



Course Specifications

Course Title:	Principles of TEFL
Course Code:	42091419
Program:	English language
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	Albaha University

Table of Contents

A. Course Identification.....	3
6. Mode of Instruction (mark all that apply)	3
B. Course Objectives and Learning Outcomes.....	4
1. Course Description.....	4
2. Course Main Objective.....	4
3. Course Learning Outcomes	4
C. Course Content	5
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students	6
E. Student Academic Counseling and Support	6
F. Learning Resources and Facilities.....	6
1. Learning Resources	6
2. Facilities Required.....	7
G. Course Quality Evaluation	7
H. Specification Approval Data	7

A. Course Identification

1. Credit hours: 3			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: 8			
4. Pre-requisites for this course (if any): Applied Linguistics			
5. Co-requisites for this course (if any):			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		80
2	Blended		10
3	E-learning		10
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	28
2	Laboratory/Studio	
3	Tutorial	4
4	Others (specify)	
	Total	
Other Learning Hours*		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course is intended to acquaint students of English with the various approaches and methods to teaching English as a foreign language.

2. Course Main Objective

This course aim to:

- introduce the student to the basic principles of the various teaching methods/approaches presented in the course.
- Help the students identify the varieties of Language teaching methods/approaches and their underlying principles;
- Help the students discuss the basic concepts in language teaching: principles (approach) methods and techniques.
- Get the students apply the techniques presented in an artificial classroom.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Demonstrate knowledge about the basic concepts in language teaching: approaches, methods and techniques and main principles of the teaching methods/approaches.	1.2
1.2	Recognize the varieties of Language teaching methods/approaches and their underlying principles	1.2
1.3	Identify the teaching techniques associated with teaching approaches/methods.	1.2
2	Skills:	
2.1	Describe the basic principles of the various teaching methods/approaches presented in the course	2.2
2.2	Explain cooperative learning strategies and their application in ESL contexts.	2.2
2.3	Match samples of language teaching activities and their compatibility with principles and theoretical underpinnings of TEFL/TESOL.	2.2
2.4	Apply the techniques presented in an artificial classroom.	2.2
3	Competence:	
3.1	Demonstrate commitment to ethical class discussion and class punctuality	3.1
3.2	Use the conceptual knowledge of Principles of TEFL successfully in class discussions individually or in group, in written assignments and in presentation.	3.2
3.3	Employ the latest IT for better communication of their knowledge of Principles of TEFL.	3.3
3...		

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the course:	2
2	Grammar Translation Method	4
3	Audio-Lingual Method	4
4	Silent way	2
5	Desuggestopedia	2
6	Mid-term test	2
7	Total Physical response (TPR)	2
8	Communicative language teaching	4
9	Content - based, Task –based, and Participatory Approaches	4
10	Learning Strategy Training, Cooperative Learning and Multiple Intelligences.	4
11	Final exam	2
Total		32

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		
1.1	Demonstrate knowledge about the basic concepts in language teaching: approaches, methods and techniques and main principles of the teaching methods/approaches.	1. Lectures 2. Class discussion 3. Collecting data	1. Class participation 2. Homework and quizzes 3. oral presentations 4. Midterm Exam 5. Final exam.
1.2	Recognize the varieties of Language teaching methods/approaches and their underlying principles		
1.3	Identify the teaching techniques associated with teaching approaches/methods.		
2.0	Skills		
2.1	Describe the basic principles of the various teaching methods/approaches presented in the course	1. Lectures 2. Class discussions 3. Self-Learning	1. Class participation 2. oral presentations 3. assignments 4. Midterms and final examination 5. Pop quizzes
2.2	Explain cooperative learning strategies and their application in ESL contexts.		
2.3	Match samples of language teaching activities and their compatibility with principles and theoretical underpinnings of TEFL/TESOL.		
2.4	Apply the techniques presented in		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	an artificial classroom.		
3.0	Competence		
3.1	Explain the differences between the basic semantic concepts introduced in the course.	<ul style="list-style-type: none"> • Checking attendance • Team/pair work • Assignments -Blackboard activities. 	<ul style="list-style-type: none"> • Attendance sheets • Blackboard • Emails
3.2	Produce paraphrases for ambiguous sentences and phrases.		
3.3	Illustrate the important semantic concepts.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	All along	5%
2	Assignment	All along	5%
3	A micro-teaching presentation	Week 12	10
4	Midterm test	Week 8	20%
5	Final exam	Week 16	60%

*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 :

Two hours

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Larsen, Diana Freeman, (1986) Techniques and Principles in Language Teaching, OUP.
Essential References Materials	Richards, Jack, C. & Rodgers, Theodore S (1986): Approaches and Methods in Language Teaching, CUP 2. Harmer, Jeremy. (1991). The Practice of English Language Teaching. Longman.
Electronic Materials	https://en.wikipedia.org/wiki/Language_pedagogy http://esl.fis.edu/teachers/support/method.htm https://www.ukessays.com/essays/english-language/methods-and-approaches-of-english-language-teaching-english-language-essay.php other YouTube resources
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms, laboratories, etc.
Technology Resources (AV, data show, Smart Board, software, etc.)	AV, data show, Smart Board, software, etc.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> Students Classroom Observation Professional Development Unit External Reviewers such as the NCAAA 	<ul style="list-style-type: none"> Student Surveys Formal Classroom Observation
Effectiveness of Assessment.	<ul style="list-style-type: none"> Development Unit Assessment Committee External Reviewers such as the NCAAA. 	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Reports
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Report. 	<ul style="list-style-type: none"> Course Reports. Annual Program Review.

