



# Course Specification

— (Bachelor)

**Course Title:** American Novel

**Course Code:** ENG 3315

**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. Course Identification</b> .....	خطأ! الإشارة المرجعية غير معرّفة.
6. Mode of Instruction (mark all that apply) .....	خطأ! الإشارة المرجعية غير معرّفة.
<b>B. Course Objectives and Learning Outcomes</b> .....	خطأ! الإشارة المرجعية غير معرّفة.
1. Course Description.....	خطأ! الإشارة المرجعية غير معرّفة.
2. Course Main Objective .....	خطأ! الإشارة المرجعية غير معرّفة.
3. Course Learning Outcomes.....	خطأ! الإشارة المرجعية غير معرّفة.
<b>C. Course Content</b> .....	خطأ! الإشارة المرجعية غير معرّفة.
<b>D. Teaching and Assessment</b> .....	خطأ! الإشارة المرجعية غير معرّفة.
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Method .....	خطأ! الإشارة المرجعية غير معرّفة.
2. Assessment Tasks for Students .....	خطأ! الإشارة المرجعية غير معرّفة.
<b>E. Student Academic Counseling and Support</b> .....	خطأ! الإشارة المرجعية غير معرّفة.
<b>F. Learning Resources and Facilities</b> .....	خطأ! الإشارة المرجعية غير معرّفة.
1. Learning Resources.....	خطأ! الإشارة المرجعية غير معرّفة.
2. Facilities Required .....	خطأ! الإشارة المرجعية غير معرّفة.
<b>G. Course Quality Evaluation</b> .....	خطأ! الإشارة المرجعية غير معرّفة.
<b>H. Specification Approval Data</b> .....	خطأ! الإشارة المرجعية غير معرّفة.





## 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>					
<p>This course aims at surveying the American novel from the turn of the eighteenth century to the present. It focuses on a wide array of themes and topics, including the formation of American identity, ethnic and racial identity, multiculturalism, and the two World Wars. In addition, this course explores a number of core questions: What is the American novel? What social, political and philosophical issues does it address? How did it develop? And what role did it play in reinforcing the American identity? These questions and many more are going to be explored through examining the works of representative American novelists and key texts.</p> <p><b>Note:</b> Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned as examples of a specific literary movement and will not be discussed in detail.</p>					
<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>					
<p>The main objective of this course is to introduce students to the American novels that have made an everlasting impact on readership in America and the world in general. The course also seeks to help students acquire a wide understanding of the thematic and textual features that made the American novel widely popular around the world.</p>					

### 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	-	-



No	Mode of Instruction	Contact Hours	Percentage
	<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.	<b>Lectures</b>	28
2.	<b>Laboratory/Studio</b>	-
3.	<b>Field</b>	-
4.	<b>Tutorial</b>	-
5.	<b>Others: Exams</b>	2
<b>Total</b>		30 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
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Critique the forms, modes and key texts associated with the American novel from the 18 <sup>th</sup> century to the present.	<b>K2</b>	-Traditional lecturing. -Reading critical articles. -Seminars	Quizzes and exams.
1.2	Examine the political, scientific, historical and cultural contexts that shaped the assigned texts.	<b>K2</b>		- Quizzes and exams. - Class discussion.
1.3	Evaluate possible interrelationships between the selected texts and works of visual culture such as	<b>K3</b>	- Traditional lecturing. - Engaging with other art forms in class and online.	- Quizzes and exams. - Class discussion.

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	theatre, film and other art forms.		- Reading critical articles.	- Online discussion.
<b>2.0</b>	<b>Skills</b>			
2.1	Interpret texts critically and analytically.	<b>S2</b>	<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.	<b>S5</b>	<ul style="list-style-type: none"> <li>- Traditional lecturing.</li> <li>- Reading analytical essays.</li> <li>- Research seminars.</li> <li>- Interactive workshops.</li> </ul>	<ul style="list-style-type: none"> <li>- Analytical essay assignment.</li> </ul>
2.3	Build well-constructed responses (creative or academic) that reflect independent and personal understanding of the selected texts.	<b>S3</b>	<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	<b>S2</b>	<ul style="list-style-type: none"> <li>- Analyzing or engaging with other art forms in class or online.</li> </ul>	<ul style="list-style-type: none"> <li>- Class discussion.</li> <li>- Online discussion.</li> </ul>





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	artworks (theater, film and art forms) both local and international.		- Reading critical articles. - Watching documentaries and critical content. Interactive workshops.	- Analytical assignment. - Creative assignment.
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts.	<b>V1</b>	- Traditional lecturing - Reading scholarly articles.	Class discussion. Projects Assignments
3.2	Work responsibly and autonomously when performing a task individually or within a team.	<b>V2</b>	- Traditional lecturing - Class discussion. Watching documentaries.	

