	learning	exams	
explaining these quotes the students will	- Class discussion - lectures	-Assignments /presentations	
develop their reading and writing skills.		/ F	
Try another element since you have			
mentioned this above in a3.			
(C) Alignment of Course Intended Learning C	Outcomes of Profession	nal and Practical Skills	
to the Teaching Strategies and Assessment St	trategies:		
Course Intended Learning Outcomes	Teaching Strategies	Assessment	
		Strategies	
c1-Discuss the universality of William	-Class discussion	-Assignments /	
Shakespeare and his works as one of the	-Collaborative	-presentations	
remarkable humanist writers.	learning - lectures	- Mid-term and final	
	10000100	exams	
		- quizzes	
c2-Analyze drama and its aspects such as	-Class discussion	-Assignments /	
characters, images, settings, plot, and عمد الكلية	-Collaborative نائب العميد للث	-presentations رئيس القسم	

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conflicts.	learning - lectures	- Mid-term and final exams - quizzes
c3- demonstrate the structure of	Class discussion	Assignments /
Shakespeare's plays by analyzing his plays	-collaborative learning	-presentations
and conduct research on the structure of	- lectures	- Mid-term and final
his plays.		exams - quizzes
c4- conduct a research about Shakespeare	Class discussion	Assignments /
as a dramatist and poet.	-collaborative learning	-presentations
	- lectures	- Mid-term and final
		exams
(D) Alignment of Course Intended Learning (Jutcomos of Transfora	- quizzes
Strategies and Assessment Strategies:	Juccomes of Transiera	bie skins to Teaching
Course Intended Learning Outcomes	Teaching Strategies	Assessment
G	g g	Strategies
d1- Evaluate the success achieved by	-Class discussion	-Assignments /
Shakespeare's drama and how it connects	-Collaborative learning	-presentations
between various cultures of the world.	- lectures	- Mid-term and final
		exams
10	Cl l: ·	- quizzes
d2 -	-Class discussion -Collaborative	-Assignments / -presentations
Develop students' skills in communicating	learning	prosentations
with each other in class drills and other	- lectures	- Mid-term and final
collective activities.		exams - quizzes
		quizzes
3d-Develop skills that help students in	Class discussion	Assignments /
enhancing their interest in drama and	-Collaborative learning	-presentations
improve their ability to analyze literary	- lectures	- Mid-term and final
texts.		exams - quizzes
d4- pls review all entries to make sure	Class discussion	Assignments /
	-Collaborative	-presentations

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learning	- Mid-term and final
-	exams - quizzes
	quizzes

VI. Cour	VI. Course Content:						
A-	A-Theoretical Aspect:						
Order	Units/Topics	Sub-Topics	Number of Weeks	Cont act Hour s	Learning Outcomes		
1	Introduction about the course	Introducing course, rules and regulations	first	3	a1,a2,a3,a4,b1, b2,b3,b4,c1,c2,c 3,c4,d1,d2,d3,d 4		
2	Introduction	-William Shakespeare -His life -His age	Second	3	a1,a2,a3,a4,b1, b2,b3,b4,c1,c2,c 3,c4,d1,d2, d3,d4		
3	The meaning of drama.	-Definition of drama. -Aspects of drama. -Types of drama.	Third	3	a1,a2,a4,b1,b2, b3,b4,c2,c3,c4,d 1,d2,		
4	Explaining the play of <i>Macbeth</i> and its style?? Themes??	_ Macbeth's themes	fourth	3	a1,a3,a4,b1,b2, b4,c1,c2,c3,d1,d		

