



Course Specifications

Course Title:	American Literature
Course Code:	Eng-3/437
Program:	Bachelors Program in English
Department:	English Department
College:	College of Arts & Humanities- Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Ardah (Female Campus), Dayer (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 <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"/>
3. Level/year at which this course is offered: Level Seven-Fourth 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 (quiz, midterm & assignment)	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

This is a three hour credit course offered to the students of level-5 in the English department under Faculty of Arts and Humanities, Jazan University. The aim of this course is to familiarize students with modern American Literature and its writers. The course will examine a few representative plays, poems and novels from the modern period and survey the major aesthetic and cultural movements of the twentieth century. More specifically, the aim of the course is to get the students have an overall idea of major works written in American literature. Students will sample a wide range of the fascinating dramas, short stories and poems that have been composed during the past century. Students will study and analyze a drama: Arthur Miller's *Death of A Salesman* so they may learn to appreciate drama. Paying particular attention to the idea of the American dream as reflected in American Literature. Students will also study and analyze a short story (E A Poe's *Cask of Amontillado*) and two poems (Robert Frost's *Road Not Taken*), and Emily Dickinson's (*Because I Could not Stop for Death.*). This is a three hour credit course and is expected to provide the students with adequate knowledge of the modern novels and novelists.

2. Course Main Objective

Upon completion of the course students will be able to:

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
- Describe the features of American Literature
- Analyze texts both in writing and orally.
- Write critically on the selected novels, poems and plays.
- Promote critical thinking among students.
- Explain fundamental insight in relation to the themes and history of American Literature.
- Employ fundamental theatrical techniques such as improvisation and role play.
- Apply literary theories to the analysis of modern dramatic works.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding: students will be able to	
1.1	Identify key ideas, representative authors, and works of different periods of American literature	K2
1.2	Analyze literary works as within the social, political, cultural, or religious contexts of different literary periods	K3
2	Skills: students will be able to	
2.1	Examine the development of characteristic forms or styles of expression during different historical periods and regions.	S2
2.2	Detail the aesthetic principles that guide the scope and variety of works and examine them in the light of socio-economic-politico contexts	S3
3	Values: students will be able to	
3.1	Appraise works as expressions of individual or communal values with social responsibility	V1

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to American Literature – Social, historical, political, religious and economic background	3
2	Introduction to the different genres and streams of American Literature like poetry, drama, fiction, non-fiction etc. African American fiction, Native American fiction etc.	3
3	"Road Not Taken" by Robert Frost	3
4	Definition of lyric, philosophical poem, and analysis of above poem	3
5	Analysis of poem. Philosophical critical appreciation of the poem	
6	Emily Dickinson's "Because I would not stop for death."	3
7.	Analysis of poem. Philosophical critical appreciation of the poem.	3
8	<i>Introduction to Death of a Salesman</i> by Arthur Miller (not detailed) Plot structure of the plays and main characters	3

9	Arthur Miller's "Death of a Salesman"	3
10	Arthur Miller's "Death of a Salesman"	3
11	Arthur Miller's "Death of a Salesman" Major themes of the play	3
12	Novella Earnest Hemingway's "The Old Man & the Sea"	3
13	Novella Earnest Hemingway's "The Old Man & the Sea"	3
14	Novella Earnest Hemingway's "The Old Man & the Sea"	3
15	Novella Earnest Hemingway's "The Old Man & the Sea"	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		
1.1	Identify key ideas, representative authors, and works of different periods of American literature	Lectures, Worksheets, Discussions, Power Point Presentations Classroom Activities	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	Analyze literary works as within the social, political, cultural, or religious contexts of different literary periods	Lectures, Worksheets, Discussions, Power Point Presentations Classroom Activities	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	Examine the development of characteristic forms or styles of expression during different historical periods and regions.	Lectures, Worksheets, Discussions, Power Point Presentations Classroom Activities	Type of Assessment: Assignment Nature of Questions: Fill in the blanks, true or false, MCQs, Matching questions, Define the following, short questions, paragraph questions
2.2	Detail the aesthetic principles that guide the scope and variety of works and examine them in the light of socio-economic-politico contexts	Lectures, Worksheets, Discussions, Power Point Presentations Classroom Activities	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 question
3.0	Values: students will be able to		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.1	Appraise works as expressions of individual or communal values with social responsibility	Lectures, Discussions Classroom Activities	Type 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 may have to look up the Internet for information. It could be on information related to elements of modern fiction with regard to a novel or novella which they haven't read. Only in such cases will teachers be able to map the assignment to CLO 5 (Competence).

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term exam	9-10	20%
2	Quiz	11	10%
3	Assignment	13	10%
4	Final Examination	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:

Every teacher is allotted 10 office hours in which he / she can cater to the academic needs of the students outside the class.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> - Robert Frost "Road Not Taken" - Earnest Hemingway "The Old Man & the Sea" - Emily Dickinson's "Because I Could not Stop for Death." - Arthur Miller: "Death of A Salesman"
Essential References Materials	Abrams, M. H. <i>A Glossary of Literary Terms</i> . 6th ed. Fort Worth: Harcourt Brace Jovanovich, 1993. -Matz, Jesse. <i>The Modern Novel: a Short Introduction</i> . Oxford: Blackwell Publishing Ltd., 2004.
Electronic Materials	Internet Browsing for information and the use of Computers. www.sparknotes.com www.literature-study-online.com/essays
Other Learning Materials	Web Sites, Facebook, Twitter, etc. EBR: Electronic Book Review(http://www.electronicbookreview.com)

2. Facilities Required

Item	Resources
<p>Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<ul style="list-style-type: none"> - Classrooms should be well maintained and equipped. They should be provided with audio-visual equipment such as projectors and other required facilities. - The number of the students should not exceed 40 in each and every class for better outcomes. - Good library -
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	Internet, Printer and Computers Required
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	Audio –visual facilities and good projectors are highly recommended.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Course Curriculum	The Committee appointed for Evaluation	Through group discussions and active participation.
Course Syllabus and teaching materials	The Committee appointed for Evaluation	Through feedback and valuable suggestions and fruitful discussions. Through having new strategies and updating. Sharing experiences.
Regarding Course Learning and Teaching Objective and Goal	All Staff Members	Exchanging ideas and holding regular seminars and workshops are highly recommended.
The Questions for Examinations, Assignments and Quizzes	The Chair-Person and Senior Teachers	-By checking and tracking some samples of question/examination papers and assignments/tasks given to the students/learners
Progress of the Students and the Effectiveness of the Teachers	Students, Faculty, Program Leaders, Peer Reviewer	-Through feedback and questionnaire

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	