### C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to the Course	2
2.	The Rise of the American Novel <ul style="list-style-type: none"> <li>What is the American Novel?</li> </ul>	4
3.	The early American Novel <ul style="list-style-type: none"> <li>William Hill Brown (excerpt from <i>The Power of Sympathy</i>)</li> </ul>	3
4.	Romanticism and the American Novel. <ul style="list-style-type: none"> <li>Nathaniel Hawthorne (excerpt from <i>The Scarlet Letter</i>)</li> </ul>	3
5.	Realism in the American Novel <ul style="list-style-type: none"> <li>Mark Twain (excerpt from <i>Adventures of Huckleberry Finn</i>)</li> </ul>	3
6.	Midterm or Quizzes	2
7.	The American Sentimental Novel <ul style="list-style-type: none"> <li>Harriet Beecher Stowe (excerpt from <i>Uncle Tom's Cabin</i>)</li> </ul>	4
8.	Slavery, Abolitionism, and the African American Novel <ul style="list-style-type: none"> <li>Richard Wright (excerpt from <i>Native Son</i>)</li> <li>Toni Morrison (excerpt from <i>Beloved</i>)</li> </ul>	3
9.	The Modernist American Novel <ul style="list-style-type: none"> <li>F. Scott Fitzgerald (excerpt from <i>The Great Gatsby</i>)</li> </ul>	3





10.	The Postmodernist American Novel <ul style="list-style-type: none"> <li>• Kurt Vonnegut (excerpt from <i>Slaughterhouse-Five</i>)</li> </ul>	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.</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> <p>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:</b> 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 to language and punctuation problems. A clear rubric should be followed.</p>	13	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

<b>Essential References</b>	<p>Any of the suggested texts in the list of topics.</p> <p>In addition, the following textbook can be used:</p> <p>Chase, Richard Volney. <i>The American Novel and Its Tradition</i>. John Hopkins University Press, 1997.</p>
<b>Supportive References</b>	<ol style="list-style-type: none"> <li>1. Cathy N. Davidson, <i>Revolution and the Word: The Rise of the Novel in America</i> (New York: Oxford University Press, 1986).</li> <li>2. Doren, Carl Van. <i>The American Novel 1789-1939</i>. 1946.</li> <li>3. Elliott, Emory. <i>The Columbia history of the American novel</i>. Columbia University Press, 1991.</li> <li>4. Crane, Gregg. <i>The Cambridge Introduction to the Nineteenth-Century American Novel</i>. Cambridge University Press, 2007.</li> </ol>
<b>Electronic Materials</b>	<p><a href="#">Yale Courses: The American Novel</a></p> <p><a href="#">Encyclopedia Britannica: American Fiction</a></p> <p>Rice, Laban Lacy. "The American Novel." <i>The American Scholar</i>, vol. 25, no. 2, The Phi Beta Kappa Society, 1956, pp. 256–256, <a href="http://www.jstor.org/stable/41208135">http://www.jstor.org/stable/41208135</a>.</p>
<b>Other Learning Materials</b>	

### 2. Required Facilities and equipment

Items	Resources
<p style="text-align: center;"><b>facilities</b></p> <p>(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)</p>	Classrooms
<p style="text-align: center;"><b>Technology equipment</b></p> <p>(projector, smart board, software)</p>	Screens and Projectors
<p style="text-align: center;"><b>Other equipment</b></p> <p>(depending on the nature of the specialty)</p>	-

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students Peer reviewer The institution	Institutionally controlled questionnaires/ Peer-review procedure.
Effectiveness of	Teachers	Exams, assignments, and class discussions.







Assessment Areas/Issues	Assessor	Assessment Methods
Students assessment		
Quality of learning resources	Students Teachers	Institutionally controlled questionnaires.
The extent to which CLOs have been achieved		
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>