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	



Course Specifications

Course Title:	Translation 3
Course Code:	42091421
Program:	English Language
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	Al-Baha University

Table of Contents

A. Course Identification.....	3
6. Mode of Instruction (mark all that apply)	3
B. Course Objectives and Learning Outcomes.....	4
1. Course Description.....	4
2. Course Main Objective.....	4
3. Course Learning Outcomes	4
C. Course Content	5
D. Teaching and Assessment	6
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	6
2. Assessment Tasks for Students	6
E. Student Academic Counseling and Support	7
F. Learning Resources and Facilities.....	7
1.Learning Resources	7
2. Facilities Required.....	8
G. Course Quality Evaluation	8
H. Specification Approval Data	8

A. Course Identification

1. Credit hours:			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: Level 7			
4. Pre-requisites for this course (if any): Translation 2			
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		80%
2	Blended		10%
3	E-learning		10%
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	28
2	Laboratory/Studio	
3	Tutorial	
4	Others (Tests)	4
	Total	32
Other Learning Hours*		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

(Note: General description in the form to be used for the Bulletin or Handbook should be attached)

In this course, students are expected to handle more complex material, from a wider variety of texts, than those used in Translation (1) and (2). Translation will be from Arabic into English and vice versa.

2. Course Main Objective

1. Summary of the main learning outcomes for students enrolled in the course.
1. Teach students to translate Arabic texts (mainly Islamic) into English and vice versa.
- 2- Teach students to avoid transferring Arabic stylistics & syntax into their target text.
- 3- Teach students the proper use of English-English dictionary in order to get the right nuance of the words.
- 4- Develop a comparative approach between both languages.
- 5-Increased use of power point and projector in class
- 6-Encourage students to consult the web to learn more tips about translation.
- 7- Students are encouraged to translate on line to practice time management during translation

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Define terms and concepts related to translation	1.2
1.2	Describe the lexical semantic differences	1.2
2	Skills :	
2.1	Translate English texts into Arabic and vice versa	2.2
2.2	Use dictionaries to translate Arabic and English passages soundly and properly	2.2
2.3	Explain the syntactic and semantic differences of English and Arabic languages	2.2
2.4	Write essays to make use of information from primary and secondary sources	2.2
3	Competence:	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	3.1
3.2	To use technology for language learning, communication and research.	3.2
3.3	To maintain punctuality and ethical tributes	3.3

C. Course Content

No	List of Topics	Contact Hours
1	Orientation: Introduction to the course	2
2	Translation of selected passages from the press, books and Web Sites Emphasis on semantics and syntax Comparative approach to grammar and diction is always encouraged. The proper use of dictionaries Passive and active in Arabic and English Sentence structure in both languages Word meaning, open class words, reference, sense, denotation, connotation, the translation of figures of speech and dead metaphors Translation and culture Problems of Translation.	10
3	Mid-term Exam	2
4	Translation of selected passages from the press, books, and Web Sites	16
5	Final Exam	2
Total		

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		
1.1	Define terms and concepts related to translation	• Class Discussion	1. Class discussion
1.2	Describe the lexical semantic differences	• Class Practice	2. Mid-term exams 3. Final written exam
2.0	Skills		
2.1	Translate English texts into Arabic and vice versa	• Class Discussion • Class Practice	1. Class participation 2- Homework and assignments 3. Mid-terms and final exams.
2.2	Use dictionaries to translate Arabic and English passages soundly and properly		
2.3	Explain the syntactic and semantic differences of English and Arabic languages		
2.4	Write essays to make use of information from primary and secondary sources		
3.0	Competence		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	• Checking attendance regularly	• Attendance sheets • Blackboard • Emails (Attendance & social interactions)
3.2	To use technology for language learning, communication and research.	• Team/pair work assignments • Blackboard Forums	
3.3	To maintain punctuality and ethical tributes	Blackboard H.W.	

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-Term Test	Week 8	30 %
2	Participation, assignments and quizzes	All along	10%
3	Final Exam	Week 16	60%
4			
5			
6			
7			
8	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 : . (include amount of time faculty are available each week)
2 hours per course per week

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<p>1. Ghazala, Hasan (2002) <u>Translation as Problems and Solutions</u>. 4th Edition. Dar Al-Kalam Al-Arabi.</p> <p>2. Selected passages from Saudi & international press.</p>
Essential References Materials	<p>- Any of the advanced or concise English-English dictionaries by Oxford, Longman, Webster, Collins in the form of paper or electronic versions.</p> <p>- Munir Al-Baalbaki, <u>Almawrid Arabic English dictionary</u>. Dar Al-Ilm Lil-Malayan, Beirut 1980.</p> <p>- Aziz, Yowell Y., and Mufleh Lataiwish. <u>Principles of Translation</u> (Dar Annahda Alarabiya, Benghazi, 2000.</p>
Electronic Materials	<p><i>Resources on the Web:</i></p> <p>Google translator: www.translate.google.com.</p> <p>Professional translation: www.appliedlanguage.com/free_translation www.tarjem.com/ www.arabictranslat.com/ www.englishlink.com/languagetranslator_Eng_HTML.asp www.todaytranslations.com/ www.motargem.com/ www.altafsir.com/ www.translatorcafe.com/cafe/member42326nohtm</p>
Other Learning Materials	<p>Other learning material such as computer-based programs/CD, professional standards/regulations</p> <p>Signed Student's Code of honour explained during student orientation to university to protect against plagiarism.</p>

