|  |  |
| --- | --- |
| **Course Title:**  | **Shakespeare** |
| **Course Code:** | **ENG 344** |
| **Program:** | **B.A. English** |
| **Department:**  | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |
| --- | --- |
| **1. Credit hours:** | **3** |
| **2. Course type** |
| **a.** | University |  | College |  | Department | **√** | Others |  |  |
| **b.** | Required | **√** | Elective |  |  |
| **3. Level/year at which this course is offered:** | Level 5 \ Year (3) |
| **4. Pre-requisites for this course** (if any)**:** Eng. 181 Eng. 241 |
| **5. Co-requisites for this course** (if any)**:** |
| **None** |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage**  |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 3 hours per week | 100% |
| **2** | **Blended**  | 0 | 0% |
| **3** | **E-learning** | 0 | 0% |
| **4** | **Distance learning**  | 0 | 0% |
| **5** | **Other**  | 0 | 0% |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 3 (hours) X 15(weeks) |
| **2** | **Laboratory/Studio** | 0 |
| **3** | **Tutorial**  | 1(hour) X 15 (weeks) |
| **4** | **Others** (specify) | Office Hours = 1 X 15 weeks |
|  | **Total** | 75 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description This course is a sequel to Eng. 181 & Eng. 241 and introduces students to Shakespearean drama by way of carefully selected plays: “Macbeth” as an example of Shakespearean tragedy and “The Merchant of Venice” as a Shakespearean comedy. |
|  |
| 2. Course Main Objective |
| * Teach students the important elements of Shakespearean tragedy as well as comedy.
* Explain students how to analyze a tragedy as well as a comedy and apply this to the two plays on hand: “Macbeth” and “The Merchant of Venice”.
 |

## 3. Course Learning Outcomes

| **CLOs** | **Aligned****PLOs** |
| --- | --- |
| 1 | **Knowledge and Understanding:** |  |
| 1.1 | Learn different elements of Shakespearean tragedy. | K1 |
| 1.2 | Comprehend various elements of Shakespearean comedy. | K1 |
| 1.3 | Identify different themes of the given plays. | K1 |
| **2** | **Skills:** |  |
| 2.1 | Differentiate between various elements of Shakespearean tragedy as well as comedy. | S1 |
| 2.2 | Build their critical thinking skills by practicing how to compare various elements, characters and themes of given dramas. | S2 |
| 2.3 | Explain the text of the given plays. Analyze settings, themes and characters of the given dramas. | S3 |
| **3** | **Values:** |  |
| 3.1 | Apply brainstorming techniques to generate ideas. | V3 |
| 3.2 | Develop their communication skills through individual and group presentations. | V2 |
| 3.3 | Act responsibly and ethically in attempting assigned tasks, quizzes and exams. | V4 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Course Orientation  | 3 |
| 2 | Elements of Shakespearean Tragedy | 3 |
| 3 | “Macbeth”: Background, the setting and the plot | 3 |
| 4 | “Macbeth”: Analysis Act 1 | 3 |
| 5 | “Macbeth”: Analysis Act 2 & 3 | 3 |
| 6 | “Macbeth”: Analysis Act 4 & 5 | 3 |
| 7 | “Macbeth”: Themes and characters | 3 |
| 8 | Mid-1 | 3 |
| 9 | Elements of Shakespearean Comedy | 3 |
| 10 | “The Merchant of Venice”: Background, the setting and the plot | 3 |
| 11 | “The Merchant of Venice”: Act 1 & 2 | 3 |
| 12 | “The Merchant of Venice”: Act 3, 4 & 5 | 3 |
| 13 | “The Merchant of Venice”: Themes and characters | 3 |
| 14 | Mid-2 | 3 |
| 15 | Revision for Final Exam | 3 |
| **Total** | 45 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding:** |
| 1.1 | Learn different elements of Shakespearean tragedy. | 1. Lectures2. Group discussion3. Presentations4. Reading & library  assignments | •Quizzes•Assignments•Presentations•Peer Evaluation•Mid Exams•Final Exam |
| 1.2 | Comprehend various elements of Shakespearean comedy. |
| 1.3 | Identify different themes of the given plays. |
|  |  |  |  |
| **2.0** | **Skills** |
| 2.1 | Differentiate between various elements of Shakespearean tragedy as well as comedy. | 1. Lectures2. Group discussion3. Presentations4. Reading & library  assignments | 1. Class participation2. Presentations3. Home Assignments4. Midterms and  exams5. Group assignments6. Quizzes |
| 2.2 | Build their critical thinking skills by practicing how to compare various elements, characters and themes of given dramas. |
| 2.3 | Explain the text of the given plays. Analyze settings, themes and characters of the given dramas. |
|  |  |  |  |
| **3.0** | **Values** |
| 3.1 | Apply brainstorming techniques to generate ideas. | 1. Lectures2. Group discussion3. Presentations4. Reading & library  assignments | 1. Class participation2. Presentations3. Home Assignments4. Midterms and  exams5. Group assignments6. Quizzes |
| 3.2 | Develop their communication skills through individual and group presentations. |
| 3.3 | Act responsibly and ethically in attempting assigned tasks, quizzes and exams. |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\***  | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Participation  | Throughout  | 5% |
| **2** | Assignments and Activities  | Weekly  | 20% |
| **3** | Midterms | Week 7 &13 | 30% |
| **4** | Final Exam | Week 16 | 50% |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |

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

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:** |
| 1. Students are encouraged to consult with the course instructor during office hours.
2. Students are encouraged to exchange emails with the course instructor outside office hour.
3. Academic advisors are available during office hours and hours allotted for academic advice (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed.
4. Communication and interaction via the blackboard between students and instructors.
 |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | 1. Shakespeare, William. *Macbeth.* Penguin Books, 2000.1. Shakespeare, William. *The Merchant of Venice.* CambridgeUniversity Press, 2005. |
| **Essential References Materials** | 1. Shaughnessy, Robert. The Routledge Guide to William Shakespeare.  Routledge, 2011. 2. Bookcaps. Making Sense of Macbeth! A Students Guide to  Shakespeare's Play. Bookcaps, 2013.3. Bookcaps. The Merchant of Venice Companion. Bookcaps, 2012. |
| **Electronic Materials** | * www.onlineiterature.com
* www.sparknotes.com
* www.gradesaver.com/classicnotes
* www.cliffnotes.com
* www.litcharts.com
* www.novelguide.com
* www.shmoop.com
 |
| **Other Learning Materials** | **None**  |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**(Classrooms, laboratories, demonstration rooms/labs, etc.) | * Large classrooms can accommodate up to 20 students.
* Library.
* Laboratories accommodate up to 15 students.
 |
| **Technology Resources** (AV, data show, Smart Board, software, etc.) | * Smart Boards, digital podiums and Internet facilities are available in the classrooms.
* Well -equipped language labs are available at the college for students during practical lectures.
 |
| **Other Resources** (Specify, e.g., if specific laboratory equipment is required, list requirements or attach a list) | None |

# G. Course Quality Evaluation

| **Evaluation****Areas/Issues**  | **Evaluators**  | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Instructors and coordinators | • Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class• End of term college evaluation of course by students to be collected by the department)•. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better• Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other’s students on specific points outlined by the department and the instructor being evaluated |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Instructors and coordinators  | • Peer observation to benefit from colleagues’ objective feedback and suggestions for improvement |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |