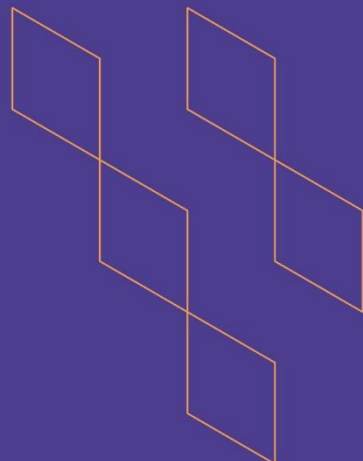




T-104  
2022

## Course Specification



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**

Version: **Version 4**

Last Revision Date: **19 September 2023**



## Table of Contents:

Content	Page
A. General Information about the course	3
1. Teaching mode (mark all that apply) 2. Contact Hours (based on the academic semester)	4
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	5
C. Course Content	6
D. Student Assessment Activities	6
E. Learning Resources and Facilities	7
1. References and Learning Resources	7
2. Required Facilities and Equipment	7
F. Assessment of Course Quality	8
G. Specification Approval Data	8

## A. General information about the course:

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"/> Track <input 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 Ten-Fourth Year
4. Course general Description	
<p>This is a three hour credit course offered to the students of level-10 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 <i>Death of A Salesman</i> so they may learn to appreciate drama. Paying particular attention to the idea of the American dream as reflected in American Literature.</p> <p>Students will also study and analyze a short story (E A Poe's "The Tell-Tale Heart") and three poems (Paul Laurence Dunbar's "We wear the Mask"), (William Carlos Williams' "The Red Wheelbarrow") 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.</p>	
5. Pre-requirements for this course (if any): Introduction to Literary Arts	
6. Co- requirements for this course (if any): None	
7. Course Main Objective(s)	
<p>Upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Describe the features of American Literature</li> <li>Analyze texts both in writing and orally.</li> <li>Write critically on the selected novels, poems and plays.</li> <li>Promote critical thinking among students.</li> </ul>	

- Explain fundamental insight in 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.

### 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	33	100%
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4.	Distance learning		

### 2. 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

## C. 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	Identify key ideas, representative authors, and works of different periods of American literature.	K2	Lectures, Discussions, Debates	<b>Type of Assessment:</b> Quiz, Midterm, Final exam  <b>Nature of Questions:</b> Objective & Subjective -short paragraph questions
1.2	Explain literary works as within the social, political, cultural, or religious contexts of different literary periods.	K3	Lectures, active learning, Discussions, Presentations	<b>Type of Assessment:</b> Quiz, Midterm Assignment/ Presentation, Final exam  <b>Nature of Questions:</b> Objective & Subjective - Define the following, short, paragraph questions
2.0	Skills			
2.1	Examine the development of characteristic forms or styles of expression during different historical periods and regions.	S2	Lectures, story telling, Discussions, Presentations	<b>Type of Assessment:</b> Assignment/Presentation  <b>Nature of Questions:</b> Subjective type questions, paragraph questions
2.2	Illustrate the aesthetic principles that guide the scope and variety of works and examine them in the light of socio-economic-politico contexts.	S3	Lectures, Active & collaborative learning,	<b>Type of Assessment:</b> Quiz, Midterm Assignment/Presentation, Final exam  <b>Nature of Questions:</b> Objective & Subjective type
3.0	Values, autonomy, and responsibility			
3.1	Appraise works as expressions of individual or communal values with social responsibility.	V1	Project design, Role play, Seminars	<b>Type of Assessment:</b> Assignment/Presentation  <b>Suggestions for Assignment:</b> Project evaluation, Assessment of problem solving, case study.

## 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.	Paul Laurence Dunbar's "We Wear the Mask" (Summary, Themes, Symbols)	3
4.	William Carlos Williams' "The Red Wheelbarrow"	3
5.	Emily Dickinson's "Because I could not stop for Death" (Analysis of poem; Philosophical critical appreciation of the poem)	3
6.	Introduction to <i>Death of a Salesman</i> by Arthur Miller (not detailed)	3
7.	Arthur Miller's <i>Death of a Salesman</i> (Major themes of the play)	3
8.	Novella Earnest Hemingway's <i>The Old Man &amp; the Sea</i>	3
9.	Novella Earnest Hemingway's <i>The Old Man &amp; the Sea</i>	3
10.	Short Story Edgar Allan Poe: "The Tell-Tale Heart" (Plot, Point of View, Characters)	3
11.	Short Story Edgar Allan Poe: "The Tell-Tale Heart" (Themes and Symbols)	3
Total		33

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	4	10%
2.	Mid-term Exam	7-8	20%
3.	Assignment	9	10%
4.	Final Examination	12-13	60%
	<b>Total</b>		100%

\*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	<p>Paul Lawrence Dunbar "We Wear the Mask"</p> <p>William Carlos William "The Wheelbarrow"</p> <p>Ernest Hemingway <i>The Old Man &amp; the Sea</i></p> <p>Emily Dickinson's "Because I could not stop for Death"</p> <p>Arthur Miller <i>Death of A Salesman</i></p> <p>Edgar Allan Poe "The Tell-Tale Heart"</p>
Supportive References	<p>Abrams, M. H. A Glossary of Literary Terms. 6th ed. Fort Worth: Harcourt Brace Jovanovich, 1993.</p> <p>-Matz, Jesse. The Modern Novel: a Short Introduction. Oxford: Blackwell Publishing Ltd., 2004.</p>
Electronic Materials	<p>Internet Browsing for information and the use of Computers.</p> <p><a href="http://www.sparknotes.com">www.sparknotes.com</a></p> <p><a href="http://www.literature-study-online.com/essays">www.literature-study-online.com/essays</a></p>
Other Learning Materials	<p>Web Sites, Facebook, Twitter, etc.</p> <p>EBR: Electronic Book Review(<a href="http://www.electronicbookreview.com">http://www.electronicbookreview.com</a>)</p>

### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<ul style="list-style-type: none"> <li>Classrooms should be well maintained and equipped. They should be provided with audio- visual equipment such as projectors and other required facilities.</li> <li>The number of the students should not exceed 40 in each and every class for better outcomes.</li> <li>Good library</li> </ul>
Technology equipment (projector, smart board, software)	Internet, Printer and Computers Required
Other equipment (depending on the nature of the specialty)	Audio –visual facilities and good projectors are highly recommended.

## 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, Program Leaders	Formative and Summative Assessment (Direct), Course Report, CLO Survey (Indirect)
Quality of learning resources	Students, Faculty, Program Leaders	Faculty Feedback, Student Evaluation
The extent to which CLOs have been achieved	Students, Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Assessment (Direct), Course Report, CLO Survey (Indirect)
Other		

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	