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Accommodation (Lecture rooms, laboratories, etc.) . Lecture rooms should be large enough to accommodate .50 students
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptop computer - projector system- Smart board-
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> Students Classroom Observation Professional Development Unit External Reviewers such as the NCAAA 	<ul style="list-style-type: none"> Student Surveys Formal Classroom Observation
Effectiveness of Assessment.	<ul style="list-style-type: none"> Development Unit Assessment Committee External Reviewers such as the NCAAA. 	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Reports
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Report. 	<ul style="list-style-type: none"> Course Reports. Annual Program Review.

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	



Course Specifications

Course Title:	Modern Drama
Course Code:	42091423
Program:	B. A. in English Language and Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	Al-Baha University

Table of Contents

A. Course Identification.....	3
6. Mode of Instruction (mark all that apply)	3
B. Course Objectives and Learning Outcomes.....	4
1. Course Description.....	4
2. Course Main Objective.....	4
3. Course Learning Outcomes	4
C. Course Content	5
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students	6
E. Student Academic Counseling and Support	6
F. Learning Resources and Facilities.....	6
1.Learning Resources	6
2. Facilities Required.....	7
G. Course Quality Evaluation	7
H. Specification Approval Data	7

A. Course Identification

1. Credit hours: 3			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: 7			
4. Pre-requisites for this course (if any): 19 th Century Drama			
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	36	80
2	Blended	4.5	10
3	E-learning	4.5	10
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	45
Other Learning Hours*		
1	Study	2
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	2
	Total	4

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

The course will give an overview of the development of modern drama from Shaw to Pinter. Main trends, such as realism, the theatres of the- Absurd will be illustrated. Two to three major representative plays will then be explored in depth.

2. Course Main Objective

1. Improve students' reading and analytical skills by encouraging a close reading and understanding of individual plays.
2. Improve students' communication skills, self-confidence, team work skills, public speaking skills and organization, critical thinking by having them set up theatrical performances in class followed by critique of the relevant chosen scene.
3. Give students a panoramic overview of the history of drama from Restoration till the end of the Victorian era to enable them to survey the major changes in religion, politics, philosophy, dramaturgy and public taste for drama.
4. Acquaint students with the major changes that led to the emergence of modern drama.
5. Introduce students to the approach of Realism and Naturalism in drama and the departure from realism to surrealism.
6. Expand students' understanding of the characteristics of drama as a literary genre and a theatrical event
7. Writing research papers about plays.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Define the major elements of a modern drama	1.3
1.2	Explain the characteristics of drama as literary genre as well as a theatrical events	1.3
2	Skills :	
2.1	Comment on the plot, and characters of a selected modern play	2.3
2.2	Analyze a modern play's structure/elements	2.3
2.3	Assess critically the validity of the meanings hidden in drama texts and what can be learned from them.	2.3
2.4	Explore the links between the students' own world and the world of the plays.	2.3
3	Competence:	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	3.1
3.2	To use technology for language learning, communication and research.	3.2
3.3	To maintain punctuality and ethical tributes	3.3
3.4	Effectively communicate ideas related to the novel during class and group activities	3.1

C. Course Content

No	List of Topics	Contact Hours
1	Overview of the elements of Drama Overview of history of drama from restoration till the 20 th century	9
2	Play no 1 <i>Arms and the MAN</i> by George Bernard Shaw Introduction to the playwright back ground. Plot analysis, conflict between idealism and realism, chivalry as a crime, welfare and marriage, Raina's transformation, etc	18
	Mid Term Exam	3
3	Play no 2 <i>Death of a Sales Man</i> by Arthur Miller Or	12
4	Play No.3: <i>Riders to the Sea</i> , by John Millington Synge	
5	Students' presentations	3
..6.	Final Exam	3
Total		48

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		
1.1	Define the major elements of a modern drama	Lecturing	<ul style="list-style-type: none"> Quizzes Mid-term test final tests
1.2	Explain the characteristics of drama as literary genre as well as a theatrical events		
2.0	Skills		
2.1	Comment on the plot, and characters of a selected modern play	<ul style="list-style-type: none"> Class discussion Classroom presentations 	Homework assignments Quiz Mid-Term Exam Final-Term Exam
2.2	Analyze a modern play's structure/elements		
2.3	Assess critically the validity of the meanings hidden in drama texts and what can be learned from them.		
2.4	Explore the links between the students' own world and the world of the plays.		
3.0	Competence		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	<ul style="list-style-type: none"> Checking attendance regularly Team/pair work assignments Blackboard activities Classroom 	<ul style="list-style-type: none"> Attendance sheets Blackboard Emails Attendance and social interactions
3.2	To use technology for language learning, communication and research.		
3.3	To maintain punctuality and ethical tributes		
3.4	Effectively communicate ideas related to		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	the novel during class and group activities	discussion	

