

**Republic of Yemen**  
**Alandalus University**

Quality Assurance Unit



الجمهورية اليمنية  
جامعة الأندلس  
للعلوم والتقنية  
وحدة ضمان الجودة والاعتماد

توصيف مقرر: Shakespeare

**University of :Alandalus**  
**Faculty of: Arts & Humanities**  
**Department: English & Translation**  
**Title of the Program: BA**

## Template for Course Specification

I. Course Identification and General Information:					
1	<b>Course Title:</b>	<b>Shakespeare</b>			
2	<b>Course Code &amp;Number:</b>	<b>3402463</b>			
3	<b>Credit hours:</b>	<b>C.H</b>			<b>TOTAL</b>
		<b>Th.</b>	<b>Seminar</b>	<b>Pr</b>	
		<b>2</b>	<b>1</b>	<b>-</b>	<b>-</b>
4	<b>Study level/ semester at which this course is offered:</b>	4/1			
5	<b>Pre –requisite (if any):</b>	Renaissance Drama: Pre-Shakespearean Period			
6	<b>Co –requisite (if any):</b>	<b>Nil</b>			
8	<b>Program (s) in which the course is offered:</b>	<b>B.A - English</b>			
9	<b>Language of teaching the course:</b>	<b>English</b>			
10	<b>Location of teaching the course:</b>	<b>Alandalus University</b>			
11	<b>Prepared By:</b>	<b>Associate. Prof.- Abdulla Bukeir</b>			
12	<b>Date of Approval</b>				

## II. Course Description:

This course deals with William Shakespeare as a leading figure in English Literature and in drama in particular. The course attempts to study in detail Shakespeare's drama in general and his tragedies in particular.

One or two of the following tragedies to be studied in detail as an example: Macbeth, King Lear, Julius Caesar, Hamlet and Othello.

## III. Intended learning outcomes (ILOs) of the course:

- A1- Demonstrate great knowledge about the great playwrights in English literature (Shakespeare)
- A2- Describe the features of Shakespeare's era, supporting his/her opinion by several examples of Shakespeare's Dramas.
- B1- Analyse Shakespeare's drama: Themes, style, poetic language and technique.
- B2- Compare Shakespearean drama texts with the texts of some other dramas.
- C1- Critically Write essays /paper/summary about any select Shakespeare's drama
- D1- Make use of the virtues/moral lessons of Shakespearean era dramas in his/her professional career.

### (A) Alignment Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
A1- Demonstrate great knowledge about the great playwrights in English literature (Shakespeare)	Lecture Documentary Movies Group discussion Presentation	Evaluation of Performance Written test Written Report
A2- Describe the features of Shakespeare's era, supporting his/her opinion by several examples of Shakespeare's Dramas.	Presentation Group discussion Debate Lecture	Achievement File Assignment Written quiz Evaluation of Performance

<b>(B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:</b>		
<b>Course Intended Learning Outcomes</b>	<b>Teaching strategies</b>	<b>Assessment Strategies</b>
B1- Recognize the fact that the play and the playwright is one of the best examples to represent the period.	Lecture Group discussion Presentation	Evaluation of Performance Written test Report /summary Observation Assignment
B2- Compare between the Renaissance Drama at that time and the drama of nowadays.	Debate Group discussion Presentation	Achievement File Evaluation of Performance Written test Report

<b>©Alignment Course Intended Learning Outcomes of Professional and Practical Skills to Teaching Strategies and Assessment Strategies:</b>		
<b>Course Intended Learning Outcomes</b>	<b>Teaching strategies</b>	<b>Assessment Strategies</b>
C1-Critically Write essays /paper/summary about any select Shakespeare's drama	Discussion Group Discussion Debate Library	Written/Oral Report Written exam Individual /Group Assignment Achievement File

<b>(D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:</b>		
<b>Course Intended Learning Outcomes</b>	<b>Teaching strategies</b>	<b>Assessment Strategies</b>
D1-Make use of the virtues/moral lessons of Shakespearean era dramas in his/her professional career.	Drama and theatre activities	Observation

Course Topics / Items					
Theoretical Aspect					
Order	List of Topics	Learning Outcomes Aligned Units Learning Outcomes to Course ILOS	List of Sub Topics	Number of Weeks	Contact Hours
1	Introduction	A1 B1 C1	1- Shakespeare as a dramatist 2-Why we choose Julius Caesar as an example?!!.	1 week	3 hours
2	Act I Scene i and ii	A1 A2 B1 B2	a sense of hatred towards Caesar. Caesar and the mysterious prophecy Cassius begins his conspiracy with Brutus.	1Week	3 hours
3	Act I Scene iii	A1 A2 B1 B2 C1	The Storm and its denotation of the conspiracy.	1Week	3 hours
4	Act II Scene i	A1 A2 B2 C1	1- Brutus's inner conflict. 2- The Last retouches of the plan of assassination. 3- The rising action of the plot.	1Week	3 hours
5	Act II Scene ii, iii and iv	A1 A2 B1 C1	The Character of Caesar: his pride leads him to his catastrophe.	1Week	3 hours
6	Act III scene i	A1 B1 B2 C1	Caesar's assassination and the new appearance of Antony's character.	1 week	3 hours
7	Act III scene ii	A1 A2 B1 B2 C1	Brutus and Mark Antony address the public. The orations and their literary and dramatic significance to be analysed.		
8	Act III scene	A1	Antony's oration leads to an		

