Course Specification
— (Bachelor)

Course Title: Post-colonial Literature

Course Code: ENG 3 428

Program: Bachelor

Department: Department of English

College: Jazan University

Institution: Jazan University

Version: *Course Specification Version Number*

Last Revision Date: 28 November 2023

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A. General information about the course:

1. Course Identification

1. Credit hours: Three

2. Course type

A.	☐ University	☐College	☒ Department	☐Track	☐Others
B.	☒ Required			☐Elective	

3. Level/year at which this course is offered: Eleven

4. Course general 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 1980sand 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.

5. Pre-requirements for this course (if any):

Introduction to Literary Forms

6. Co-requisites for this course (if any):

None

7. Course Main Objective(s):

The objective of the course is to enable students to: discuss, and analyze colonial and postcolonial texts, to know how race, class, gender, history, and identity are presented and problematized in the literary texts and to understand the relationship between Great Britain (and implicitly the West) and nations that were once colonized.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	33	100
2	E-learning		
3	Hybrid • Traditional classroom		

No	Mode of Instruction	Contact Hours	Percentage
	● E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	33
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)**	
Total		33

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Define concepts and definitions related to Postcolonial literature	K1	Debates, Explanations, Presentations	Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions: Objective & Subjective type
1.2	Identify various characters and events in the prescribed work of fiction	K2	Active Learning, Discussions, Presentations	Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions: Objective & Subjective type
2.0	**Skills**			

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.1	Analyze narrative aspects of the prescribed literary text from a postcolonial perspective	**S1**	Peer learning, Collaborative learning	Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions: Objective & Subjective type
2.2	Distinguish between pre-colonialism, colonialism and postcolonialism in theory and practice	**S3**	Story telling, Problem based learning, Presentations	Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions: Objective & Subjective type
3.0	**Values, autonomy, and responsibility**			
3.1	Combine personal and professional ethics while collaborating with other team members.	V3	Group discussion, Presentation, Project design	Type of Assessment: Assignment or Presentation, Final exam Nature of Questions: Subjective type

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.	Poem: *Still I Rise* by Maya Angelou	3
4.	Poem : *Sea Grapes* by Derek Walcott	3
5.	Story: *We Need the New Names* by No Violet Bulawayo	5
6.	Novel: *A Passage to India* by E. M. Forster	9

Midterm + Quiz			3
Course Review			4
Total			**33**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	3	10
2.	Midterm Exam	6	10
3.	Assignment/ Presentation	8	20
4.	Final Exam	13	60

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Forster's A Passage to India, Maya Angelou's Still I rise, Walcott's Sea Grapes & No Violet Bulawayo's We Need the New Names (E-book available online, teacher can choose any publisher for a print copy)
Supportive References	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	Department Handouts based on essential references

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Technology equipment (projector, smart board, software)	Technology resources (AV, data show, Smart Board,software, etc.)
Other equipment (depending on the nature of the specialty)	1.Working projectors 2. Smart-boards 3. Internet in the classrooms

Items	Resources
	4. Computers

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Effectiveness of Students assessment	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Evaluation (Direct), Course Report, CLO Excel Worksheet (Indirect)
Quality of learning resources	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Evaluation (Direct), Course Report, Student Evaluation (Indirect)
The extent to which CLOs have been achieved	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Evaluation (Direct), Course Report, Student Evaluation (Indirect)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	CURRICULUM COMMITTEE
REFERENCE NO.	
DATE	