



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	Majmaah University
Academic Department :	Department of English.
Programme :	Bachelor of English
Course title and code:	The American Novel and Drama ENGL 311.
Specification Approved Date : / ... / H

Course Specifications

Institution: Majmaah University	Date:
College/Department : Department of English Language	

A. Course Identification and General Information

1. Course title and code: The American Novel and Drama ENGL 311																				
2. Credit hours: 3 hours																				
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Bachelor of English																				
4. Name of faculty member responsible for the course: Rehab Farouk																				
5. Level/year at which this course is offered: Fifth level																				
6. Pre-requisites for this course (if any): ENGL 211 Introduction to Literature																				
7. Co-requisites for this course (if any):																				
8. Location if not on main campus:																				
9. Mode of Instruction (mark all that apply):																				
<table style="width: 100%; border: none;"> <tr> <td style="width: 35%;">a. traditional classroom</td> <td style="width: 10%; text-align: center;"><input type="text"/></td> <td style="width: 30%;">What percentage?</td> <td style="width: 25%; text-align: center;"><input type="text" value="% 50"/></td> </tr> <tr> <td>b. blended (traditional and online)</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="% 20"/></td> </tr> <tr> <td>c. e-learning</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="% 10"/></td> </tr> <tr> <td>d. correspondence</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="% 5"/></td> </tr> <tr> <td>f. other</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="% 5"/></td> </tr> </table>	a. traditional classroom	<input type="text"/>	What percentage?	<input type="text" value="% 50"/>	b. blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text" value="% 20"/>	c. e-learning	<input type="text"/>	What percentage?	<input type="text" value="% 10"/>	d. correspondence	<input type="text"/>	What percentage?	<input type="text" value="% 5"/>	f. other	<input type="text"/>	What percentage?	<input type="text" value="% 5"/>
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Comments:

B Objectives

1. What is the main purpose for this course?

By the end of the course, students should be able to:

1. Outline the establishment of America and the early stages of colonization.
2. *Analyze* the social and political background to the novels and dramas and how they reflect the condition of society in each period.
- 3- Discuss different attitudes that appeared in Drama and Novel in America.
4. Analyze and discuss the masterpieces and recognizable works of some pioneers of American Literature (e.g. Hawthorne's *Scarlet Letter*, Hemingway's *The Old man and the Sea*, Miller's *Death of a Salesman*, etc.).
5. Write research papers about American novels and dramas.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- 1-. Increased use of IT or web-based reference material
- 2-Consistently change the list of reading of the works and ensure that they have complete exposure to American Literature..

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

The course is a complete survey of the American novel and drama from its beginning to the near present. Pioneer novelists and dramatists should be focused on along with their major works. Instructors should manage a quick and brief discussion for most of the landmark American dramas and novels; however, they have to concentrate on selected works in details. The course should also cover the different movements, approaches and attitudes that dominated the American novel and drama throughout different ages. The impact of World War II on American novels and dramas has to be identified and discussed.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Orientation and a brief Survey of periods of American History of literature with a particular focus on Novel and Drama.	1	3
<u>(Colonial Literature 1700-1830)</u> 1- William Bradford: A short study for immigration, settlement and the puritan experiment in New England and the importance of <i>Of Plymouth Plantation</i> in the history of American literature.	1	3
<u>2-(Revolutionary- Period)(1830-1880)</u> A brief study of the revolutionary thoughts of Ralph Waldo Emerson and Nathaniel Hawthorne Nathaniel Hawthorne's Novels (<i>The Scarlet letter</i>) with a clear concentration on the theme of hypocrisy of Puritan society and analysis of the main characters.	2	6
<u>3-Racism and Realism (1880-1900)</u> Discussing the history of slavery in America, America's westward expansion and the abolition movement that led to the bloody Civil War. A brief application on the character analysis and the theme of slavery in <i>Adventures of Huckleberry Finn</i> a novel by Mark Twain	2	6
<u>Age of Modernism, Materialism and the Great Depression (1900-1945)</u> Teachers should explain the background to this period: The scientific development, industrialization, the appearance of working class, realism, and modernism The instructor chooses one of the following to draw on the social and political background of the Two World Wars: <i>The Hairy Ape</i> a play by Eugene O'Neill <i>Farewell to Arms</i> a novel by Ernest Hemingway	2	6



