



# Course Specification

— (Bachelor)

**Course Title:** Film and Text

**Course Code:** ENG 4309

**Program:** BA in English Language

**Department:** Department of English

**College:** College of Social Sciences

**Institution:** Umm Al-Qura University

**Version:** 2

**Last Revision Date:** September



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## 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 type="checkbox"/> Department	<input checked="" type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
<b>3. Level/year at which this course is offered:</b>					
Level 10/ Year 4					
<b>4. Course general Description:</b>					
<p>This is an introductory course to film studies which focuses on the textual and intertextual dimensions of cinematic representation. It aims to explore the basics of film analysis in terms of its cinematic formal elements, genre, and narrative structure, with the purpose of helping students develop the necessary skills to recognize, analyze, describe, and enjoy film as an art and entertainment form. The interrelationships between film and text will be approached from the perspective of a variety of analytical/critical approaches such as feminism, historicism, postcolonialism, ecocriticism, and psychoanalysis. Special attention will be given to films based on canonical literary works. Some of the major questions tackled in this course are: Why do so many of the films described as adaptations derive from canonical literature rather than from other sources? How is adaptation or appropriation a unique experience? What is the difference between two adaptations of the same literary work? The course can be organized chronologically, thematically, or based on the genre of the text/film.</p>					
<b>5. Pre-requirements for this course (if any):</b>					
Introduction to Visual Culture					
<b>6. Pre-requirements for this course (if any):</b>					
None.					
<b>7. Course Main Objective(s):</b>					
<p>The main objective of this course is to explore the basics of film analysis in terms of its cinematic formal elements, genre, and narrative structure, with the purpose of helping students develop the necessary skills to recognize, analyze, describe, and enjoy film as an art and entertainment form.</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		-





No	Mode of Instruction	Contact Hours	Percentage
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 (specify): Discussion board, online content	2 hours
<b>Total</b>		<b>30</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	Critique the forms, modes and key texts associated with film and Text.	<b>K2</b>	-Traditional lecturing.	- Quizzes and exams.
1.2	Examine the political, scientific, historical and cultural contexts that shaped the assigned films and texts.	<b>K2</b>	-Reading critical articles. -Seminars.	-Class discussion.
1.3	Evaluate possible interrelationships between the selected texts and works of visual culture such as theatre, film and other art forms.	<b>K3</b>	-Traditional lecturing. -Engaging with other art forms in class and online. -Reading critical articles.	- 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.	<b>S2</b>	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.	<b>S5</b>	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.	<b>S3</b>	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.	<b>S2</b>	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
<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.
3.2	Work responsibly and autonomously when performing a task individually or within a team.	<b>V2</b>	Traditional lecturing Class discussion. Watching documentaries.	Projects Assignments



### C. Course Content

No	List of Topics	Contact Hours
1.	Introduction Suggested text: A Theory of Adaptation, 2nd edition (2013) by Linda Hutcheon	3
2.	Popular Genre: Post-apocalyptic/ Dystopia genre: Suggested film and text: The Road (2006) by Cormac McCarthy and The Road (2009) by John Hillcoat	3
3.	Theory: Feminism Suggested novels and their adaptations Beloved by Toni Morrison The Color Purple by Alice Walker	3
4	Popular Genre: Legal/detective Suggested film and text: - Any of Agatha Christie's adaptations - The Hound of the Baskervilles film reading the novel is required.	3
5	Theory: Historical Films/texts Suggested Films/texts -Film: Gone with the Wind (1939) based on Margaret Mitchell's novel -Film: The Quiet American based on Graham Greene's 1955 novel	3
6	Theory: Psychoanalysis Suggested Film and text: -Anna Karénine	3
7	Theory: Postcolonialism I Suggested films/texts -Boesman and Lena (2000) Directed by John based on Athol Fugard's play - Film: Moby Dick (comparing 2010 to one of the oldest) - Film <i>A Passage to India</i> 1924 based on the novel (comparing two 3 versions of the films)	3
8	Theory: Postcolonialism II (can be connected to ecocriticism) <b>Suggested films/texts:</b> <i>The Heart of Darkness</i>	3
9	<b>Popular Global Culture:</b> Disney or /and Animations based on a conical work: <i>Aladdin</i> <i>Alice's Adventures in Wonderland</i> <i>Peter Pan</i>	3
10	<b>Popular Culture:</b> National/ international award-winning Film based on a literary work	3
<b>Total</b>		<b>30 hours</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:</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>	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

Essential References	Refer to List of Topics <i>Short Guide to Writing about Film</i> (1994) by <u>Timothy Corrigan</u>
Supportive References	<i>A Theory of Adaptation</i> , 2 <sup>nd</sup> edition (2013) by Linda Hutcheon.
Electronic Materials	
Other Learning Materials	



## 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)	Screens and Projectors
<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	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

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

