



# Course Specification

— (Bachelor)

**Course Title:** Graphic Literature

**Course Code:** ENG 4338

**Program:** BA in English Language

**Department:** Department of English

**College:** College of Social Sciences

**Institution:** Umm Al-Qura University

**Version:** 2

**Last Revision Date:** 2023



## Table of Contents

<b>A. General information about the course:</b> .....	3
<b>B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods</b> .....	4
<b>C. Course Content</b> .....	7
<b>D. Students Assessment Activities</b> .....	8
<b>E. Learning Resources and Facilities</b> .....	8
<b>F. Assessment of Course Quality</b> .....	9
<b>G. Specification Approval</b> .....	9





## A. General information about the course:

### 1. Course Identification

<b>1. Credit hours:</b>					
3					
<b>2. Course type</b>					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input type="checkbox"/> Required		<input checked="" type="checkbox"/> Elective		
<b>3. Level/year at which this course is offered:</b>					
The course can be taken at any level in the last two years of the program after passing the requirements.					
<b>4. Course general Description:</b>					
This course aims at introducing students to graphic literature in English. This can include graphic novels, manga, comics, graphic journalism, and other forms of graphic texts. In addition, the students can be briefly introduced to the earliest forms of graphic narratives before the 1900. The course will focus on how the text and image work together to produce a meaning or create a story. Special concern should be given to major topics in the field of graphic literature both fictional and non-fictional. This course should include some of the major types of graphic literature such as: autobiographical novels (memoirs or life narratives), historical narratives, journalism, graphic medicine, fantasy narratives, and graphic adaptation of a canonical work of literature. The course can be organized chronologically or thematically.					
<b>5. Pre-requirements for this course (if any):</b>					
Literary Criticism in Practice					
<b>6. Co-requirements for this course (if any):</b>					
None					
<b>7. Course Main Objective(s):</b>					
By the end of this course, students are expected to acquire the skill of analyzing and writing about graphic literature using a variety of critical approaches.					

### 2. Teaching mode (mark all that apply)

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



### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	28 hours
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others: Exams	2 hours
<b>Total</b>		<b>30 hours</b>

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Describe the forms, modes and key texts associated with graphic literature	K2	- Traditional lecturing. - Reading critical articles. - Seminars.	Quizzes and exams.
1.2	Examine the political, scientific, historical and cultural contexts that shaped the assigned texts.	K2	- Traditional lecturing. - Reading critical articles. - Engaging with other art forms in class and online.	- Quizzes and exams. - Class discussion.
1.3	Evaluate possible interrelationships between the selected texts and works of visual culture such as theatre, film and other art forms.	K3	<ul style="list-style-type: none"> <li>Traditional lecturing.</li> <li>Engaging with other art forms in class and online.</li> <li>Reading critical articles.</li> </ul>	- Quizzes and exams. - Class discussion. - Online discussion.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>2.0</b>	<b>Skills</b>			
2.1	Interpret texts critically and analytically.	S2	<ul style="list-style-type: none"> <li>- Traditional lecturing.</li> <li>- Class discussion.</li> <li>- Online discussion.</li> <li>- Reading analytical essays.</li> <li>- Seminars.</li> <li>-Interactive workshops.</li> </ul>	<ul style="list-style-type: none"> <li>- Open-book quizzes.</li> <li>- Analytical exam questions.</li> <li>- Analytical essay assignment.</li> <li>-Class discussion</li> </ul>
2.2	Demonstrate research and analytical skills.	S5	<ul style="list-style-type: none"> <li>- Traditional lecturing.</li> <li>- Reading analytical essays.</li> <li>- Research seminars.</li> <li>-Interactive workshops</li> </ul>	Analytical essay assignment.
2.3	Build well-constructed responses (creative or academic) that reflect independent and personal understanding of the selected texts.	S3	<ul style="list-style-type: none"> <li>- Class discussion.</li> <li>-Exposure to creative content online or in class.</li> <li>-Reading analytical essays.</li> <li>- Reading creative content.</li> <li>-Interactive workshops.</li> </ul>	<ul style="list-style-type: none"> <li>- Analytical essay assignment.</li> <li>- Analytical exam questions.</li> <li>-Creative assignment.</li> </ul>
2.4	Analyze possible interrelationships between the selected texts and visual artworks (theater, film and art forms) both local and international.	S2	<ul style="list-style-type: none"> <li>- Analyzing or engaging with other art forms in class or online.</li> <li>- Reading critical articles.</li> <li>- Watching documentaries and critical content.</li> <li>-Interactive workshops.</li> </ul>	<ul style="list-style-type: none"> <li>- Class discussion.</li> <li>- Online discussion.</li> <li>- Analytical assignment.</li> <li>-Creative assignment.</li> </ul>
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts.	V1	<ul style="list-style-type: none"> <li>Traditional lecturing</li> <li>Reading scholarly articles.</li> </ul>	<ul style="list-style-type: none"> <li>-Class discussion.</li> <li>- Assignments</li> </ul>
3.2	Work responsibly and autonomously when	V2	<ul style="list-style-type: none"> <li>Traditional lecturing</li> <li>Class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Projects</li> </ul>



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	performing a task individually or within a team.		Watching documentaries.	

