



Course Specification

(Bachelor)

Course Title: Twentieth Century Literture

Course Code: ENG487-3

Program: Bachelor's Program in English

Department: Department of Foreign Languages

College: College of Arts & Humanities (Male and Female Campuse)

Institution: Jazan University

Version: 2024

Last Revision Date:

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A. General information about the course:

1. Course Identification

1. Credit hours:

3 hrs.

2. Course type

- A. University College Department Track Others
- B. Required Elective

3. Level/year at which this course is offered: Level 7 Elective/ Fourth Year

4. Course General Description:

This is a three hours credit course offered to bachelor degree students. It is designed to introduce undergraduate students to a general introduction of Twentieth century literature and to give them the opportunity to read, write about and talk about some of major works in Twentieth century. Twentieth Century literature paints a picture of a world of shifting perspectives, devastating ways of uncertain values. This course is devoted to the study of Twentieth century British, Irish and American literature including works of such author as T.S. Eliot, Robert Frost, W.B. Yeats, R. Brook, Wilfred Owen, and Stephen King and others. It incorporates works of prose, poetry and drama, and takes into consideration the issues, movements, intellectual trends, and events that run parallel to development in 20th century literature. The course would focus on themes that are central to the era such as conflict and uncertainty...etc

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

ENG243-3 Introduction to Literature.

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

Not applicable

7. Course Main Objective(s):

Course Main Objective Upon completion of the course students will be able to: Show an understanding of Twentieth century literature, Demonstrate the ability to analyze literary texts in-depth, Criticize ideas, structure and style in Modern novel, Develop reading comprehension through the reading of the novels, Broaden cross-cultural perspectives, examine some of the theoretical and critical issues relevant to postcolonial study of twentieth century fiction, identify the self-consciousness and subjective vision of reality of the novels under discussion, evaluate the different literary features of the Modern English novel differentiating this genre from the Modern Commonwealth novel, and illustrate the various issues relating to themes, styles and techniques of the individual works and the modern novel in general

2. Teaching mode (mark all that apply)





Percentage	Contact Hours	Mode of Instruction	No
100%	45	Traditional classroom	1
		E-learning	2
		Hybrid	
		<ul style="list-style-type: none"> Traditional classroom E-learning 	3
		Distance learning	4

3. Contact Hours (based on the academic semester)

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

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

Assessment Methods	Teaching Strategies	Code of PLOs aligned with the program	Course Learning Outcomes	Code
Knowledge and understanding				1.0
Type of Assessment: Quiz, Midterm, Assignment/Presentation, Final exam Nature of Questions: Objective & Subjective type – short/essay answers	Lectures, story telling, active learning, Discussions,	K2	Explore a survey of texts written during this period.	1.1
Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions: Objective & Subjective type short/essay answers.	Explanations, Debates, Problem based learning,	K3	Locate texts in the contexts of twentieth century's cultural and historical frame work.	1.2
Skills				2.0
Type of Assessment: Assignment/Presentation, Final exams Nature of Questions: Objective &	Lectures, role play, peer learning, debates	S2	Compare and contrast the relationship between literary texts & social structures.	2.2





Assessment Methods	Teaching Strategies	Code of PLOs aligned with the program	Course Learning Outcomes	Code
Subjective type – short/essay answers.				
Type of Assessment: Midterm, Assignment/ Presentation, Final exam Nature of Questions: Objective & Subjective type short/essay answers.	Individual & Collaborative learning, Interview	S3	Examine both formal and thematic aspects of texts in relationship to larger cultural and historical movements.	2.3
Values, autonomy, and responsibility				3.0
Type of Assessment: Assignment/Presentation , Individual & collective observations, Case study	Project design, Problem based learning, Group discussion.	V1	Assemble a well-organized structure to face societal challenges in groups	3.1
Type of Assessment: Assignment, group discussions, Project evaluation	Seminars, Role play, Peer learning	V3	Perform in a professional and ethical manner while working as a team	3.3

C. Course Content

Contact Hours	List of Topics	No
3	General introduction to 20 th century literature	1
4	Twentieth century, life and literature	2
4	Rupert Brook : "The Soldier"	3
6	T. S. Eliot : "The Love song of J. Alfred Prufrock"	4
6	Robert Frost : "Birches"	6
4	W. B. Yeats : "Sailing To Byzantium'' (non-detailed study)	8
9	Stephen King : "Gramma" or "The Woman in the Room" or John Steinbeck: "The Pearl" (non- detailed study)	9
9	M. Synge: "Riders to the Sea" Or Samuel Beckett: "Waiting for Godot"	10
45	Total	

D. Students Assessment Activities

Percentage of Total Assessment Score	Assessment timing (in week no)	Assessment Activities *	No
20%	9	Mid-term exam	1.



Percentage of Total Assessment Score	Assessment timing (in week no)	Assessment Activities *	No
10%	4	Quiz	2.
10%	12	Assignment + Presentation	3.
60%	17	Final Examination	4.

*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	The Soldier by Rubert Brook - The Love song of J. Alfred Prufrock by T. S. Eliot . Birches by Robert Frost
Supportive References	The Cambridge guide to literature in English. Ed. Ian Ous by. Revised Edition. Cambridge; New York: Cambridge University Press, 1993. - Encyclopedia of world literature in the 20th century. Ed. Leonard S. Klein. Rev. ed. New York: Ungar, 1981-1984. - Alexander, Harriet Semmes. American and British poetry : a guide to the criticism, 1925-1978. Athens, Ohio: Swallow Press, 1984. - Courthope, William John. A history of English poetry. London: Macmillan and Co., 1903-35. - Drabble, Margaret. The Oxford companion to English literature. 5th ed. rev. and updated. Oxford; New York: Oxford University Press, 1995. - Harmon, Willlliam; Holman, C. Hugh. A handbook to literature. 7th ed. Upper Saddle River, NJ: Prentice-Hall, 1996. - Perkins, David. A history of modern poetry. David Perkins. Cambridge, MA: Belknap Press of Harvard University Press, 1976
Electronic Materials	Internet Browsing for information and the use of Computers. www.sparknotes.com www.literature-study-online.com/essays https://www.uoanbar.edu.iq/eStoreImages/Bank/4138.pdf
Other Learning Materials	Web Sites, Facebook, Twitter, etc. EBR: Electronic Book Review(htt://www.electronicbookreview.com)

2. Required Facilities and equipment

Items	Resources
Facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom well equipped with teaching aids, Language Labs, Conference Hall
Technology equipment (projector, smart board, software)	Classrooms should be well maintained and equipped. They should be provided with audiovisual 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



Items	Resources
Electronic Resources	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	Students, Faculty, Program Leaders, Peer Reviewer	Through group discussions and active participation
Effectiveness of Students assessment	The Chair-Person and Senior Teachers	Through feedback and valuable suggestions and fruitful discussions. Through having new strategies and updating. Sharing experiences
Quality of learning resources	Students, Faculty, Program Leaders, Peer Reviewer	Exchanging ideas and holding regular seminars and workshops are highly recommended.
The extent to which CLOs have been achieved	All Staff Members	By checking and tracking some samples of question/examination papers and assignments/tasks given to the students/learners
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

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

