



Course Specification

— (Bachelor)

Course Title: Non-fictional Prose

Course Code: ENG 4336

Program: BA in English Language

Department: Department of English

College: College of Social Sciences

Institution: Umm Al-Qura.

Version: 2

Last Revision Date: 2023



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A. General information about the course:

1. Course Identification

1. Credit hours:			
3			
2. Course type			
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input type="checkbox"/> Department
			<input checked="" type="checkbox"/> Track
			<input type="checkbox"/> Others
B.	<input type="checkbox"/> Required		<input checked="" type="checkbox"/> Elective
3. Level/year at which this course is offered:			
The course can be taken at any level in the last two years of the program after passing the requirements.			
4. Course general Description:			
<p>This is an umbrella course that introduces students to prosaic writings in English that are non-poetical, non-fictional and non-dramatic but are still literary in essence. (This excludes erudite scientific, factual writings in English.) The course may or may not follow a chronological order in its content and plan depending on the selected works and the instructor's preference. A primary goal of this course is to introduce students to the art of persuasion and the rhetoric of the written argument in English essays. The scope of this course may also encompass writings such as travel journals aka travelogues, adventure books and nature writings. Another type of non-fiction writing this course may explore is of a personal nature such as diaries, memoirs, autobiographies and biographies. In addition, this course can include public political speeches and religious sermons as a type of non-fictional prose. Another type of non-fictional prose that may be included in this course is aphorisms whose condensed nature can be useful to this course in the economy of time and the focus on rhetoric.</p> <p>In an effort to keep up with the times, this course may present online blogging and online writings in general as a form of semi-literary, non-fictional prose. This last type can be amalgamed into the types mentioned above. For example, travel writings and autobiographies can be selected from existing online travel blogs. Letter writing and self-help books can also be included in this course.</p>			
5. Pre-requirements for this course (if any):			
Literary Criticism in Practice			
7. Course Main Objective(s):			
The main objective of this course is to gain a deeper understanding of the elements and characteristics of non-fictional writing such as style, reality, intensity etc.			

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"> ● Traditional classroom ● E-learning 		



No	Mode of Instruction	Contact Hours	Percentage
4	Distance learning		-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	28
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify): Exams	2
Total		30

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	Describe the forms, modes and key texts associated with nonfictional prose.	K2	Traditional lecturing.	Quizzes and exams.
1.2	Examine the political, scientific, historical and cultural contexts that shaped the assigned texts.	K2	Reading critical articles. Seminars.	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"> Traditional lecturing. Engaging with other art forms in class and online. Reading critical articles. 	<ul style="list-style-type: none"> Quizzes and exams. Class discussion. Online discussion.



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.0	Skills			
2.1	Interpret texts critically and analytically.	S2	Traditional lecturing. Class discussion. Online discussion. Reading analytical essays. Seminars. Interactive workshops.	Open-book quizzes. Analytical exam questions. Analytical essay assignment. Class discussion.
2.2	Demonstrate research and analytical skills.	S5	Traditional lecturing. Reading analytical essays. Research seminars. Interactive workshops.	Analytical essay assignment.
2.3	Build well-constructed responses (creative or academic) that reflect independent and personal understanding of the selected texts.	S3	Class discussion. Exposure to creative content online or in class. Reading analytical essays. Reading creative content. Interactive workshops.	Analytical essay assignment. Analytical exam questions. Creative assignment.
2.4	Analyze possible interrelationships between the selected texts and visual artworks (theater, film and art forms) both local and international.	S2	Analyzing or engaging with other art forms in class or online. Reading critical articles. Watching documentaries and critical content. Interactive workshops.	Class discussion. Online discussion. Analytical assignment. Creative assignment.
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts.	V1	Traditional lecturing Reading	Class discussion.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			scholarly articles.	Assignments
3.2	Work responsibly and autonomously when performing a task individually or within a team.	V2	Traditional lecturing Class discussion. Watching documentaries.	Projects