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term Exam	8 th	20 %
2	Quizzes and participation	4 th	10 %
3	Presentations and research papers	In the end	10 %
4	Final Exam	16 th week	60 %
5	Total		100 %
6			
7			
8			

*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 :
Students are to give a feedback of evaluations via filling in forms.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	<i>Riders to the Sea</i> , by John Millington Synge <i>Arms and the Man</i> by George Bernard Shaw <i>Death of a Salesman</i> , by Arthur Miller
Essential References Materials	-Abraham,M. H. , <i>A Glossary of Literary Terms</i> , (Holt, Rinehart andWinston, New York) 1941 -Innes, Christopher, <i>Modern British Drama 1890-1990</i> , (Cambridge University Press, Cambridge) 1992. - Berst, Charles A., <i>Bernard Shaw and the Art of Drama</i> , (University of Illinois Press, USA) 1073 -Rosenblood, Norman (ed.) <i>Shaw: Seven Critical Essays</i> ,(University of Toronto Press). - Smith Warren (ed.), <i>Bernard Shaw's Plays, A Norton Critical Edition</i> ,
Electronic Materials	Web Sites etc
Other Learning Materials	Computer-based programs

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Large enough classrooms and labs but not crowded
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptops, projectors, computer labs
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Dictionaries, concordances, English –skills software, etc.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> Students Classroom Observation Professional Development Unit External Reviewers such as the NCAAA 	<ul style="list-style-type: none"> Student Surveys Formal Classroom Observation
Effectiveness of Assessment.	<ul style="list-style-type: none"> Development Unit Assessment Committee External Reviewers such as the NCAAA. 	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Reports
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Report. 	<ul style="list-style-type: none"> Course Reports. Annual Program Review.

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	



Course Specifications

Course Title:	Modern Novel
Course Code:	42091425
Program:	B. A. in English Language and Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	Al-Baha University

Table of Contents

A. Course Identification.....	3
6. Mode of Instruction (mark all that apply)	3
B. Course Objectives and Learning Outcomes.....	4
1. Course Description.....	4
2. Course Main Objective.....	4
3. Course Learning Outcomes	4
C. Course Content	4
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students	5
E. Student Academic Counseling and Support	5
F. Learning Resources and Facilities.....	6
1.Learning Resources	6
2. Facilities Required.....	7
G. Course Quality Evaluation	8
H. Specification Approval Data	8

A. Course Identification

1. Credit hours:			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: Level 7			
4. Pre-requisites for this course (if any): The Rise of the Novel			
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√	36	80%
2	Blended √	4.5	10%
3	E-learning√	4.5	10%
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	4
	Total	49
Other Learning Hours*		
1	Study	2
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	2
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

The course focuses on modernism in Heart of Darkness and A Passage to India, highlighting especially style in both novels. It will also explore structure, narrative techniques and perspectives; and the use of symbolism, imagery, and irony, as well as topics, such as racism, colonialism, and nativism. As the course develops the role of the author, implied author, reader, and problems of interpretation will be considered. The student shall achieve hopefully by the end of the course a lively appreciation of individual works and see them as part of the global cultural scene

2. Course Main Objective

- Improving students' reading and analytical skills
- Introducing students to the intellectual and social issues the 20th century England
- Understanding the novel as a literary genre
- Introducing students to theoretical and critical literary approaches in the genre
- Teaching students how to write research papers on the novel

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Demonstrate knowledge of social, and intellectual background of modernism	1.3
1.2	Demonstrate knowledge of the literary tendencies of modern novels	1.3
1.3	recognize the intellectual and social issues of the novel	1.3
2	Skills :	
2.1	Comment on the plot, and characters of a selected novel	2.3
2.2	Interpret the novel's significant incidents	2.3
2.3	Analyze the novel's structure/elements	2.3
2.4	Express opinions/attitudes towards certain events, themes, and characters in the novel	2.3
3	Competence:	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	3.1
3.2	To use technology for language learning, communication and research.	3.2
3.3	To maintain punctuality and ethical tributes	3.3
3.4	Thinking critically with regard to some extracts from the novels	3.1

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the Modern Novel	3
2	Novel # 1 – Heart of Darkness by Joseph Conrad -Introduction to the author, narrator, conflict between verbal truth and literal truth, character development, setting, colonialism, plot analysis, major themes, imagery, structure, racism, religion, spirituality, metaphysics, irony, role of the author, implied author, reader, and problems of interpretation	15
3	Mid-term Exam	2
4	Novel #2 — A Passage to India by E. M. Forster -Introduction to the author, expectations, East and West, religion, character development, plot analysis,	24

	major themes, style, setting, symbolism, education, structure, colonialism, post-colonialism, climate, nationalism	
5	Revision	2
...	Final Exam	3
Total		49

