Course Specification

— (Bachelor)

Course Title:	**Research in Literature Updated**
Course Code:	**ENG 3304**
Program:	**BA in English Language/ English Language and Literature Track**
Department:	**Department of English**
College:	**College of Social Sciences**
Institution:	**Umm Al-Qura University**
Version:	**2**
Last Revision Date:	**٢٠٢٣**

Table of Contents

A. General information about the course:

1. Course Identification

1. Credit hours:
4

2. Course type

A.	☐ University	☐ College	☒ Department	☐ Track	☐ Others
B.	☒ Required			☐ Elective	

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

4. Course general Description:

This course is an introduction to the basics of academic research in the field of literary and cultural studies. Encouraging students to view research as an act of entering a conversation with other writers, the course emphasizes the importance of formulating one's ideas by explicitly engaging with the views of others. It will help students approach research as an inquiry-driven process that involves learning (1) how to formulate a research question, (2) how to find relevant online sources, (3) how to evaluate the reliability of these sources, and finally (4) how to synthesize the gathered information into a meaningful argument. The course also continues and consolidates the skills first developed in Foundations of Literary Studies and Literary Criticism in Practice. It will enable students to further understand textual analysis, the importance of utilizing various types of contexts (authorial, historical, social, or philosophical) and the value of reading current critical assessments of the texts in question. Making use of the 'Sample Essay' feature of the assigned textbook, students will be guided on how to develop a clear argument, using proper support and evidence. They will also be guided on the steps of drafting, writing, editing and proofreading their research before it is finally submitted to the instructor. This includes reinforcing their understanding of citation and documentation, the proper methods of paraphrasing and summarizing an argument, as well as the common pitfalls that could lead to plagiarism.

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

Advanced Academic Writing.

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

None

7. Course Main Objective(s):

The main objective of this course is to provide students with the basic skills and strategies needed to conduct research in the field of literary and cultural studies.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4 hours per week	90%
2	E-learning	-	-
3	Hybrid • Traditional classroom	-	-

No	Mode of Instruction	Contact Hours	Percentage
	● E-learning		
4	Distance learning	-	-
5	Others		10%

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	36 hours
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others: Exams, Discussion Board, Online Content**	4 hours
Total		40 hours

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Use the basics of research in the fields of literary and cultural studies.	K2	- Traditional lecturing - Reading analytical essays	- Quizzes (optional) - Class discussion
1.2	Analyze the relationship between the research methodology and the research question.	K2	- Traditional lecturing - Class discussion - Online discussion. - Reading analytical essays - Brainstorming	

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.3	Explain the importance of interdisciplinary research in the fields of literary and cultural studies.	K2	- Traditional lecturing - Class discussion	
2.0	**Skills**			
2.1	Interpret texts critically and analytically.	S2	-Traditional lecturing - Class discussion - Online discussion. - Reading and writing analytical essays. - Research workshops	- In-class exercises.
2.2	Assess and evaluate relevant information, research sources and critical arguments.	S5	- In-class exercises. - Online exercises. - Writing and reading analytical essays. - Research workshops.	- Online exercises. - Writing and reading analytical essays. - Research workshops.
2.3	Build well-constructed written responses and arguments that reflect independent and personal understanding of the selected texts.	S5	- In-class exercises. - Online exercises. - Writing and reading analytical essays.	

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			- Research workshops.	
3.0	**Values, autonomy, and responsibility**			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts.	V1	-Traditional lecturing	- Class discussion.
3.2	Work responsibly and autonomously when performing a task individually or within a team.	V2	-Reading select articles.	- Projects Assignments

C. Course Content

No	List of Topics	Contact Hours
1	Week 1 Chapter 1: Introduction	2
2	*Week 1* Chapter 2: Research and Analysis	2
3	Week 2 Chapter 3: Using Reference Works	2
4	Week 2 Chapter 4: Research about the Social and Historical Contexts	2
5	Week 3 Chapter 5: Research about the Current Literary Assessment of Literary Works	2
6	Week 3 Chapter Six: Inventing Your Argument	2
7	Week 4 Writing Lab (Choose a Topic and Write an Outline)	2
8	Week 5 Chapter 7: Composing Your Argument Writing Lab (Write a Clear Thesis and Polish the Outline)	4
9	Week 6 Chapter 8: Writing the Body of the Essay Writing Lab	4
10	Week 7 Chapter 9: Editing and Proofreading Writing Lab	4
11	Week 8 Chapter 10: Documenting Sources and Presenting the Work Writing Lab	4
12	Week 9 Chapter 11: The Process of Essay Writing Writing Lab	4

13	Week 10 Final Writing Lab	4
Total		**40**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Writing Labs**	Every week starting with week 4	30%
2.	**Analytical essay:** Topics, guidelines and deadlines should be specified at the beginning of the course. Essays should be marked for structure, punctuation, content and proper citation of sources. A clear rubric should be followed throughout the marking process.	9	30%
3.	**Participation**	1-12	10%
4.	**Final Essay:** Topics, guidelines and deadlines should be specified at the beginning of the course. Essays should be marked for structure, punctuation, content and proper citation of sources. A clear rubric should be followed throughout the .marking process.	13	30%

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Acheson, Katherine. Writing Essays about Literature: A Brief Guide for University and College Students. Second Edition. Peterborough, Broadview Press, 2021. Graff, Gerald, Cathy Birkenstein and Russell Durts. "They Say / I Say" with Readings. 5nd Edition. (London: Norton & Co., 2018). Mays, Kelly J., ed. "Writing About Literature" in The Norton Introduction to Literature, shorter 14th edn., (London and New York: W. W. Norton & Company Inc., 2021), pp. 1993-2083.

	MLA Handbook. 9th Edition. (New York: Modern Language Association of America, 2021)
Supportive References	
Electronic Materials	
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Projectors
Other equipment (depending on the nature of the specialty)	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students Peer reviewer Program leader	Institutionally controlled questionnaires (Direct)
Effectiveness of Students assessment	Students Peer reviewer Program leader	Institutionally controlled questionnaires (Direct)
Quality of learning resources	Students Peer reviewer Program leader	Institutionally controlled questionnaires (Direct)
The extent to which CLOs have been achieved	Course Instructor	Institutionally controlled questionnaires / Peer-review procedure (Direct)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	424040414453 / 132022
DATE	2023 - 1445