



Course Specifications

Course Title:	The American Novel and Drama
Course Code:	ENGL 311
Program:	B.A. in English
Department:	English
College:	Science and Humanities in Rumah
Institution:	Majmaah 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.....	3
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	6
E. Student Academic Counseling and Support	7
F. Learning Resources and Facilities.....	7
1.Learning Resources	7
2. Facilities Required.....	7
G. Course Quality Evaluation	8
H. Specification Approval Data	8



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: Level 5 \ Year (3)			
4. Pre-requisites for this course (if any): ENGL 211			
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	3 hours per week	100%
2	Blended	0	0%
3	E-learning	0	0%
4	Distance learning	0	0%
5	Other	0	0%

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	3 (hours) X 15(weeks)
2	Laboratory/Studio	0
3	Tutorial	1(hour) X 15 (weeks)
4	Others (specify)	Office Hours = 1 X 15 weeks
	Total	75

B. Course Objectives and Learning Outcomes

1. 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 are required 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.

2. Course Main Objective

- Outline the establishment of America and the early stages of colonization.
- Analyze the social and political background to the novels and dramas and how they reflect the condition of society in each period.
- Discuss different attitudes that appeared in Drama and Novel in America.
- Analyze and discuss the masterpieces and recognizable works of some pioneers of American Literature.
- Write research papers about American novels and dramas.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding:	
1.1	Understand the history of American drama and novel since its beginning to the modern era.	K1
1.2	Explain different attitudes that appeared in Drama and Novel in America	K1
1.3	Discuss the social and political background to the novels and dramas and how they reflect the condition of society in each period.	K2
2	Skills:	
2.1	Display the development, interpretation, and expression of ideas effectively through written and visual communication	S1
2.2	Analyze literary works as manifestations of individual or community ideals in the context of different literary periods' social, political, cultural, or religious situations.	S2
2.3	Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.	S3
3	Values:	
3.1	Apply brainstorming techniques to generate ideas.	V3
3.2	Develop communication skills through individual and group presentations.	V2
3.3	Act responsibly and ethically in attempting assigned tasks, quizzes and exams.	V4

C. Course Content

No	List of Topics	Contact Hours
1	Orientation and a brief Survey of periods of American History of literature with a particular focus on Novel and Drama.	3
2	<u>1-(Colonial Literature 1700-1830)</u> 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.	3
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.	6
4	<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	6

5	<p><u>Age of Modernism, Materialism and the Great Depression (1900-1945)</u></p> <p>Teachers should explain the background to this period: The scientific development, industrialization, the appearance of working class, realism, and modernism</p> <p>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</p>	6
6	<p><u>Post-World War II Period (1945-1970)</u></p> <p>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>	6
7	<p><u>Post-World War II Period (1945-1970)</u></p> <p>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>	9
8	<p><u>Minority Novel and Drama(1970-2000)</u></p> <p>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 2000- Present: A brief discussion of main features and characteristics.</p>	3
9	Revision and Final Exam	3
Total		45

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 and Understanding:		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.1	Understand the history of American drama and novel since its beginning to the modern era.	1. Lectures 2. Group discussion 3. Presentations 4. Reading & library assignments	•Quizzes •Assignments •Presentations •Peer Evaluation •Mid Exams •Final Exam
1.2	Discuss the social and political background to the novels and dramas and how they reflect the condition of society in each period		
1.3	Explain different attitudes that appeared in Drama and Novel in America		
2.0	Skills		
2.1	Display the development, interpretation, and expression of ideas effectively through written and visual communication	1. Lectures 2. Group discussion 3. Presentations 4. Reading & library assignments	1. Class participation 2. Presentations 3. Home Assignments 4. Midterms and exams 5. Group assignments 6. Quizzes
2.2	Analyze literary works as manifestations of individual or community ideals in the context of different literary periods' social, political, cultural, or religious situations.		
2.3	Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.		
3.0	Values		
3.1	Apply brainstorming techniques to generate ideas.	1. Lectures 2. Group discussion 3. Presentations 4. Reading & library assignments	1. Class participation 2. Presentations 3. Home Assignments 4. Midterms and exams 5. Group assignments 6. Quizzes
3.2	Develop communication skills through individual and group presentations.		
3.3	Act responsibly and ethically in attempting assigned tasks, quizzes and exams.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation	Throughout	5%
2	Assignments and Activities	Weekly	20%
3	Midterms	Week 7 & 13	30%
4	Final Exam	Week 16	50%
4			
5			
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:

1. Students are encouraged to consult with the course instructor during office hours.
2. Students are encouraged to exchange emails with the course instructor outside office hour.
3. Academic advisors are available during office hours and hours allotted for academic advice (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed.
4. Communication and interaction via the blackboard between students and instructors.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<p>Gray, Richard. (2011). A Brief History of American Literature. UK: Willey-Blackwell.</p> <p>Nina Baym et all. The Norton Anthology of American Literature. W. W. Norton & Company; Eighth edition.2011.</p> <p>Instructor should choose two text of these novels and plays (one novel and one play)</p> <p>The Scarlet letter</p> <p>Adventures of Huckleberry Finn a novel by Mark Twain</p> <p>The Portrait of a Lady a novel by Henry James</p> <p>The Hairy Ape a play by Eugene O'Neill</p> <p>Farewell to Arms a novel by Ernest Hemingway</p> <p>Death of a Salesman or All my sons Arthur Miller</p> <p>Tennessee William's A Streetcar Named Desire</p> <p>A Raisin in the Sun by Lorraine Hansberry.</p> <p>The American Dream by Edward Albee</p> <p>The Bluest Eye a novel by Toni Morrison</p>
Essential References Materials	Salem Press. Critical Survey of American Literature (Critical Survey Series) Salem Pr; 3rd ed. Edition.2016
Electronic Materials	<ul style="list-style-type: none">• https://americanliterature.com/• https://www.cambridge.org/core/series/cambridge-history-of-american-literature/608196CA724ADA74F3EE7DDA7ADCDCD0
Other Learning Materials	None

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none">• Large classrooms can accommodate up to 20 students.• Library.• Laboratories accommodate up to 15 students.

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

1. Students are encouraged to consult with the course instructor during office hours.
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Other Learning Materials	None

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none">• Large classrooms can accommodate up to 20 students.• Library.• Laboratories accommodate up to 15 students.

Item	Resources
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> Smart Boards, digital podiums and Internet facilities are available in the classrooms. Well -equipped language labs are available at the college for students during practical lectures.
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
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Instructors and coordinators	<ul style="list-style-type: none"> Midterm evaluation feedback form to increase instructor's awareness of the weak and strong points of the class End of term college evaluation of course by students to be collected by the department) End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 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
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	Instructors and coordinators	<ul style="list-style-type: none"> Peer observation to benefit from colleagues' objective feedback and suggestions for improvement

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	Department Council.
Reference No.	Department Council Meeting No.3
Date	7-2-1442 H

Item	Resources
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> Smart Boards, digital podiums and Internet facilities are available in the classrooms. Well -equipped language labs are available at the college for students during practical lectures.
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
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Instructors and coordinators	<ul style="list-style-type: none"> Midterm evaluation feedback form to increase instructor's awareness of the weak and strong points of the class End of term college evaluation of course by students to be collected by the department) End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 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
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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)

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