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		
1.1	Demonstrate knowledge of social, and intellectual background of modernism	Lecturing	<ul style="list-style-type: none"> Quizzes Mid-term test final tests
1.2	Demonstrate knowledge of the literary tendencies of modern novels		
1.3	Familiarizing students with the intellectual and social issues of the novel		
2.0	Skills		
2.1	Comment on the plot, and characters of a selected novel	<ul style="list-style-type: none"> Class discussion Classroom presentations 	Homework assignments Quiz Mid-Term Exam Final-Term Exam
2.2	Interpret the novel's significant incidents		
2.3	Analyze the novel's structure/elements		
2.4	Express opinions/attitudes towards certain events, themes, and characters in the novel		
3.0	Competence		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	<ul style="list-style-type: none"> Checking attendance regularly Team/pair work assignments Blackboard Forums Blackboard H.W. 	<ul style="list-style-type: none"> Attendance sheets Blackboard Emails
3.2	To use technology for language learning, communication and research.		
3.3	To maintain punctuality and ethical tributes		
3.4	Thinking critically with regard to some extracts from the novels		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term exam	Middle of term	20%
2	Assignments, participation and quizzes	All along	10%
3	Research papers and presentations	At the end	10%
4	Final exam	Week 16	60%
5	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 :

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	-Conrad, Joseph. Heart of Darkness. Norton Critical Edition -Forster, E. M. . A Passage to India. Norton Critical Edition
Essential References Materials	-Heart of Darkness and Joseph Conrad: -Achebe, Chinua. — 'An Image of Africa': Racism in Conrad's 'Heart of Darkness.' In Heart of Darkness: An Authoritative Text, Backgrounds and Sources, Criticism, ed. Robert Kimbrough. New York: Norton, 1988. -Bloom, Harold, ed. Marlow. New York: Chelsea House Publishers, 1992. -Cheng, Yuan-Jung. Heralds of the Postmodern: Madness and Fiction in Conrad, Woolf, and Lessing. New York: Peter Lang, 1999. -Conrad, Joseph. Heart of Darkness. New York: W. W. Norton & Co., 1963. -Eagleton, Terry. Criticism and Ideology: A Study in Marxist Literary Theory. London: Verso, 1976. -Firchow, Peter Edgerly. Envisioning Africa: Racism and Imperialism in Conrad's Heart of Darkness. Lexington: University of Kentucky Press, 2000. -Guetti, James L. The Limits of Metaphor: A Study of Melville, Conrad, and Faulkner. Ithaca, New York: Cornell University Press, 1967. -Navarette, Susan J. The Shape of Fear: Horror and the Fin-de-Siecle Culture of Decadence. Lexington: University of Kentucky Press, 1998. Stape, J. H., ed. The Cambridge Companion to Joseph Conrad. Cambridge: Cambridge University Press, 1996. -A Passage to India and E. M. Forster: Criticism -Beer, John. A Passage to India: Essays in Interpretation. Totowa, New Jersey: Barnes & Noble Books, 1986. -Bradbury, Malcolm, ed. E.M. Forster, A Passage to India: A Casebook. London: Macmillan, 1970. -FORSTER, E.M. Aspects of the Novel. New York: Harcourt, Brace & World, 1954. -Ganguly, Adwaita P. India, Mystic, Complex, and Real: A Detailed Study of E.M. Forster's A Passage to India. Delhi: Motilal Banarsidass Publishers, 1990. Gardner, Philip. E.M. Forster: The Critical Heritage. London: Routledge, 1997. -Herz, Judith Scherer. A Passage to India: Nation and Narration. New York: Twayne Publishers, 1993.

	<p>-Kipling, Rudyard. Kim. New York: Penguin Classics, 1987. Lago, Mary. E.M. Forster: A Literary Life. New York: St. Martin's Press, 1995.</p> <p>-May, Brian. The Modernist as Pragmatist: E.M. Forster and the Fate of Liberalism. Columbia: University of Missouri Press, 1997.</p> <p>-Said, Edward W. Orientalism. New York: Random House, 1979.</p> <p>-Stone, Wilfred. The Cave and the Mountain: A Study of E.M. Forster. Palo Alto, California: Stanford University Press, 1966.</p> <p>-Wilde, Alan. Art and Order: A Study of E.M. Forster. New York: New York University Press, 1964.</p>
Electronic Materials	<p>Resources on the Web:</p> <p>Contemporary British Novel: Resources</p> <p>Contemporary British Fiction</p> <p>www.webpages.uidaho.edu/~sflores/ContBritFiction07.html</p> <p>A Companion to the British and Irish Novel, 1950-2000</p> <p>English Reference Resources - LEARN - The University of Auckland</p> <p>. www.library.auckland.ac.nz/subjects/lit/engref.htm —</p> <p>The Cambridge Introduction... includes chapters on the state and the novel, class and social change, gender, etc. The Cambridge Introduction to Modern British Fiction, 1950-2000 .</p> <p>www.amazon.co.uk/Cambridge-Introduction-19502000-Introductions-Literature/dp/product-description/0521669669</p> <p>Concordance to Heart of Darkness Concordance to Joseph Conrad's Heart of Darkness by Joseph Conrad .</p> <p>www.biblio.com/Concordance_to_Joseph_Conrads_Heart_of_Darkness-by-Joseph_Conrad_Todd_K_Bender_Robert_J_Dillig A critique of Forster's fictional method A Passage to India Criticism</p> <p>www.bookrags.com/criticisms/A_Passage_to_India Imperialism in A Passage to India A Passage to India Forster's Critique of Imperialism in A Passage .</p> <p>www.enotes.com/passage-india/forsters-critique-imperialism-passage-india LITIR Joseph Conrad Society Joseph Conrad Society (UK) - Student Resources</p> <p>www.josephconradsociety.org/student_resources.htm</p>
Other Learning Materials	<p>Signed Student Code of honor should be explained during student orientation to university to protect against plagiarism. Signing such code is a must. In addition, students should be made aware of Turn-it-in.com software, a program to detect plagiarism.</p>