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					2,
					d3,d4
5	Explaining the play	_ Macbeth's themes		3	a1,a3,a4,b1,b2,
	of <i>Macbeth</i> and its style?? Themes??				b4,c1,c2,c3,d1,d
			Fifth		2,
					d3,d4
6	Main Characters	Macbeth and Lady		3	a2,a3,a4,b1,b2,
		Macbeth			b3,b4,c1,c2,c4,d
			Sixth		1,d2,
		Try keep it brief			
		throughout			
7	Discussing the	_ the central images		3	a1,a2,a4,b1,b2,
	images and the central image of	of <i>Macbeth</i>	Seventh		b3,b4,c2,c3,c4,d
	the play.				1,d2,d4
8	Mid-Term exam			3	a1,a2,a3,a4,b1,
			eighth		b2,b3,b4,c1,c2,c
			eigiiii		3,c4,d1,d2,
					d3,d4
9	Discussing the	_ different conflicts		3	a1,a2,a3,b1,b2,
	types of conflict in the play.	in Macbeth	Ninth		b3,b4,c2,c3,c4,d
			TVIII		1,
10	Analyzing the	-		3	a2,a3,a4,b1,b2,
	cause of the tragedy.		Tenth		b3,b4,c2,c3,c4,d
					1,d2,d3,
11	Discussing the	_ the main themes		3	a1,a2,a3,a4,b1,
	themes.	of Macbeth	Eleventh		b3,b4,c1,c2,c3,d
					1,d2,
12	Discussing the	_		3	a1,a2,a3,a4,b1,
	universality of William		twelfth		b2,b3,b4,c1,c2,c
	Shakespeare.				

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							3,c4,d1,d2,
							d3,d4
13	Discussing another	_				3	a1,a2,a3,a4,b1,
	play by William Shakespeare such			Thi	teenth		b2,b3,b4,c1,c2,c
	as Julius Caesar						3,c4,d1,d2,
14	Final exam			Fou	rteenth	3	a1,a2,a3,a4,b1,
							b2,b3,b4,c1,c2,c
							3,c4,d1,d2,
							d3,d4
Numbe	r of Weeks and Contac	t Hours per		14		42	
Semeste	er:						
В	Practical Aspect (if a	ny):					
Order	Tasks/Experiments		Numb	er	Contac	ct	Learning
		of We		eeks Hours			Outcomes
1							
Number of Weeks and Contact Hours per							
Semeste	er:						

VII. Teaching Strategies of the Course
-Lectures.
- Critical thinking
-Class discussion.
- Presentations.
- Brainstorming
- Collaborative learning

	عميد الكلية	>
عيسي	عبدالملك محد	أ.م.د.

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VIII.	Assignments			
No.	o. Assignment Aligned CILOs Wee			Mark
		(symbols)		
1	Analyze the major characters in the	a1,a2,a3,a4,b1,b2,b3,b	7	۲,٥
	play of <i>Macbeth</i> .	4,c1,c2,c3,c4,d1,d2,		
		d3,d4		
2	Analyze the cause of the tragedy in	a1,a2,a3,a4,b1,b2,b3,b		۲,٥
	the play of <i>Macbeth</i> .	4,c1,c2,c3,c4,d1,d2,	11	
3	Discuss the universality of William	a1,a2,a3,a4,b1,b2,b3,b		۲,٥
	Shakespeare.	4,c1,c2,c3,c4,d1,d2,	12	
		d3,d4		
4	Compare between the play of	a1,a2,a3,a4,b1,b2,b3,b		۲,٥
	Macbeth and Julius Caesar.	4,c1,c2,c3,c4,d1,d2,	13	
Tota	l Mark			10

IX. S	IX. Schedule of Assessment Task for Students During the Semester:							
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs			
1	Quiz/Attendance	1-14	10	10	a1,a2,a3,a4,b1 ,b2,b3,b4,c1,c 2,c3,c4,d1,d2,			
2	Presentation/Partic ipation	1-14	10	10	a1,a2,a3,a4,b1 ,b2,b3,b4,c1,c 2,c3,c4,d1,d2, d3,d4			
3	Midterm	7	10	10	a1,a2,a3,a4,b1 ,b2,b3,b4,c1,c 2,c3,c4,d1,d2,			