	<b>ii</b>	A2 B1 B2 C1	anarchy and civil war		
<b>9</b>	<b>Act IV Scene i and ii</b>	A1 A2 B1 B2 C1	The Civil War and its consequence.	1 week	3 hours
<b>10</b>	<b>Act IV scene iii</b>	A1 A2 B1 B2 C1	1- The quarrel between Brutus and Cassius . 2- The Ghost of Caesar, and Brutus's disturbed mind. 3- The Death of Cassius	1 week	3 hours
<b>11</b>	<b>Act V</b>	A1 A2 B1 C1 D1	1- The Death of Brutus and Antony's triumph. 2- Antony's final words lamenting Brutus the Man.	1 week	3 hours
<b>12</b>	<b>The Whole Play</b>	A1 A2 B1 C1	Analysis of the play as a historical and political play.	1 week	3 hours
<b>13</b>	<b>The Whole Play</b>	A1 A2 B1 C1 D1	Analysis of the play as a tragedy.	1 week	3 hours
<b>14</b>	<b>Shakespeare and his Plays</b>	A1 A2 B1 B2 C1 D1	General Revision	1 week	3 hours
<b>Number of weeks/and units per semester</b>				<b>14Weeks</b>	<b>42 Hours</b>

#### IV. Teaching strategies of the course:

- Presentation
- Problem solving
- Debate
- Lecture
- Group discussion

#### Schedule of Assessment Tasks for Students During the Semester

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes
1	Attendance and Activities	Every week	10	10%	A1 A2 B1 C1 D1
2	Quizzes and presentation	Every four week	10	10%	A1 A2 B1 C1
3	Mid exam and participation	Seventh week least	20	20%	A1 A2 B1 C1
4	Final Exam	15 <sup>th</sup> Week	60	60%	A1 A2 B1 B2 C1
<b>Total Mark</b>			<b>100</b>	<b>100%</b>	

<b>8– Standard Eight: Learning Resources</b>
<b>1- Essential References</b>
A play for William Shakespeare selected by the lecturer.
<b>2- Required References: (maximum two)</b>
<ol style="list-style-type: none"> <li>1. Bradley, A.C.( 1978).<b>Shakespearean Tragedy</b>. New York: St. Maritn's Press.</li> <li>2. Charlton, H. B.( 1948/1961). <b>Shakespearian Tragedy</b>, Cambridge: Cambridge University Press.</li> <li>3. Harbage, Alfred.( 1963). <b>Shakespeare: A reader's Guide</b>. New York: Farrar, Straus and Co.</li> <li>4. Muir, K. (1971) <b>A New Companion to Shakespeare Studies</b>. Cambridge University Press,</li> </ol>
<b>3- Recommended Books and Reference Materials</b>
<b>9– Standard Nine: Restrictions and Policies Followed in the Course</b>
<b>1- Attendance Policy:</b> follows the program as well as the general policy of the university.
<b>2- Lateness of Attendance:</b> subject to the regulations of the course instructor, regulations of the program as well as the general policy of the university.
<b>3- Regulations of Examination:</b> subject to the regulations of the program as well as the general policy of the university.
<b>4- Assignments &amp; Projects:</b> The type of assignment and the deadline of submitting it is to be assigned and determined by the course instructor.
<b>5- Cheating:</b> subject to the regulations of the program as well as the general policy of the university and provisions of Cheating Article NO. ( ) of Higher Education system.
<b>6- Impersonation:</b> such matter is governed by the general rules of the university as well



as the Ministry of Higher Education.