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	-Large enough classrooms and labs. Enrolment in each class shouldn't exceed 30
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptops, overhead projectors, computer labs, MS Office programs, academic software.
Other Resources	Dictionaries, concordances, English-skills software, Linguistic and language atlases, original copies of MS Office programs

Item	Resources
(Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> Students Classroom Observation Professional Development Unit External Reviewers such as the NCAAA 	<ul style="list-style-type: none"> Student Surveys Formal Classroom Observation
Effectiveness of Assessment.	<ul style="list-style-type: none"> Development Unit Assessment Committee External Reviewers such as the NCAAA. 	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Reports
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Report. 	<ul style="list-style-type: none"> Course Reports. Annual Program Review.

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	



Course Specifications

Course Title:	Romantic and Victorian Poetry
Course Code:	42091427
Program:	BA in English Language and Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	Al-Baha University

Table of Contents

A. Course Identification.....	3
6. Mode of Instruction (mark all that apply)	3
B. Course Objectives and Learning Outcomes.....	4
1. Course Description.....	4
2. Course Main Objective.....	4
3. Course Learning Outcomes	4
C. Course Content	5
D. Teaching and Assessment	6
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	6
2. Assessment Tasks for Students	6
E. Student Academic Counseling and Support	6
F. Learning Resources and Facilities.....	7
1.Learning Resources	7
2. Facilities Required.....	7
G. Course Quality Evaluation	7
H. Specification Approval Data	8

A. Course Identification

1. Credit hours:			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: Level 7			
4. Pre-requisites for this course (if any): Appreciating Poetry			
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 [√]	36	80%
2	Blended [√]	4.5	10%
3	E-learning [√]	4.5	10%
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	4
	Total	49
Other Learning Hours*		
1	Study	
2	Assignments	2
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	2

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course introduces students to Romanticism and Victorianism and develops their understanding of their nature through a close analytical reading of assigned texts from the major poets of the period. The concept of the Romantic Imagination should be studied as a major break from the Neo-Classical Age. Recurrent elements of English Romanticism should be traced, as well as the characteristic romantic modes and theses. Besides, The core course introduces the student to some themes, trends and genres in Victorian poetry. The student is expected to be acquainted with the social, political, historical and literary background of the period prior to starting the textual study of some representative poems of the era

2. Course Main Objective

1. Introduce students to Romanticism as a literary movement.
2. Shed light on the heralds of romanticism as well as to the prominent figures of this school.
3. Pinpoint the differences between classical poetry and romantic poetry.
4. Provide students with good background about the literary culture of the Victorian period; Form of Victorian poetry: its difference from Romantic period
5. State the social, political and cultural contexts in which the selected poem was written; and the dominant trends of that era
6. Write a brief biographical sketch of the poet; and characteristics of his poetry. 6.- Communicate a focused, sensitive, lively, inspirational and informed personal response;
7. Identify and explain with reasons the poet's use of the imagery, symbolism etc..., genre of poetry as appropriate to its theme;
8. Examine the rhyme scheme used and its appropriateness for the theme of the poem; 9- Elaborate upon the use of the figurative language and literary devices such as simile, metaphor, personification, hyperbole, alliteration; etc
9. Critically analyze the poem; improve students' reading and analytical skills by encouraging a close reading and understanding of poems
10. Give the central idea, paraphrase, summary and explanation of the poem.
11. Develop the students' academic and language excellence.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	distinguish between neoclassic poetry and romantic poetry	1.3
1.2	demonstrate knowledge of the literary culture of Romantic and Victorian periods.	1.3
1.3	Identify the speaker, situation, and settings and elements of Romantic/Victorian poetry.	1.3
2	Skills :	
2.1	Analyze Romantic & Victorian poetry in terms of its imagery, figurative language, symbols, sound and rhythm as elements of poetry	2.3
2.2	Find out the poet's subjectivity and objectivity in his works	2.3
2.3	Express opinions/attitudes towards specific concepts in Romantic/Victorian poetry	2.3
3	Competence:	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	3.1
3.2	To use technology for language learning, communication and research.	3.2