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4	written final exam	14	70	70	a1,a2,a3,a4,b1
					,b2,b3,b4,c1,c
					2,c3,c4,d1,d2,
					d3,d4
Tota	al Mark	•	100	100	

X. Learning Resources:
A. Required Textbook(s) (maximum two):
1. William Shakespeare- 2006- <i>Macbeth</i> - New Delhi- UBSPD
B: Essential References:
1.
2.
C. Electronic Materials and Websites:
1. Cliff Notes
https://www.cliffsnotes.com/literature/shakespearecentralreservations
2. Spark Notes
https://www.sparknotes.com/shakespeare/

XI. Course Policies:

Class Attendance: Students are required to attend every class session in its entirety. If a student is sick or has to be excused from class due to illness or other extenuating circumstances, he/she should inform the instructor, with a legitimate reason, in writing before or immediately after his/her absence.
 Otherwise, all absences and late arrivals or early departures will have a significant impact on the student's class participation grade.
 A student must attend 80% of classes in order to have the right to receive a

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grade, which means that he/she is allowed a maximum of four absences during the whole semester. Five absences will result in an "F" regardless of his/her progress. The instructor has the right to make an exception to the 80% attendance policy based on the student's situation and only if the student has requested the exception in writing.

Absence, however, does not constitute as an excuse for not completing assignments or keeping yourself updated. A student is responsible for all the class work and handing in papers on-time in spite of his/her absence.

2. Tardiness:

- 1. All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a ringing cell phone, frequent side conversations with other students and/or rudeness toward any person will be considered a serious violation of this standard and will lower your grade accordingly. Please be sure to turn off your cell phone before the start of class.
- 2. Attention to detail entails being prepared for class. This would include, but is not limited to; having a pencil/pen, note pad, calculator; reading and following the course syllabus, etc. All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a ringing cell phone, frequent side conversations with other students and/or rudeness toward any person will be considered a serious violation of this standard and will lower your grade accordingly. Please be sure to

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3. Attention to detail entails being prepared for class. This would include, but is not limited to; having a pencil/pen, note pad, calculator; reading and following the course syllabus, etc.

3. Exam Attendance/Punctuality:

As per university council decision, a student is eligible for a Test, Midterm or Final examination make-up if and only if he/she had the following incidents:

- 1. Sickness; proved by hospitalization report; that is; a discharge summary is necessary.
- 2. Death in the family proved by a death certificate or equivalent and personal identification.
- 3. Accidents proved by an expert report.

Military/Official engagement.

4. Assignments/Projects:

Homework should be clearly presented i.e.:

- 1. It should be written on A4 paper.
- 2. It should include a title page (Course Name, Semester, Date, Name...).

Your instructor will ask you to submit your homework online or as a hard copy. In the latter case, it should be stapled together.

5. Cheating:

Cheating is strictly prohibited behavior.

University regulations will be pursued and enforced on any cheating student

6. Plagiarism:

Plagiarism is defined as "copying or stealing someone else's words or ideas and claiming or presenting them as if they were your own."

University regulations will be pursued and enforced on any plagiarism attempt.

7. Other Policies:

{END}

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Template for Course Specification:

University: Sana'a

Faculty: Faculty of Arts and Humanities Department: English Language and Arts

Program: English

I. Information about Course Lecturer						
Name:			Office Hours: 3/weekly			
Place and phone number		Dept. of English (777)				
e-mail:						

II. Course Identification and General Information:						
Course Title:	Shakesp	Shakespeare				
Course Code and Number:						
	theory	seminar	practice	training	Total	
Credit Hours:	3				42	
Level & Semester:		Lev	el; 4/ seme	ster; 1		
Pre-requisites (if any):			None			
Co-requisites (if any):			None			
Program in which this course is	В	A in Englis	h Language	e and Litera	ture	
offered:						
Language of teaching the course:	English					
Study system:	Regular / by semester					
Prepared by:	Dr. Abdullah Al Ghurbani					
Date of Approval:			2020/202	1		

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	Course	114	cerin	tınn.
111.	Course	\mathbf{D}	∞	LIVII.

