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| **Approval date:**  |  | **Philadelphia University** |
| **Issue:** | **Faculty:** Arts |
| **Credit hours** | **Department: English** |
| **Bachelor**  | **Course Syllabus** | **Academic year: 2022-2023** |

**Course information**

|  |  |  |
| --- | --- | --- |
| **Prerequisite**  | **Course title** | **Course#** |
| **120251 - Intro to Literature** | **Drama** | 120354 |
| **Room #** | **Class time** | **Course type** |
|  |  | [ ]  University Requirement [ ]  Faculty Requirement [ ]  Major Requirement [ ]  Elective [x]  Compulsory |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| **Mohammad.aljayyousi@gmail.com** | **TBD** |  | **401** | **Dr. Mohammad Aljayyousi** |

**Course Delivery Method**

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| --- |
| **Course Delivery Method** |
| [ ]  **Physical** [ ]  **Online** [x]  **Blended** |
| **Learning Model** |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage**  |
| **70%** | **30%** |  |

**Course Description**

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| This course introduces the genre of drama to students. Students are required to have taken at least the introduction to literature course before registering for this one. Building on their information about literature, this course will focus on the formal elements of drama, its history, types, and main movements. Selections of plays from different ages will be discussed like the classical age, the Elizabethan age, and the modern age. Since this is the only course on drama, at least one play by Shakespeare will be studied.  |

**Course Learning Outcomes**

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| --- | --- | --- |
| **Corresponding Program outcomes**  | **Outcomes** | **Number** |
| **Knowledge**  |
| Analyze literary texts in English, distinguish literary genres and eras, and read texts through their historical context. S2 | Identify the basic elements of drama (plot, character, stage directions) | **K1** |
|  | Recognize the different genres of drama (comedy, tragedy) and different movements (Shakespearian, social- realism, expressionism, absurdist, symbolism, surrealism) | **K2** |
|  |  | **K3** |
|  |  | **K4** |
| **Skills**  |
| Develop critical and analytical thought gained from analyzing literary texts in the English language. S3 | Develop the necessary analytical and critical thinking skills to examine the play and conduct a literary analysis of its scenes | **S1** |
|  | Compare and contrast the dramatic techniques and devices in different plays | **S2** |
|  |  | **S3** |
| **Competencies** |
| Develop critical and analytical thought gained from analyzing literary texts in the English language. S3 | Apply critical thinking skills in real life situations | **C1** |
|  |  | **C2** |
|  |  | **C3** |

**Learning Resources**

|  |  |
| --- | --- |
| Collected Works of William Shakespeare.Sure ThingWaiting for Godot | Course textbook |
|  | Supporting References |
| https://www.philadelphia.edu.jo/academics/mjayyousi/Drama | Supporting websites  |
| [x] **Classroom** [ ]  **laboratory** [x] **Learning platform** [ ] **Other**  | Teaching Environment  |

**Meetings and subjects’ timetable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Material**  | **Tasks**  | **Learning Methods** | **Topic** | **Week** |
| Textbook, Video of the play’s performance | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | Lecture, flipped Class, project- based learning | Intro & Definitions | **1** |
| Textbook, Video of the play’s performance | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | Lecture, flipped Class, project- based learning | **Sure Thing** | **2** |
| Textbook, Video of the play’s performance | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | Lecture, flipped Class, project- based learning | **Sure Thing** | **3** |
| Textbook, Video of the play’s performance | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning  | **Sure Thing** | **4** |
| Textbook, Video of the play’s performance | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning  | **A Midsummer Night’s Dream** | **5** |
| Textbook, Video of the play’s performance | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning  | **A Midsummer Night’s Dream** | **6** |
| Textbook, Video of the play’s performance | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning  | **A Midsummer Night’s Dream** | **7** |
| Textbook, Video of the play’s performance | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning  | **A Midsummer Night’s Dream** | **8** |
| Textbook, Video of the play’s performance | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning  | **A Midsummer Night’s Dream** | **9** |
| Textbook, Video of the play’s performance | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning  | **Waiting for Godot** | **10** |
| Textbook, Video of the play’s performance | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning  | **Waiting for Godot** | **11** |
| Textbook, Video of the play’s performance | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning  | **Waiting for Godot** | **12** |
| Textbook, Video of the play’s performance | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning  | **Waiting for Godot** | **13** |
| Textbook, Video of the play’s performance | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning  | **Waiting for Godot** | **14** |
|  |  |  | **Revision**  | **15** |
|  |  |  | **Final Exam** | **16** |

