



Course Specification

(Bachelor)

Course Title:	Shakespeare
Course Code:	LANT 1401
Program:	English Language
Department:	Languages & Translation Department
College:	Faculty of Education and Arts
Institution:	University of Tabuk
Version:	2023.10
Last Revision Date:	2022

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A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (Level 6 – Third Year)

4. Course general Description:

This course introduces students to William Shakespeare, the renowned English playwright. In this course, students learn about Shakespeare's life, times, plays, and their literary and theoretical significance. The course explores Shakespeare's contribution to the English theater and literature, examining the historical and cultural context with emphasis on critical analysis of selected works.

5. Pre-requirements for this course (if any):

LANT 1208 (Introduction to Literary Studies)

6. Co-requisites for this course (if any):

None

7. Course Main Objective(s):

The aim of this course is to introduce students to Shakespearean plays, and to place Shakespeare's works within its literary context. The course familiarizes students with Shakespeare's great contribution to English literature. Throughout the course students will read Shakespeare's individual plays critically and discuss the characteristics of drama as a literary genre as well as a theatrical event. The discussion will focus on the aspects of the Elizabethan period with its political, religious and social conflicts, and its connections to Shakespeare's plays.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
	Hybrid		
3	<ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		





3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify Shakespeare's contribution to English literature and theater.	K3	Lectures Class discussions Online material	Exams Assignments
1.2	Outline the dramatic genres, social and technical concepts of Shakespeare's theater	K3	Lectures Class discussions Online material	Exams Assignments
...				
2.0	Skills			
2.1	Investigate the Elizabethan period with its political, religious and social conflicts.	S3	Lectures Assigned reading of specific primary works. Class discussions	Exams Assignments Oral Presentations/Poster
2.2	Analyze the language, techniques, characters and themes of Shakespearean	S4	Lectures Lecturer-led tasks Class discussions	Exams Assignments Presentation/Poster





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	histories, comedies, and tragedies.			
3.0	Values, autonomy, and responsibility			
3.1	Show a commitment to academic and research values and ethics.	V1	Class discussions	Assignments Oral Presentation/Poster
3.2	Carry out autonomous tasks with responsibility.	V2	Class discussions	Exams Assignment Presentation/Poster
3.3	Work collaboratively to achieve target tasks with responsibility.	V3	Class discussions	Assignments Oral Presentation/Poster

C. Course Content

No	List of Topics	Contact Hours
1.	What is Medieval background ? What do we mean by the Renaissance ? Elizabethan Theatres?	3
2.	Shakespeare's life and Time	3
3.	Shakespeare's theater and literary canon	3
4.	Shakespeare's universalism and analyses of critical reviews	3
5	A Definition and discussion of comedy as a genre. The Merchant of Venice: Part I	3
6	The Merchant of Venice: Part II	3
7	Shakespeare's Comedy: The Merchant of Venice and critical analysis	
8	Issues to consider when teaching a Shakespearean comedy: Use of the supernatural, black humor, the clown and his/her role. Problem plays, mistaken Identity, love and marriage.	3
9	Issues to consider when teaching a Shakespearean comedy: Importance of setting. Parent- child relationships. Romance and realism. Shakespeare's heroines, disguise. coincidence, admixture of tragic and comic elements, the role of fortune.	3
10	Definition and discussion of tragedy as a genre. A choice of one tragedy suggested tragedy, Hamlet: Part I	3
11	Hamlet: Part II	3
12	Shakespeare's great tragedies: Hamlet and critical analysis	3
13	Issues to consider when teaching a Shakespearean tragedy: Characteristics of an Aristotelian tragedy; Emphasis on human nature/human flaws and Shakespeare's attempts to humanize his	



	characters. Issues of human conscience/unconscious, human illness (guilt, madness, hallucination, and fear).	
14	Issues to consider when teaching a Shakespearian tragedy: The use of elements of the supernatural vs. the natural. Emphasizing action more than characters. How the three unities are utilized in a tragedy.	3
15	Issues to consider when teaching a Shakespearian tragedy: The use of dark humour and comic interludes in a tragedy. The artistic use of literary devices such as flashback, foreshadowing, dramatic irony to achieve a high level of suspense. How Catharsis is achieved in a tragedy.	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exams 1	6	20%
2.	Midterm Exam 2	12	20%
3.	Assignments	Ongoing	10%
4.	Oral Presentation or Poster	14	10%
5.	Final Exam	16	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Shakespeare, William. The Oxford Shakespeare: The Complete Works, Oxford UP, 2005.
Supportive References	Chambers, E.K. (2010). The Elizabethan Stage, Nabu Press. Smith, Emma, The Cambridge Introduction to Shakespeare, Cambridge, 2007.
Electronic Materials	Shakespeare Online www.Shakespeare.online.com/ http://onlinelibrary.wiley.com/doi/10.1111/j.1741-2005.1931.tb04948.x/abstract http://www.shakespearesglobe.com/?gclid=EAIaIQobChMI7KTfOsfO2QIVEOMbCh0_RQ80EAAYASAAEgLoA_D_BwE https://www.youtube.com/watch?v=FqBG7mt4gNQ&index=9&list=PLGMtq5_yoKgJtiUNHUWEOeWVXHYa_h www.absoluteShakespeare.com/ http://www.wwnorton.com/college/english/nael/16century/welcome.htm SDL Saudi digital library



Other Learning Materials

In Search of Shakespeare, 4 parts. Michael Wood. BBC Production, 2004.

<http://www.dailymotion.com/video/x5nork7>.

Simon Schama, The History of Britain, Series 1, The Body of the Queen. BBC Production, 2010.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Data show, educational links
Other equipment (depending on the nature of the specialty)	None

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	<p>1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc.</p> <p>2. Indirect method: Faculty-student meetings to get students' oral feedback.</p> <p>Surveys: Confidential (anonymous) completion of a course evaluation questionnaire</p>
Effectiveness of Students' assessment	Students Peer reviewers (course coordinator and other instructors teaching the course)	<p>. Direct method: a. Looking at actual samples of student work in the course such as assignments, projects...etc.</p> <p>2. Indirect method (survey):</p>



Assessment Areas/Issues	Assessor	Assessment Methods
		Regular meetings between the teachers and the course coordinator Surveys: Confidential (anonymous) completion of a course evaluation questionnaire
Quality of learning resources	Department Chair Quality and Development Committee	Regular meetings between the course coordinator and other faculty members teaching the same course
The extent to which CLOs have been achieved	Department Chair Quality and Development Committee	Assessment of the Course Reports and the Program Annual Report
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	MEETING No. 9/ 1445
DATE	15.04.1445