### C. Course Content

No	List of Topics	Contact Hours
1.	<p><b>Introduction I</b></p> <p>What is a graphic Literature?            What is a graphic novel?            Why text is not enough? Or Why image is not enough?            How to read a graphic novel <b>or/and</b> a non- fiction graphic text?</p> <p><b>Suggested Reference:</b></p> <p>-The Cambridge Companion to the Graphic Novel (2017) by Stephen E. Tabachnick.            -The Cambridge History of the Graphic Novel (2018) by Jan Baetens, Hugo Frey, and others.</p>	3
2.	<p><b>Introduction II continued:</b></p> <p>-Study Guide: Understanding Comics by Scott McCloud by Scott McCloud            -Understanding Comics: The Invisible Art (1994) by Scott McCloud.</p>	3
3.	<p><b>Autobiographical /life-writing / Memoir Graphic novels</b></p> <p><b>Suggested text:</b></p> <p><i>A Game for Swallows: to Die, to Leave, to Return</i> (2012) by Zaina Abirached</p>	3
4.	<p><b>Graphic Adaption of a Canonical Work:</b></p> <p><b>Suggested Texts:</b></p> <p>-<i>Animal Farm: The Graphic Novel</i> (2019) by <u>George Orwell</u> &amp; <u>Odyr</u> (Illustrator)            - Heart of Darkness (2019) by Peter Kuper, Joseph Conrad, et al.</p>	3
5.	<p><b>Graphic Medicine: Illness, Cancer, and Disability</b></p> <p><b>Selected Texts:</b></p> <p>- <i>Epileptic</i> (2009) by David B</p>	3





	<ul style="list-style-type: none"> <li>- <i>Marbles: Mania, Depression, Michelangelo, and Me: A Graphic Memoir</i>(2012) By Ellen Forney</li> <li>- Mom's cancer (2006) by B. Fies</li> </ul>	
6	<p><b>Graphic History and/ or Manga</b></p> <ul style="list-style-type: none"> <li>- (<i>Manga</i> )<i>Barefoot Gen, Vol. 1: A Cartoon Story of Hiroshima</i> (2004) by Keiji Nakazawa</li> <li>- - March: Book One (2013) by John Lewis and others</li> <li>- - It's Trevor Noah: Born a Crime: Stories from a South African Childhood (2020) by Trevor Noah</li> </ul>	3
7.	<p><b>Fantasy, Magical Realism, or Superheroes</b></p> <p><b>Suggested Texts:</b></p> <p><i>Bayou</i> (2009) by Jermeay Love</p> <p>Or any suitable superhero graphic novel</p>	3
8.	<p><b>Graphic Journalism, Documentary, and Anthology</b></p> <p><b>Suggested Texts:</b></p> <ul style="list-style-type: none"> <li>- Selected pages from <i>Palestine</i> by Joe Sacco's or any other work by Sacco</li> <li>-<i>Shenzhen: A Travelogue from China</i> (2006) by Guy Delisle or any other by Delisle.</li> <li>-COVID Chronicles: A Comics Anthology (2021), edited by Kendra Boileau, Rich Johnson, and others.</li> </ul> <p><b>Theoretical reference:</b> <i>Disaster Drawn: Visual Witness, Comics, and Documentary Form</i> (2016) by Hilary Chute</p>	3
9.	<p><b>Unconventional Graphic (Beyond the novel)</b></p> <p><b>Suggested Texts:</b></p> <ul style="list-style-type: none"> <li>-Nick Sousanis's <i>Unflattening</i> (2017)</li> <li>-Selected poems by Rupi Kaur</li> <li>-<i>Poems to See By: A Comic Artist Interprets Great Poetry</i> (2020) by <a href="#">Julian Peters</a></li> </ul>	3
10.	<p><b>From graphic novel to a Film</b></p> <p>Adaption of <i>Barefoot Gen</i> or (any other suitable material for the class)</p>	3
<b>Total</b>		<b>30</b>





## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<p><b>Midterms or Quizzes:</b> The exam should contain at least 10% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed.</p>	6	30%
2.	<p><b>Assignments or Quizzes:</b> - Teachers have a choice between implementing quizzes and exams such as open-book exams and reading quizzes or assignments. - Assignments can include annotations, short written responses or analytical essays. - Topics, guidelines and deadlines should be specified at the beginning of the course. Assignments should be marked for structure, punctuation, content and proper citation of sources. A clear rubric should be followed.</p>	9	10%
3.	<p><b>Discussion in class and online:</b> Students should be encouraged to speak up and express their opinion on a variety of topics and issues related to the course</p>	Weekly	10%
4.	<p><b>Final Exam</b> The exam should contain at least 20% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed.</p>	Final Exam Period	50%

\*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	Refer to List of Topics.
Supportive References	
Electronic Materials	<a href="https://www.washingtonpost.com/arts-entertainment/2021/11/18/best-graphic-novels/">https://www.washingtonpost.com/arts-entertainment/2021/11/18/best-graphic-novels/</a> <a href="https://www.graphicmundi.org/about/">https://www.graphicmundi.org/about/</a>







	<a href="https://www.graphicmundi.org/">https://www.graphicmundi.org/</a> <a href="https://hekint.org/2017/01/24/graphic-medicine/">https://hekint.org/2017/01/24/graphic-medicine/</a>
<b>Other Learning Materials</b>	

## 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
<b>Technology equipment</b> (projector, smart board, software)	Data Projector
<b>Other equipment</b> (depending on the nature of the specialty)	

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Institutionally controlled questionnaires/
Effectiveness of Students assessment	Peer reviewer The institution	Peer-review procedure
Quality of learning resources	Students	Exams, assignments, and class discussions.
The extent to which CLOs have been achieved	Course Instructor	Exams (Direct)
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

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