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

**Course Contributing to Learner Skill Development**

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| --- |
| Using Technology  |
| Searching the web for reliable info / Watching relevant videos |
| Communication skills  |
| Expressing opinion in public / Debating an issue / Working is a pair or team |
| Application of concepts learnt |
| Role-playing a scene from a play |

**Assessment Methods and Grade Distribution**

|  |  |  |  |
| --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time****(Week No.)** | **Grade Weight** | **Assessment Methods** |
| **K1, K2, S1** | **5** | **30 %** | **Mid Term Exam** |
| **K1, K2, S1, S2** |  | **30 %** | **Various Assessments \*** |
|  | **17** | **40 %** | **Final Exam** |
| **K1, K2, S1, S2** |  | **100%** | **Total** |

\* includes: quiz, in class and out of class assignment, presentations, reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Method\*\***  | **Learning Method\*** | **Learning Outcomes** | **Number**  |
|  **Knowledge** |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Identify the basic elements of drama (plot, character, stage directions) | **K1** |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Recognize the different genres of drama (comedy, tragedy) and different movements (Shakespearian, social- realism, expressionism, absurdist, symbolism, surrealism) | **K2** |
|  |  |  | **K3** |
|  Skills  |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Develop the necessary analytical and critical thinking skills to examine the play and conduct a literary analysis of its scenes | **S1** |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Compare and contrast the dramatic techniques and devices in different plays | **S2** |
|  |  |  | **S3** |
|  Competencies |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Apply critical thinking skills in real life situations | **C1** |
|  |  |  | **C2** |
|  |  |  | **C3** |

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

**Course Polices**

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| --- | --- |
|  **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment.
* A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date.
* A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date.
 | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance**  |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty**  |

**Program Learning Outcomes to be Assessed in this Course**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target Performance level** | **Assessment Method**  | **Course Title** | **Learning Outcome**  | **Number**  |
|  | **Quiz** | **Drama** | Students should be able to analyze literary texts in English, distinguish literary genres and literary ages, and reads texts through their historical context. | **Sp2** |
|  |  |  |  |  |
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**Description of Program Learning Outcome Assessment Method**

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| --- | --- |
| **Detailed Description of Assessment** | **Number** |
| **Students will be assigned a certain scene from a play and then asked to analyze it both formally and thematically besides giving their own opinion about it.**  | **Sp2** |
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**Assessment Rubric of the Program Learning Outcome**

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| --- | --- | --- |
|  | Rating | Score |
| **4** | **3** | **2** | **1** |  |
| ASSIGNMENT BASICS |
| **Articles** | Information is gathered from multiple, research-based sources. | Information is gathered from multiple sources. | Information is gathered from a limited number of sources. | Information is gathered from a single source. |  |
| SUMMARY |
| Theme | Well organized, demonstrates logical sequencing and structure. | Well organized, but demonstrates illogical sequencing or structure. | Weakly organized with no logical sequencing or structure. | No organization, sequencing, or structure. |  |
| **Background/Foundation** | Detailed conclusions are reached from the evidence offered. | Conclusions are reached from the evidence offered. | There is some indication of conclusions from the evidence offered. | No conclusions are made from the evidence offered. |  |
| **Research Question** | Research question(s) are formed through the literature review and clearly stated. | Research question(s) are formed through the literature review. | Research question(s) were not formed but could be formed through the literature review. | Research question(s) were not formed and are not apparent from the literature review. |  |
| **Reference Sheet** | Information is cited properly and in APA format. | Information is cited properly. | Information is cited, but has errors. | Information is not cited or is cited incorrectly. |  |
| PRESENTATION |
| Length | Adheres to 5 – 10 page criteria. | Exceed or does not meet 5 – 10 page criteria by ½ page or less. | Exceed or does not meet 5 – 10 page criteria by ½ to 1 page. | Exceed or does not meet 5 – 10 page criteria by more than 1 page. |  |
| **Format** | Font, spacing, and APA format are correct. | Font and spacing, font and APA, or spacing and APA are correct. | Font, spacing, or APA format is correct. | Font, spacing, and APAP format are incorrect. |  |
| Grammar | There is 1 or less grammatical error. | There are 2 grammatical errors. | There are 3 grammatical errors. | There are 4 or more grammatical errors. |  |
| **TOTAL POINTS** |  |  |

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