<p>Post-World War II Period (1945-1970) Instructors explain the wide-spread of different writing styles and schools as reactions to the post-war mess and depression The instructor discusses the following works in open discussion lectures then chooses only one to study in details (themes and characters). <i>Death of a Salesman</i> or <i>All my sons</i> Arthur Miller Tennessee William's <i>A Streetcar Named Desire</i> <i>A Raisin in the Sun</i> by Lorraine Hansberry. <i>The American Dream</i> by Edward Albee</p>	3	9
<p>Minority Novel and Drama(1970-2000) The background to this period is the struggle of blacks to gain their full rights. The appearance of minority literature as a modern genre due to the variation in the weave of American society. Teachers mention African, American Literature, Asian American Literature, and Arab American literature then select the African American literature as an example: A brief study to the main theme in <i>The Bluest Eye</i> a novel by Toni Morrison</p> <p>2000- Present: A brief discussion of main features and characteristics.</p>	2	6
<p>Revision and Final Exam</p>	1	3

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45					45
	Actual	45					45
Credit	Planned	3					3
	Actual	3					3

3. Additional private study/learning hours expected for students per week. 7

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy



On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Understand the history of American drama and novel since its beginning to the modern era.	Lectures	Quizzes
1.2	Discuss the social and political background to the novels and dramas and how they reflect the condition of society in each period	Class discussion	Midterms
1.3	Explain different attitudes that appeared in Drama and Novel in America	Close reading and text analysis	Final exam
2.0	Cognitive		
2.1	1. The ability to think critically and analytically about literary texts and their socio-cultural settings and implications.	Lectures/teaching students how to read attentively and critically	Class participation
2.2	The ability to apply different critical approaches to the study of drama and novel.	Class discussions/teaching students to think independently and engage in group discussions	Presentations
2.3	The ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument	Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor	Research papers/ Group assignments
3.0	Interpersonal Skills & Responsibility		
3.1	1. Ability to do research on American literary works	Lectures in which students are made aware of the	Active class participation reflects the



		significance of time management	students' ability to keep up with the scheduled topics.
3.2	2. Ability to write research papers.	Discussions with students on ethical behaviour in conducting research	Attending classes is very important since it is part of the students' class participation and group work.
4.0	Communication, Information Technology, Numerical		
4.1	1-. The ability to search the web	Encourage students to make extensive use of material on the web	Allot marks for the use of web-based material in students' presentations. .
4.2	2- The ability to use data show in their presentations	Encourage students to consult the specialist in the computer lab for help on web based material	Distribute rubric at beginning of assignment so students know what they will be evaluated on
5.0	Psychomotor		
5.1	Not-applicable		
5.2			

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Participation and Quizzes	All Along	10%
2	First Mid-term	7	20%
3	Second mid-term	12	20%
4	Final	15	50%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Office hours and Whatsapp and e- mail

E Learning Resources

1. List Required Textbooks

- Gray, Richard. (2011). *A Brief History of American Literature*. UK: Willey-Blackwell.

Nina Baym et al. *The Norton Anthology of American Literature*. W. W. Norton & Company; Eighth edition. 2011.

Instructor should choose two text of these novels and plays (one novel and one play)

The Scarlet letter

Adventures of Huckleberry Finn a novel by Mark Twain

The Portrait of a Lady a novel by Henry James

The Hairy Ape a play by Eugene O'Neill

Farewell to Arms a novel by Ernest Hemingway

Death of a Salesman or All my sons Arthur Miller

Tennessee William's A Streetcar Named Desire

A Raisin in the Sun by Lorraine Hansberry.

The American Dream by Edward Albee

The Bluest Eye a novel by Toni Morrison

2. List Essential References Materials (Journals, Reports, etc.)

Salem Press. *Critical Survey of American Literature (Critical Survey Series)* Salem Pr; 3rd ed. Edition. 2016

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

<https://americanliterature.com/>

<https://www.cambridge.org/core/series/cambridge-history-of-american-literature/608196CA724ADA74F3EE7DDA7ADCDCD0>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

Lecture rooms should be large enough to accommodate the number of registered students.



1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
2. Technology resources (AV, data show, Smart Board, software, etc.) Computer , data show and internet
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other's students on specific points outlined by the Department and the instructor being evaluated
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.....
3. Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences. 6. Keep up to date with pedagogical theory and practice 7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Students who believe they are under graded can have their papers checked by a second reader



5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabi and course description with other universities (including those on the net)
2. Bi-annual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Name of Course Instructor:Rehab Farouk.....

Signature:Rehab..... **Date Specification Completed:**

Program Coordinator:

Signature: **Date Received:**