CLOs		Aligned PLOs
3.3	To maintain punctuality and ethical tributes	3.3

C. Course Content

No	List of Topics	Contact Hours
1	<ul style="list-style-type: none"> -Introduction to Romanticism & Victorianism -Definition and characteristics of Romanticism / Victorianism -How both are standing different from neo- classical poetry? -Compare and contrast, by form, by subject matter, by style etc... -Introduction to Victorian poetry, its characteristics and the mainstream of the era -How is it standing different from Romantic poetry? -Compare and contrast, by form, by subject matter, by style and other outstanding features etc. 	1-2
2	<p>Early Romantics: Poets like Robert Burns, Sir Walter Scott, and William Blake William Wordsworth.</p> <p>Reading poem, Critical appreciation, Theme, paraphrase, summary and explanation.</p> <p>W. Wordsworth,—Daffodils, (“I Wandered Lonely as a Cloud”), —Solitary Reaper Or</p> <p>A selection of poems from William Blake’s Songs of Innocence and Experience</p>	3-5
3	<p>Later Romantics: Poets like S .T Coleridge, Lord Byron, P. B Shelley, and John Keats</p> <p>Reading poem, Critical appreciation, Theme, paraphrase, summary and explanation.</p> <p>S. T Coleridge, “Kubla Khan”. —Frost at Midnight”.</p> <p>Lord Byron, —She Walks in Beauty”, “Darkness” “My Soul is Dark”</p> <p>John Keats.—— Ode to Autumn , “La Belle Dame Sans Merci”</p>	6-8
4	Mid-term exam	9
5	<ul style="list-style-type: none"> - Alfred Lord Tennyson: as a poet, a representative of his age, other characteristics of his poetry, and short biography. — —Ulysses — Break, Break, Break —Tears Ideal Tears Central idea, subject matter, style, paraphrase, explanation and summary -Robert Browning: short biography: characteristics of his poetry, etc —My Last Duchess — Love Among the Ruins -Central idea, subject matter, style, paraphrase, explanation and summary. -Matthew Arnold: short biography characteristics of his poetry etc —Dover Beach or —West London -Central idea, subject matter, style, paraphrase, explanation and summary G.M. Hopkins: short biography- characteristics of his poetry — Spring -Central idea, subject matter, style, paraphrase, explanation and summary - Elizabeth Barrett Browning: short biography, characteristics of his poetry etc — A Musical Instrument” -Central idea, subject matter, style, paraphrase, explanation and summary 	10-15
6	Final exam	16
Total		16

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		
1.1	distinguish between neoclassic poetry and romantic poetry	• Lecturing; class discussion	• Quizzes; midterm tests; final tests
1.2	demonstrate knowledge of the literary culture of Romantic and Victorian periods.		
1.3	Identify the speaker, situation, and settings and elements of Romantic/Victorian poetry.		
2.0	• Skills		
2.1	Analyze Romantic & Victorian poetry in terms of its imagery, figurative language, symbols, sound and rhythm as elements of poetry	• Lecturing; class discussion	• Homework assignments; presentations
2.2	Find out the poet's subjectivity and objectivity in his works		
2.3	Express opinions/attitudes towards specific concepts in Romantic/Victorian poetry		
3.0	Competence		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	• Checking attendance regularly • Team/pair work assignments • Blackboard Forums Blackboard H.W.	• Attendance sheets • Blackboard Emails (Attendance & social interactions)
3.2	To use technology for language learning, communication and research.		
3.3	To maintain punctuality and ethical tributes		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term exam	Week 9	20%
2	Assignments, participation and quizzes	All along	10%
3	Research papers and presentations	15 th week	10%
4	Final exam	Week 16	60%
5	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 :

2 hours a week

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Sound and Sense, Romantic & Victorian Poetry
Essential References Materials	Wordsworth, William and Coleridge, S.T. The Lyrical Ballads. Abrams, M.H. (ed.), English Romantic Poets, (OUP, 1975) The Norton Anthology of English Literature, volume 2. Armstrong, Isobel Victorian Poetry . London: Routledge, 1993.
Electronic Materials	http://en.wikipedia.org/wiki/English_poetry http://en.wikipedia.org/wiki/Poetry A good website on Romantic & Victorian Poetry, poems and commentary: http://www.sjsu.edu/faculty/pattern/romanpage.html Web search engine www.google.com The most comprehensive Poetry website www.poetry Poetry analysis www.Plagiarist.com
Other Learning Materials	1. Students should be encouraged to seek the assistance of materials, class fellows and teachers, but to avoid plagiarism. 2. They have to have the courage to speak freely.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	1. Lecture rooms must have all the educational facilities. 2. They must be commodious and spacious. 3. They must have the extra capacity of seats then usual standard class.
Technology Resources (AV, data show, Smart Board, software, etc.)	1. Laptop, computer (accessible to net facility, data show projector and sound system) 2. Smart board
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	1. Microphone system for poetry recital, especially when students have a poetry or literary club.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> Students Classroom Observation Professional Development Unit External Reviewers such as the NCAAA 	<ul style="list-style-type: none"> Student Surveys Formal Classroom Observation
Effectiveness of Assessment.	<ul style="list-style-type: none"> Development Unit Assessment Committee External Reviewers such as the NCAAA. 	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Reports

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Report. 	<ul style="list-style-type: none"> Course Reports. Annual Program Review.

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	



Course Specifications

Course Title:	American Literature
Course Code:	42091429
Program:	B. A. in English Language and Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	Al-Baha University

Table of Contents

A. Course Identification.....	3
6. Mode of Instruction (mark all that apply)	3
B. Course Objectives and Learning Outcomes.....	3
1. Course Description.....	3
2. Course Main Objective.....	4
3. Course Learning Outcomes	4
C. Course Content	4
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students	5
E. Student Academic Counseling and Support	6
F. Learning Resources and Facilities.....	6
1.Learning Resources	6
2. Facilities Required.....	6
G. Course Quality Evaluation	7
H. Specification Approval Data	7

A. Course Identification

1. Credit hours:			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered:			
Level 7			
4. Pre-requisites for this course (if any):			
Introduction to Literature			
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 <input checked="" type="checkbox"/>	22.4	80%
2	Blended <input checked="" type="checkbox"/>	2.8	10%
3	E-learning <input checked="" type="checkbox"/>	2.8	10%
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	28
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	Tests (4 hours)
	Total	32
Other Learning Hours*		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course offers a brief introductory survey concentrating on major writers of American literary works, and trends. At least one novel by a 19th century writer is studied closely. In addition, a sampling of fictional and non-fictional prose and a representative selection of

poetry from the colonial period up to the end of the 20th century is discussed.