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction: What is non-fiction? Elements of non-fiction: reality, intensity and rhetoric. Style and approaches Author presence Descriptive non-fiction Narrative non-fiction Expository and persuasive non-fiction	3
2.	Meditation on Reality: Suggested texts: The Rings of Saturn by W. G. Sebald The Art of Travel by Alain De Botton Im and text: The Road (2006) by Cormac McCarthy and The Road (2009) by John Hillcoat	3
3.	Persuasion and Argument Suggested texts: "Painting as a Pastime" by Winston S. Churchill "The Autobiography" (13 Virtues) by Benjamin Franklin	3
4	Experimentation of experience: Suggested texts: <u>Walden: Life in the Woods</u> by Henry D. Thoreau <u>Nature</u> By Ralph Waldo Emerson	3
5	Human Nature: Suggested texts: Excerpts from <u>The Laws of Human Nature</u> by Robert Greene	3
6	Midterm	2
7	Criticism and theory: Suggested works: "Tradition and the Individual Talent" by T. S. Eliot Any of George Orwell's critical essays on his contemporary poets and artists.	4





8	<p>Politics: Suggested texts:</p> <p>"I have a dream" speech by Martin Luther King "The Gettysburg Address" by Abraham Lincoln</p>	4
9	<p>Wisdom: Suggested Texts:</p> <p><u>A Collection of Select Aphorisms and Maxims</u> by Charles Palmer.</p>	4
Total		

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<p>Midterms and/or Quizzes: The exam should contain at least 10% subjective questions dedicated to measuring the students' ability to analyze and think critically.</p> <p>Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems.</p>	6	30%
2.	<p>Assignments or Quizzes: - 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>Discussion in class and online: 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>Final: The exam should contain at least 20% subjective questions dedicated to measuring the students' ability to analyze and think critically.</p> <p>Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated</p>	13	60%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	to language and punctuation problems.		

*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	Since there is hardly a published textbook that contains a satisfactory and varied collection of non-fictional prose, it is left to the course committee and the instructors to curate a collection of texts for the purposes of this course.
Supportive References	<p><u>A Book Of English Essays</u> by W.E. Williams <u>An Anthology of English Essays</u> by R. P. Singh <u>A Century of English Essays: An Anthology Ranging from Caxton to R. L. Stevenson & the Writers of Our Own Time</u> by Ernest Rhys and Lloyd Vaughan <u>Selected Essays: An Anthology of English Essays for Undergraduate Students</u> by Ashok Kumar <u>Prose Writings: A Selected Edition</u> by Edward Thomas.</p> <p><u>The Mind's Eye</u> by Oliver Sacks <u>Pulphed</u> by John Jeremiah Sullivan <u>The Collected Essays of Sir Winston Churchill</u> by Winston Churchill <u>Essays and Other Works</u> by George Orwell</p> <p><u>The Rings of Saturn</u> by W. G. Sebald</p> <p><u>The Art of Travel</u> by Alain De Botton <u>Walden</u> by Henry D. Thoreau <u>Nature</u> by Ralph W. Emerson <u>Selected Essays 1917-1932</u> by T.S. Eliot <u>All Prose: Selected Essays and Reviews</u> by William Corbett <u>The Eye You See With: Selected Nonfiction</u> by Robert Stone <u>A Collection of Select Aphorisms and Maxims</u> by Charles Palmer</p>
Electronic Materials	Oxford Scholarly Editions Online - 18th Century Prose www.oxfordscholarlyeditions.com
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms,	Classrooms





Items	Resources
simulation rooms, etc.)	
Technology equipment (projector, smart board, software)	Screens and Projectors
Other equipment (depending on the nature of the specialty)	-

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Survey (Indirect)
Effectiveness of Students assessment	Peer Reviewer	Sample of exam papers and Peer review form (Indirect)
Quality of learning resources	Students	Survey (Indirect)
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

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

