

Course Syllabus

1	Course title	Modern Trends in Drama
2	Course number	2201730
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/Co-requisites	
5	Program title	Master`s Degree in English Literature
6	Program code	220
7	Awarding institution	The University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Course level	Graduate
11	Year of study and semester (s)	2023/2024, First Semester
12	Final Qualification	MA
13	Other department (s) involved in teaching the course	
14	Language of Instruction	English
15	Delivery method	<input checked="" type="checkbox"/> Face to Face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
16	Electronic platform(s)	<input checked="" type="checkbox"/> E - Learning <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Issuing/Revision Date	December 2023

18 Course Coordinator:

Name:
Office number:
Phone number:
Email:

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19 Other instructors:

Name:
Office number:
Phone number:
Email:

20 Course Description

This course covers the most effective trends in twentieth century drama beginning with the realism of Ibsen, Shaw and Chekhov, passing through the symbolism, expressionism and surrealism of the inter-war period and ending with the epic, the theatre of the absurd, the post-modern experiments in the theatre of the last decades as well as the continuing revival of realist and naturalist drama.

21 Course aims and outcomes

A- Aims: Program learning out comes (PLO`s)

At the successful completion of the Master Program in English Literature the student should be able to:

- 1- Apply critical approaches, theories and methodologies to literary texts belonging to different literary periods.
- 2- Analyze and discuss the salient features of literary texts from a broad range of English and American literary periods.
- 3- Explain and discuss the functions of texts in relation to different historical, social, and political contexts.
- 4- Examine literary texts in a way that reflects insight into the distinctive historical, traditional and social situatedness of English literature as an academic discipline.
- 5- Employ knowledge of literary traditions to produce imaginative writing, demonstrating interpretive and analytical skills and the ability to close-read.
- 6- Apply critical and creative thinking to evaluate literature and improve practice in English studies, applying sound judgment in professional and personal situations.
- 7- Prepare and deliver specialized professional-level seminar, work efficiently both independently and as part of a team, collaborate with other, demonstrating commitment to social and professional responsibilities
- 8- Design, execute, interpret, and critique research in the specialization, and write master's theses or reports to professional standards equivalent to the quality of publishable papers. (Design and conduct linguistic research, interpret its results, demonstrating the ability to write a master's thesis proficiently and produce professionally publishable reports. Work efficiently both independently and/or as part of a team, committing to social and professional responsibilities).
- 9- Demonstrate an interest in learning and continuous professional growth, utilize information and data technology to develop his capabilities, knowledge, and skills. Express a commitment to acquiring and generating new knowledge and analyze and investigate issues related to English literature.

B- Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

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2	2.1	Realism, naturalism, and symbolism	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	required textbook
3	3.1	Metatheatre and modernity	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	required textbook
4	4.1	Absurdism, protest, and commitment	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	required textbook
5	5.1	<i>Pygmalion:</i> A Play by George Bernard Shaw	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	required material
6	6.1	<i>My Fair Lady:</i> A Musical by Alan Jay Lerner, as an adaptation of Shaw's <i>Pygmalion</i>	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	required material
7	7.1	<u>Midterm</u>	1-6	Synchronous Lecturing, Forums	Midterm	Assigned material
8	8.1	<i>Mother Courage and Her Children:</i> by Bertolt Brecht	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	required material
9	9.1	<i>Waiting for Godot:</i> by Samuel	1-6	Synchronous Lecturing,	Final + Term Paper + Presentation	required material

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		Beckett		Forums	s	
10	10.1	<i>Death of a Salesman:</i> by Arthur Miller	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	required material
11	11.1	<i>Rosencrantz and Guildenstern Are Dead:</i> by Tom Stoppard, as an adaptation of <i>Hamlet</i>	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	required material
12	12.1	<i>The Zoo Story:</i> by Edward Albee	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	required material
13	13.1	Term paper presentations	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	
14	14.1	Term paper presentations	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	
15	15.1	Term paper presentations	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	
16	16.1	<u>Final</u>	1-6	Synchronous Lecturing,	Final	Assigned material

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				Forums		

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

23 Evaluation Methods:

Opportunities to demonstrate achievement of the CLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Term Paper	15	The student's choice	1-6	1-16	E-Learning
Presentations	15	The student's choice	1-6	1-16	On campus
Midterm Exam	30	1-7	1-6	1-7	On campus
Final Exam	40	1-16	1-6	1-16	On campus

Rubric for presentation tasks:

Criteria	15	12	10	8	6-0
Subject Mastery	Full knowledge of the topic is demonstrated and any	Understanding of the topic is demonstrated and most of the questions from the	The content shows some understanding and comprehension of the topic,	The presentation has some information about the topic, but is mostly	The presentation doesn't show any knowledge of the topic, it's short and has basic or no foundation. No thesis is presented.

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	questions from the audience are correctly answered and explained. A thesis is presented.	audience are answered correctly. A thesis is presented.	but questions from the audience aren't answered correctly. A thesis is somewhat presented.	based on clichés and basic knowledge. No thesis is presented.	
Organization	It is presented in a logical, interesting sequence, and effective way that can be followed easily.	It is presented in a logical sequence which can be followed fairly easily.	The presentation is somewhat difficult to follow but the general idea and timeline is understood.	The presentation is difficult to follow because it jumps back and forth and it is difficult to understand.	The presentation has no sequence of information and is not understood.
Delivery	Maintains eye contact, doesn't read from notes, speaks loud with inflection, pronounces all words correctly, and is very effective and engaging.	Maintains eye contact throughout, rarely reads from notes, speaks with inflection, pronounces most words correctly, and is somewhat effective and engaging.	Maintains eye contact, reads from notes occasionally, speaks loud enough, pronounces some words correctly, and is somewhat effective and engaging.	Occasional eye contact, mostly reads from notes, speaks quietly and mispronounces.	No eye contact is made, reads from notes, a lot of mumbling and mispronunciation, and speaks quietly.
Creativity	Presentation is unique and innovative, with visual aids that are effectively used to support or demonstrate the content. The focus chosen is original and inspired.	Presentation's information is highlighted with visual aids that are used in an interesting way. The focus chosen is original.	Presentation is interesting, but unoriginal and there's a presence of visual aids that somewhat support the content. The focus chosen is somewhat interesting, but obvious.	Presentation is not unique or interesting, but uses of visual aids in a somewhat interesting way. Little or no interest is conveyed in the focus chosen.	There is no true focus which leads to poor or no creativity. There are no visual aids.

24 Course Requirements:

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Students should have the assigned textbook.

25 Course Policies:

A- Attendance policies:

B- Absences from exams and submitting assignments on time:

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior:

E- Grading policy:

F- Available university services that support achievement in the course:

26 References:

A- Required book(s):

Shepherd-Barr, K. (2016). Modern Drama: A Very Short Introduction. Oxford University Press. -

A selection of plays assigned by the course instructor. -

27 Additional information:

Name of Course Coordinator: Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

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Dean: ----- Signature: -----