2. Course Main Objective

1. Students will be exposed to the social and political background of America.
2. Getting students familiarized with 1860's when puritans started immigrating to the New World
3. Introducing the American Revolution 1775-1783 and its impact upon life in America
4. Introducing students to the Reconstruction Era (the years after the Civil War (1865)
5. Introducing students to the life of Afro-Americans before and after their emancipation and how the literature written by Afro-American writers was impacted accordingly.
6. Introducing students to major American writers and their works
7. One novel by a 19th century writer should closely be studied exemplifying the writings of the period
8. A sampling of fictional and non-fictional prose and a representative selection of poetry from the colonial period to the end of the 19th century should also be discussed.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Identify the features of pre-Civil War American literary historical periods such as Pre-Colonial, Colonial, Federal, Romantic, Transcendentalism.	1.3
1.2	Identify the features of post-Civil War American literary historical periods such as literary realism, naturalism, modernism, and post-modernism.	1.3
2	Skills :	1.3
2.1	Analyze landmark American literary texts for their structure, plot, characters, themes, and figures of speech.	2.3
2.2	Express opinions and/or attitudes towards certain events, themes, and characters.	2.3
2.3	Do research in support of a valid thesis and argument	2.3
3	Competence:	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	3.1
3.2	To use technology for language learning, communication and research.	3.2
3.3	To maintain punctuality and ethical tributes	3.3

C. Course Content

No	List of Topics	Contact Hours
	Introduction	2
	Features of American Literature before and after the Civil War	6
	Walt Whitman Or Edgar Allen Poe	4
	Sylvia Plath Or Emily Dickenson	4
	Robert Frost	4
	Mid-Term Exam	2
	Mark Twain's Huckleberry Finn Or Herman Melville's <i>Moby Dick</i>	6

	Or Earnest Hemingway's <i>The Old Man and the Sea</i>	
	Revision	2
	Final Exam	2
Total		32

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		
1.1	Identify the features of pre-Civil War American literary historical periods such as Pre-Colonial, Colonial, Federal, Romantic, Transcendentalism.	<ul style="list-style-type: none"> • Lectures • Class discussion • Close reading • text analysis 	<ul style="list-style-type: none"> • Quizzes • Midterm tests • Final tests
1.2	Identify the features of post-Civil War American literary historical periods such as literary realism, naturalism, modernism, and post-modernism.		
2.0	Skills		
2.1	Analyze landmark American literary texts for their structure, plot, characters, themes, and figures of speech.	<ul style="list-style-type: none"> • Class discussions; • Team work; • Role taking; • pair work/group work 	<ul style="list-style-type: none"> • Homework assignments • presentations
2.2	Express opinions and/or attitudes towards certain events, themes, and characters.		
2.3	Do research in support of a valid thesis and argument.		
3.0	Competence		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	<ul style="list-style-type: none"> • Checking attendance regularly • Team/pair work assignments • Blackboard Forums Blackboard H.W. 	<ul style="list-style-type: none"> • Attendance sheets • Blackboard Emails
3.2	To use technology for language learning, communication and research.		
3.3	To maintain punctuality and ethical tributes		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term exam	Middle of Term	20%
2	Assignments, participation and quizzes	All along	10%
3	Research papers and presentations	At the end	10%
4	Final exam	Week 16	60%
5	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 :

1 hour per week

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none">• Selection from the Norton Anthology of American Literature• Twain Mark, <i>The Adventures of Huckleberry Finn</i>• Earnest Hemingway's <i>The Old Man and the Sea</i>
Essential References Materials	<ol style="list-style-type: none">1. Cunliffe, Marcus, (ed). American Literature to 1900. London Benguin Books, 1973.2. Heiny, Donald, and Lenthil Downs. Recent American Literature to 1930. New York: Barron's Educational Series.3. High, Peter. An Outline of American Literature. London: Longman, 1986.
Electronic Materials	www.ucc.uconn.edu www.gmc.edu/library/liter_web.htm www.academicbrooklyn.cuny.edu/english/melanics6/jen_lit.htm www.gmcedu/library/liter_web.htm
Other Learning Materials	None

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture room should be large enough to accommodate 60 students
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptop computer - projector system- smart board
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> Students Classroom Observation Professional Development Unit External Reviewers such as the NCAAA 	<ul style="list-style-type: none"> Student Surveys Formal Classroom Observation
Effectiveness of Assessment.	<ul style="list-style-type: none"> Development Unit Assessment Committee External Reviewers such as the NCAAA. 	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Reports
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Report. 	<ul style="list-style-type: none"> Course Reports. Annual Program Review.

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	