



Course Specification

(Bachelor)

Course Title: **Post-colonial Literature**

Course Code: **ENG 428-3**

Program: **Bachelor's Program in English**

Department: **Department of Foreign Languages**

College: **College of Arts & Humanities Jazan (Male and Female Campus)**

Institution: **Jazan University**

Version: **2024**

Last Revision Date:



Table of Contents

A. General information about the course.....	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content.....	5
D. Students Assessment Activities.....	6
E. Learning Resources and Facilities.....	6
F. Assessment of Course Quality.....	6
G. Specification Approval.....	7



A. General information about the course:

1. Course Identification

1. Credit hours:					
3 hrs.					
2. Course type					
<input type="checkbox"/> Others	<input type="checkbox"/> Track	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> College	<input type="checkbox"/> University	A.
<input type="checkbox"/> Elective		<input checked="" type="checkbox"/> Required			B.
3. Level/year at which this course is offered: Level 8/ Fourth Year					
4. Course General Description:					
<p>This is a three-hour credit course offered to bachelor's 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.</p>					
5. Pre-requirements for this course (if any):					
ENG 234-3 Introduction to Literature.					
6. Co-requisites for this course (if any):					
None					
7. Course Main Objective(s):					
<p>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.</p>					

2. Teaching mode (mark all that apply)

Percentage	Contact Hours	Mode of Instruction	No
100%	45	Traditional classroom	1
		E-learning	2

Percentage	Contact Hours	Mode of Instruction	No
		Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 	3
		Distance learning	4

3. Contact Hours (based on the academic semester)

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

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

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





Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Subjective type				
Skills				2.0
Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions: Objective & Subjective type	Peer learning, Collaborative learning	S1	Analyze narrative aspects of the prescribed literary text from a postcolonial perspective	2.1
Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions: Objective & Subjective type	Storytelling, Problem based learning, Presentations	S3	Distinguish between pre-colonialism, colonialism and postcolonialism in theory and practice	2.2
Values, autonomy, and responsibility				3.0
Type of Assessment: Assignment/Presentation Suggestions for Assignment: Project evaluation, Assessment of problem solving, case study.	Group discussion, Presentation, Project design	V3	Combine personal and professional ethics while collaborating with other team members.	3.1

C. Course Content

Contact Hours	List of Topics	No
7	Introduction to Post Colonial Literature– The social, historical, political, religious and economic background	1.
7	Introduction to the different key texts and concepts of Post colonialism and their importance / National and Regional Models	2.
7	Poem: <i>Still I Rise</i> by Maya Angelou	3.
7	Poem: <i>Sea Grapes</i> by Derek Walcott	4.



5.	Story: <i>Dead Men' Path</i> by Chinua Achebe	8
6.	Novel: <i>A Passage to India</i> by E. M. Forster	9
Total		45

D. Students Assessment Activities

Percentage of Total Assessment Score	Assessment timing (in week no)	Assessment Activities *	No
10%	4	Quiz	1.
20%	9	Midterm Exam	2.
10%	12	Assignment/ Presentation	3.
60%	17	Final Exam	4.
100%		Total	

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

E. Learning Resources and Facilities

1. References and Learning Resources

Forster's <i>A Passage to India</i> , Maya Angelou's <i>Still I rise</i> , Walcott's <i>Sea Grapes</i> . (E-book available online, teacher can choose any publisher for a print copy)	Essential References
Gareth, Ashcroft, and Tiffin. <i>The Postcolonial Studies Reader</i> . London: Routledge, 1995 McLeod, John. <i>Beginning Post-colonialism</i> . Manchester: Manchester Univ. Press, 2000	Supportive References
Same as Above	Electronic Materials
Department Handouts based on essential references	Other Learning Materials

2. Required Facilities and equipment

Resources	Items
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)
Technology resources (AV, data show, Smart Board, software, etc.)	Technology equipment (projector, smart board, software)



Resources	Items
2. Smartboards 3. Internet in the classrooms 4. Computers	Other equipment (depending on the nature of the specialty)

F. Assessment of Course Quality

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

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

DEPARTMENT COUNCIL (SESSION # 144607)	COUNCIL /COMMITTEE
15036	REFERENCE NO.
26/12/2024	DATE

