اعـتـمـاد
NCAAA

T4

2020

Course Specifications

Course Title:	Postcolonial Literature
Course Code:	ENG-3/428
Program:	Bachelor's Program in English
Department:	Department of English
College:	Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Dayer (Female Campus), Ardah (Female Campus), and Farasan (Female Campus)
Institution:	Jazan University

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A. Course Identification

1. Credit hours: **3 credit hours**
2. Course type
a.   University ☐   College ☐   Department ■   Others ☐
b.   Required ■   Elective ☐
3. Level/year at which this course is offered: **Level 8/ 4th Year**
4. Pre-requisites for this course (if any)**: Introduction to Literary Arts**
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	45	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)quiz, midterm assignment	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description:

This is a three hours credit course offered to bachelor degree students. This course on Postcolonial literature will explore colonialism and anti-colonial resistance through the cultural legacies and literary imprints that they leave. It will also be an introduction to the specialized field of postcolonial studies which started emerging during the 1980s and ever since then has come to occupy a significant position within the various humanities departments across the world. It is hoped that this course will enable students to competently navigate the complex maze of theoretical terms and concepts that characterize postcolonial studies and savour the wonderful variety and richness of the literature that is today classified under the rubric of postcolonialism.

2. Course Main Objective

The objective of the course is to enable students to:

•   discuss, and analyze colonial and postcolonial texts

•   know how race, class, gender, history, and identity are presented and problematised in the literary texts

•   have an understanding of the relationship between Great Britain (and implicitly the West) and nations that were once colonized

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding: the students will be able to**	
1.1	Discuss concepts and definitions related to Postcolonial literature	**K2**
1.2	Identify various characters and events in the prescribed work of fiction	**K2**
2	**Skills : the students will be able to**	
2.1	Analyze narrative aspects of the prescribed literary text from a postcolonial perspective	**S1**
2.2	Distinguish between pre-colonialism, colonialism and postcolonialism in theory and practice	**S3**
3	**Values: the students will be able to**	
3.1	Negotiate the challenges in the contemporary society	**V1**
3.2	Combine personal and professional ethics while collaborating with other team members.	**V3**

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Post Colonial Literature– The social, historical, political, religious and economic background	**3**
2	Introduction to the different key texts and concepts of Post colonialism and their importance	**3**
3	"Introduction" from *The Empire Writes Back*	**9**
4	Discussion and Revision	**2**
5	Midterm Exam	**1**
6	Chinua Achebe's *Things Fall Apart* + Assignment	**18**
7	Overall discussion of Post colonialism with reference to neo colonialism and resistance to it.	**6**
8	Revision Make Up 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: students will be able to**		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.1	Discuss concepts and definitions related to Postcolonial literature	Lectures, Discussions, Power Point Presentations	**Type of Assessment:** Quiz, Midterm Assignment or Presentation, Final exam **Nature of Questions:** Fill in the blanks, true or false, MCQs, Matching questions, Define the following, short questions, paragraph questions
1.2	Identify various characters and events in the prescribed work of fiction	Lectures, Discussions, Power Point Presentations	**Type of Assessment:** Quiz, Midterm Assignment or Presentation, Final exam **Nature of Questions:** Fill in the blanks, true or false, MCQs, Matching questions, Define the following, short questions, paragraph questions
…			
2.0	**Skills: students will be able to**		
2.1	Analyze narrative aspects of the prescribed literary text from a postcolonial perspective	Lectures, Discussions, Power Point Presentations	**Type of Assessment:** Quiz, Midterm Assignment or Presentation, Final exam **Nature of Questions:** Fill in the blanks, true or false, MCQs, Matching questions, Define the following, short questions, paragraph questions, essays
2.2	Distinguish between pre-colonialism, colonialism and postcolonialism in theory and practice	Lectures, Discussions, Power Point Presentations	**Type of Assessment:** Quiz, Midterm Assignment or Presentation, Final exam **Nature of Questions:** Fill in the blanks, true or false, MCQs, Matching questions, Define the following, short questions, paragraph questions, essays
…			
3.0	**Values: students will be able to**		
3.1	Negotiate the challenges in the contemporary society	Lectures, Discussions	**Types of Assessment:** Assignment **Suggestions for Assignment:** The assignment shouldn't be on any of the CLOs in the knowledge and skills domain. The teachers may give students an assignment where they have to look up the Internet for information. It could be, for example, on a short story or poem by a postcolonial writer (which students haven't come across so far) where students have to analyse the text from a postcolonial perspective. Only in such cases will teachers be able to map the assignment to CLO 5 (Competence).
3.2	Combine personal and professional ethics	Lectures, Discussions	**Types of Assessment:** Assignment

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	while collaborating with other team members.		**Suggestions for Assignment:** The assignment shouldn't be on any of the CLOs in the knowledge and skills domain. The teachers may give students an assignment where they have to look up the Internet for information. It could be, for example, on a short story or poem by a postcolonial writer (which students haven't come across so far) where students have to analyze the text from a postcolonial perspective. Only in such cases will teachers be able to map the assignment to CLO

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	4-7	10%
2	Assignment	3-8	10%
3	Mid Term Exam	5-9	20%
4	Final Exam	16-17	60%
	Total		100%

*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:
The teacher is allotted 10 office hours officially to cater to the academic needs of students outside the class especially immediately before or after classes. Academic advice is also a task in which each teacher is given a certain number of students for guiding and counselling each semester, usually ten in number.

F. Learning Resources and Facilities
1.Learning Resources

Required Textbooks	Gareth, Ashcroft, and Helen Tiffin. *The Empire Writes Back.* Achebe, Chinua. Things Fall Apart. (ebook freely available online; teachers may choose any publisher for a print copy)
Essential References Materials	Gareth, Ashcroft, and Tiffin. *The Postcolonial Studies Reader*. London: Routledge, 1995 McLeod, John. *Beginning Post-colonialism.* Manchester: Manchester Univ. Press, 2000
Electronic Materials	Same as above
Other Learning Materials	Any relevant teaching and learning resource.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classrooms - 25 seats.
Technology Resources (AV, data show, Smart Board, software, etc.)	2. Technology resources (AV, data show, Smart Board, software, etc.) All are needed, and are not yet available.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	1. Working projectors 2. Smart-boards 3. Internet in the classrooms 4. Computers 5. Libraries

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Achievement of CLOs	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation (Direct), Course Report, CLO Excel Worksheet (Indirect)
Quality of Learning Resources	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Formative and Summative Evaluation (Direct), Course Report, Student Evaluation (Indirect)

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	
Reference No.	
Date	