**7- Other Policies:** detailed in the general policy of the program

**University of: Alandalus**  
**Faculty of: Arts & Humanities**  
**Department: English and Translation**  
**Title of the Program:**

## Template for Course Plan (Syllabus)

I. - Information about Faculty Member Responsible for the Course:							
Name of Faculty Member	Dr. Abdulla A. Bukeir	Office Hours					
Location&Telephone No.	777453675	SAT	SUN	MON	TUE	WED	THU
E-mail	<a href="mailto:mbukair@gmail.com">mbukair@gmail.com</a>						

II. Course Identification and General Information:						
1-	Course Title:	Shakespeare				
2-	Course Number & Code:					
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		2	1	-	-	3
4-	Study level/year at which this course is offered:	4/1				
5-	Pre –requisite (if any):	Renaissance Drama: Pre-Shakespearean Period				
6-	Co –requisite (if any):	Nil				
7-	Program (s) in which the course is offered	BA in English				
8-	Language of teaching the course:	English				
9-	System of Study:	Full Time				
10-	Mode of delivery:	Lecturing				
11-	Location of teaching the course:	Alandalus University				

III. Course Description:	
This course deals with William Shakespeare as a leading figure in English Literature	

and in drama in particular. The course attempts to study in detail Shakespeare's drama in general and his tragedies in particular.

One or two of the following tragedies to be studied in detail as an example: Macbeth, King Lear, Julius Caesar, Hamlet and Othello.

#### IV. Intended learning outcomes (ILOs) of the course:

- Brief summary of the knowledge or skill the course is intended to develop:

A1- Demonstrate great knowledge about the great playwrights in English literature (Shakespeare)

A2- Describe the features of Shakespeare's era, supporting his/her opinion by several examples of Shakespeare's Dramas.

B1- Analyse Shakespeare's drama: Themes, style, poetic language and technique.

B2- Compare Shakespearean drama texts with the texts of some other dramas.

C1-Critically Write essays /paper/summary about any select Shakespeare's drama

D1-Make use of the virtues/moral lessons of Shakespearean era dramas in his/her professional career.

#### V. Course Content:

- Distribution of Semester Weekly Plan of Course Topics/Items and Activities.

#### Course Topics / Items

#### Theoretical Aspect

Order	List of Topics	List of Sub Topics	Week Due	Contact Hours
1	<b>Introduction</b>	1- Shakespeare as a dramatist 2-Why we choose Julius Caesar as an example?!!.	1 <sup>st</sup>	3 hours

2	<b>Act I Scene i and ii</b>	a sense of hatred towards Caesar. Caesar and the mysterious prophecy Cassius begins his conspiracy with Brutus.	2 <sup>nd</sup>	3 hours
3	<b>Act I Scene iii</b>	The Storm and its denotation of the conspiracy.	3 <sup>rd</sup>	3 hours
4	<b>Act II Scene i</b>	4- Brutus's inner conflict. 5- The Last retouches of the plan of assassination. 6- The rising action of the plot.	4 <sup>th</sup>	3 hours
5	<b>Act II Scene ii, iii and iv</b>	The Character of Caesar: his pride leads him to his catastrophe.	5 <sup>th</sup>	3 hours
6	<b>Act III scene i</b>	Caesar's assassination and the new appearance of Antony's character.	6 <sup>th</sup>	3 hours
7	<b>Act III scene ii</b>	Brutus and Mark Antony address the public. The orations and their literary and dramatic significance to be analysed.	7 <sup>th</sup>	
8	<b>Act III scene ii</b>	Antony's oration leads to an anarchy and civil war	8 <sup>th</sup>	
9	<b>Act IV Scene i and ii</b>	The Civil War and its consequence.	9 <sup>th</sup>	3 hours
10	<b>Act IV scene iii</b>	4- The quarrel between Brutus and Cassius . 5- The Ghost of Caesar, and Brutus's disturbed mind. 6- The Death of Cassius	10 <sup>th</sup>	3 hours
11	<b>Act V</b>	3- The Death of Brutus and Antony's triumph. 4- Antony's final words lamenting Brutus the Man.	11 <sup>th</sup>	3 hours
12	<b>The Whole Play</b>	Analysis of the play as a historical and political play.	12 <sup>th</sup>	3 hours
13	<b>The Whole Play</b>	Analysis of the play as a tragedy.	13 <sup>th</sup>	3 hours

14	<b>Shakespeare and his Plays</b>	General Revision	14 <sup>th</sup>	3 hours
<b>Total</b>			<b>42 Hours</b>	<b>42 Hours</b>

#### VI. Teaching strategies of the course:

- Presentation
- Problem solving
- Debate
- Lecture
- Group discussion

#### VII. Schedule of Assessment Tasks for Students During the Semester:

Assessment	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1	Attendance and Activities	Every week	10	10%
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<b>Total</b>			<b>100</b>	<b>100%</b>

<b>8– Standard Eight: Learning Resources</b>
<b>2- Essential References</b>
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**5- Cheating:** subject to the regulations of the program as well as the general policy of the university and provisions of Cheating Article NO. ( ) of Higher Education system.

**6- Impersonation:** such matter is governed by the general rules of the university as well as the Ministry of Higher Education.

**7- Other Policies:** detailed in the general policy of the program