



## Course Specifications

<b>Course Title:</b>	<b>Short Story</b>
<b>Course Code:</b>	<b>Eng-3/332</b>
<b>Program:</b>	<b>Bachelors Program in English</b>
<b>Department:</b>	<b>English Department</b>
<b>College:</b>	<b>Jazan (Male and Female Campus), Samtah (Female Campus), Ardha (Female Campus) Dayer (Female Campus), Darb (Female Campus), and Farasan (Female Campus)</b>
<b>Institution:</b>	<b>Jazan University</b>

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## A. Course Identification

<b>1. Credit hours:</b> 3 credit hours
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 6 / Third Year
<b>4. Pre-requisites for this course (if any):</b> Introduction to Literary Forms
<b>5. Co-requisites for this course (if any):</b> 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 (quiz, assignment and midterm )	
	<b>Total</b>	<b>45</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course is designed to introduce undergraduate students to the short story genre. A range of short stories from the 19th and 20th centuries will be taught, and students will be given an opportunity to analyze, discuss, and write about the stories they read. The course introduces students to various elements of the short story, and sharpens their critical skills in reading, writing, and analysis by highlighting theme, style, plot, character, social-cultural context, and other critical elements of short stories. The selections include classic short stories, and offer a variety of authors, styles, and traditions. The choice of works is motivated by the hope that students will be inspired to read other stories by these authors, and thus expand their intellectual and cultural horizon through this course.

## 2. Course Main Objective

The main objective of the course is to enable students to:

1. Identify the literary elements and essential concepts of the works they are presently reading with those they have previously read or viewed.
2. Identify and explain the function of essential short story elements in the writer's craft (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, point of view).
3. Support interpretive claims about a variety of short fiction at college level.
4. Demonstrate the skills and capacity for critical thinking, creativity, personal growth, empathy and cultural understanding.
5. Compare texts in terms of themes figurative language, social and cultural background, and authorship techniques.
6. Defend their arguments about their understanding of a short story
7. Show self-growth as a result of the interpretation experience.
8. Write accurately with error-free English sentences
9. Demonstrate the ability to engage in informal writing assignments (i.e. reader response, free writing, focused free writing, prediction, response journals, dialectical notebook entries...etc.)
10. Demonstrate the ability to engage critically and constructively in oral exchanges of ideas

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	Describe aspects and elements of short story in a concise or detailed way	K2
1.2	Identify specific details related to the prescribed short stories and summarize them in proper manner	K2
2	<b>Skills :</b>	
2.1	Analyse stories with regard to their structure and other literary aspects	S1
2.2	Demonstrate understanding of major characters, themes, and symbols by relating them to the events and settings in the story	S2
3	<b>Values:</b>	
3.1	Respond and adapt positively to social challenges	V1
3.2	Reinforce a sense of academic ethics in writing assignments.	V3

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Short Story General introduction to the course; What is short story? In focus: How to read a short story?(steps to read a story) + How to write on a short story(steps to write a story) – a general approach to be made clear to the students to orient them to learn all the stories from now on.	3
2	Elements of short story(definitions of setting and its aspects; definitions of Plot and five stages of the plot, definitions of Conflict +Conflict its types and kinds of Conflicts ;definitions of Character +definitions of Characteristics+ types of character, Point of view definitions and types of point of view; Theme and its definitions. Short Definitions on topics like dialogue, genre, title, style, author, background	9