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This course is intended to introduce students to drama during the Elizabethan age. It focusses on some of the most important dramatists of this age with emphasis on William Shakespeare as poet and dramatist. The course especially deals with the meaning of drama and how it is distinguished from the other types of literary works. Although two plays, ideally three, by Shakespeare will be discussed at length in class, other plays by him shall be selected by students as part of their presentation assignments. Emphasis will be given to the technical aspects of Shakespearean drama and how Shakespeare uses plot, characters, dialogue, and other techniques to achieve his purpose.

V. Learning Outcomes

Upon the completion of this course, students are expected to be able to:

- a1-List the main Characteristics of the drama during the Shakespearean time and the theories relating to this genre.
- a2-Recognize the meaning of drama, its aspects or elements and its types during the Elizabethan age, and how it reflects the values and society of the time.
- a3- Identify the main themes of Shakespeare's plays by analyzing the text and the most important quotes in the plays.
- a4-Will conduct research on Shakespeare writing styles.
- b1- Distinguish the types of dramas written by William Shakespeare and compare them to other types written during this time.
- b2-Identify the aspects and elements of the plays and find relations between the use of these elements and historical and cultural backgrounds which Shakespeare intended to highlight.
- b3- Compare and contrast the styles and themes of Shakespearean tragedies and comedies.
- b4- Explore the meanings of the most important quotes in the plays.
- c1-Discuss the universality of William Shakespeare and his works as one of the remarkable humanist writers.
- c2-Analyze drama and its aspects such as characters, images, settings, plot, and conflicts.

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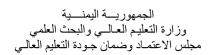
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- c3- Demonstrate the structure of Shakespeare's plays by analyzing his plays and conduct research on the structure of his plays.
- c4- Conduct a research about Shakespeare as a dramatist and poet.
- d1- Evaluate the success achieved by Shakespeare's drama and how it connects between various cultures of the world.
- d2 -Develop students' skills in communicating with each other in class drills and other collective activities.
- 3d-Develop skills that help students in enhancing their interest in drama and improve their ability to analyze literary texts.
- d4- Summarize the main lessons in Shakespeare's plays and how to benefit from them in our life by engaging students in academic activities such as role plays, etc.

VI. Course Content:								
1-	1-Theoretical Aspect:							
Order	Units/Topics	Sub-Topics	Number of	Contact	Learning			
			Weeks	Hours	Outcomes			
1	Introduction	Introducing course,		3	a1,a2,a3,a4,b1,			
	about the	rules and regulations			b2,b3,b4,c1,c2,c			
	course		first		3,c4,d1,d2,d3,d			
					4			
2	Introduction	-William						
		Shakespeare -His life	Second	3	a1,a2,a3,a4,b1,			
		-His age			b2,b3,b4,c1,c2,c			

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					3,c4,d1,d2,
					d3,d4
3	The meaning of drama.	-Definition of drama. -Aspects of drama. -Types of drama.	Third	3	a1,a2,a4,b1,b2, b3,b4,c2,c3,c4,d 1,d2,
4	Explaining the play of <i>Macbeth</i> and its style?? Themes??	_ Macbeth's themes	fourth	3	a1,a3,a4,b1,b2, b4,c1,c2,c3,d1,d 2, d3,d4
5	Explaining the play of <i>Macbeth</i> and its style?? Themes??	_ Macbeth's themes	Fifth	3	a1,a3,a4,b1,b2, b4,c1,c2,c3,d1,d 2, d3,d4
6	Main Characters	Macbeth and Lady Macbeth Try keep it brief throughout	Sixth	3	a2,a3,a4,b1,b2, b3,b4,c1,c2,c4,d 1,d2,
7	Discussing the images and the central image of the play.	_ the central images of <i>Macbeth</i>	Seventh	3	a1,a2,a4,b1,b2, b3,b4,c2,c3,c4,d 1,d2,d4
8	Mid-Term exam		eighth	3	a1,a2,a3,a4,b1, b2,b3,b4,c1,c2,c 3,c4,d1,d2, d3,d4
9	Discussing the types of conflict in the play.	_ different conflicts in Macbeth	Ninth	3	a1,a2,a3,b1,b2, b3,b4,c2,c3,c4,d 1,
10	Analyzing the cause of the	-	Tenth	3	a2,a3,a4,b1,b2,