3	Gift of the Magi by O. Henry (Life and Works of O. Henry, Pre-reading, Story and Analysis)	6
4	The Selfish Giant by Oscar Wilde (Life and Works of Wilde, Story and Analysis)	6
5	The Story of an Hour by Kate Chopin (Life and Works of Kate Chopin, Story and Analysis)	6
6	Cat in the Rain by E. Hemingway (Life and Works of Hemingway, Story and Analysis)	6
7	The Cask of Amontillado by E. A. Poe (Life and Works of Poe, Story and Analysis)	6
8	REVISION	3
<b>Total</b>		<b>45</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Describe aspects and elements of short story in a concise or detailed way	PowerPoint, Lectures group discussions	MCQ, Fill in the Blanks, Match ,One line answers, Short answers, Essay answers
1.2	Identify specific details related to the prescribed short stories and summarize them in proper manner	PowerPoint, Lectures, group discussions	MCQ, Fill in the Blanks, Match ,One line answers, Short answers, Essay answers
<b>2.0</b>	<b>Skills</b>		
2.1	Analyse stories with regard to their structure and other literary aspects	PowerPoint, Lectures, group discussions	MCQ, Fill in the Blanks, Match ,One line answers, Short answers, Essay answers
2.2	Demonstrate understanding of major characters, themes, and symbols by relating them to the events and settings in the story	PowerPoint, Lectures, group discussions	MCQ, Fill in the Blanks, Match ,One line answers, Short answers, Essay answers
<b>3.0</b>	<b>Values</b>		
3.1	Respond and adapt positively to social challenges	Discussions, group work, Peer group presentation, Assignment	Assignments (OR) Presentations
3.2	Reinforce a sense of academic ethics in writing assignments.	Discussions, group work Peer group presentation, Assignment	Assignments (OR) Presentations

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	5	10
2	Midterm	7	20
3	Assignment / Presentation	8	10
4	Final	14	60
5	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 :

Teachers are allotted 10 office hours a week for student consultations. Further, every student has an academic advisor whom the student approaches for personal or behavioral issues. Sometimes, the advisor acts as a bridge between the students and the course teachers.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>• Bausch, Richard, and R V. Cassill. The Norton Anthology of Short Fiction. , 2015. Print</li> <li>• Department Materials on Short story</li> </ul>
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>• Hunter, Adrian. The Cambridge Introduction to the Short Story in English. Cambridge [u.a.: Cambridge Univ. Press, 2012.</li> <li>• The Cambridge Introduction to The American Short Story.</li> </ul>
<b>Electronic Materials</b>	<p>Links to the stories:</p> <ul style="list-style-type: none"> <li>• <a href="http://xroads.virginia.edu/~hyper/poe/cask.html">http://xroads.virginia.edu/~hyper/poe/cask.html</a></li> <li>• <a href="https://www.youtube.com/watch?v=gnP5av68jzY">https://www.youtube.com/watch?v=gnP5av68jzY</a> (audio of the story Cat in the Rain)</li> <li>• <a href="https://www.auburn.edu/~vestmon/Gift_of_the_Magi.html">https://www.auburn.edu/~vestmon/Gift_of_the_Magi.html</a></li> <li>• <a href="https://archive.vcu.edu/english/engweb/webtexts/hour/">https://archive.vcu.edu/english/engweb/webtexts/hour/</a></li> <li>• <a href="http://www.eastoftheweb.com/short-stories/UBooks/SelGia.shtml">http://www.eastoftheweb.com/short-stories/UBooks/SelGia.shtml</a></li> <li>• <a href="http://jump.jazanu.edu.sa">http://jump.jazanu.edu.sa</a>.</li> </ul>
<b>Other Learning Materials</b>	Handouts; worksheets, power-points ,videos

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom with 25 – 60 seats., library
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Speakers / internet connection/Projectors
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Photocopiers/printers

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Planning course distribution and syllabus	Course teachers	Meetings and Course plans
Course Follow-up	Course Leaders	Course Follow-up reports
Unified Final Exam	Course Coordinator in coordination with course leaders /course teachers	Table of Specification/Blue print
Student's questionnaire once during semester	Students	Online questionnaire of Course satisfaction
Students' application for rechecking of scripts.	Reevaluation committee by department	Re-Correction of quiz, assignment, midterm and final students scripts
Curriculum improvement	Department curriculum committee meets regularly and recommends revision for improvement	Meetings
Course Learning outcomes	Teachers	CLOs Direct Assessment Sheet.

**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

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	