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	tragedy.					b3,b4,c2,c3,c4,d
						1,d2,d3,
11	Discussing the		he main themes		3	a1,a2,a3,a4,b1,
	themes. of Macbeth		Eleventh		b3,b4,c1,c2,c3,d	
						1,d2,
12	Discussing the	_			3	a1,a2,a3,a4,b1,
	universality of William			101		b2,b3,b4,c1,c2,c
	Shakespeare.			twelfth		3,c4,d1,d2,
						d3,d4
13	Discussing	_			3	a1,a2,a3,a4,b1,
	another play by William					b2,b3,b4,c1,c2,c
	Shakespeare			Thirteenth		3,c4,d1,d2,
	such as Julius Caesar					
14	Final exam			Fourteenth	3	a1,a2,a3,a4,b1,
						b2,b3,b4,c1,c2,c
						3,c4,d1,d2,
						d3,d4
	r of Weeks and Co	ntact Hours	per	14	42	
Semeste	er:					
2.	Practical Aspect	(if any):				
Order	Tasks/Exper	riments	Number	of Weeks	Contact	Learning
					Hours	Outcomes
1						
2						
3						
4						
5						

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6			
7			
8			
9			
10			
11			
12			
13			
14			
Number of Weeks and Contact Hours per Semester:			

VII. Teaching Strategies of the Course

- -Lectures.
 - Critical thinking
- -Class discussion.
 - Presentations.
 - Brainstorming
 - Collaborative learning

VIII	VIII. Activities/Assignments				
No.	Activities/Assignments	Aligned CILOs	Week	Mark	
			Due		
1	Analyze the major	a1,a2,a3,a4,b1,b2,b3,b4,c1,	7	۲,٥	
	characters in the play of <i>Macbeth</i> .	c2,c3,c4,d1,d2,			

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		d3,d4		
2	Analyze the cause of the	a1,a2,a3,a4,b1,b2,b3,b4,		۲,٥
	tragedy in the play of <i>Macbeth</i> .	c1,c2,c3,c4,d1,d2,	11	
3	Discuss the universality of	a1,a2,a3,a4,b1,b2,b3,b4,		۲,٥
	William Shakespeare.	c1,c2,c3,c4,d1,d2,	12	
		d3,d4		
4	Compare between the	a1,a2,a3,a4,b1,b2,b3,b4,		۲,٥
	play of Macbeth and Julius Caesar.	c1,c2,c3,c4,d1,d2,	13	
	Total mark			10

IX. Schedule of Assessment Task for Students During the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Quiz/Attendance	1-14	10	10	a1,a2,a3,a4,b1,b2,b3,b4,c1, c2,c3,c4,d1,d2,
2	Presentation/Participation	1-14	10	10	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2, d3,d4
3	Midterm	8	10	10	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,
4	written final exam	14	70	70	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2, d3,d4
Total Mark			100	100%	

X. Learning Resources:
A. Required Textbook(s) (maximum two):
1. William Shakespeare- 2006- <i>Macbeth</i> - New Delhi- UBSPD
2.
B: Essential References:

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1-
2.
C. Supplementary Materials:
D. Electronic Materials and Websites (if any):
1. https://www.cliffsnotes.com/literature/shakespearecentralreservations
2. https://www.sparknotes.com/shakespeare/

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