



Course Specification

— (Bachelor)

Course Title: Minority Literature

Course Code: ENG 4340

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

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	4
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	5
G. Specification Approval	6





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 checked="" type="checkbox"/> Department	<input 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 course aims at introducing students to the literary and artistic productions of minorities living in the United States or the United Kingdom. It will help highlight some of the most common concerns of minority groups, particularly those related to class, ethnicity, cultural identity, religion, heritage, discrimination, and gender identity. Different genres of writing will be examined, including poetry, fiction and nonfiction.</p> <p>Note: Students will focus only on excerpts of the key texts suggested in the list of topics, but they should be encouraged to examine one or two texts in detail.</p>					
5. Pre-requirements for this course (if any):					
Literary Criticism in Practice					
6. Co-requirements for this course (if any):					
None					
7. Course Main Objective(s):					
The main objective of this course is to allow students to develop a basic understanding of a range of texts that highlight the main concerns of minority groups.					

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 		



No	Mode of Instruction	Contact Hours	Percentage
	● E-learning		
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 minority 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. - 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 	- Quizzes and exams. - Class discussion. - Online discussion.



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			<p>class and online.</p> <ul style="list-style-type: none"> • Reading critical articles. 	
2.0	Skills			
2.1	Interpret texts critically and analytically.	S2	<ul style="list-style-type: none"> - Traditional lecturing. - Class discussion. - Online discussion. - Reading analytical essays. - Seminars. - Interactive workshops. 	<ul style="list-style-type: none"> - Open-book quizzes. - Analytical exam questions. - Analytical essay assignment. -Class discussion.
2.2	Demonstrate research and analytical skills.	S5	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Class discussion. - Exposure to creative content online or in class. - Reading analytical essays. - Reading creative content. - Interactive workshops. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Analyzing or engaging with other art forms in class or online. - Reading critical articles. - Watching documentaries and critical content. 	<ul style="list-style-type: none"> - Class discussion. - Online discussion. - Analytical assignment. - Creative assignment.





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

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction: What is minority literature?	2
2.	Immigrant voices: Suggested Texts: - Trailing Clouds: Immigrant Fiction in Contemporary America (2006) - Special Sorrows: The Diasporic Imagination of Irish, Polish, and Jewish Immigrants in the United States (1995)	6
3.	Haitian and Caribbean post-colonial voices: Suggested Texts: - Caribbean Women writers and Globalization: Fictions of Independence (2006) - The Oxford book of Caribbean Short Stories - (Poetry) Cannibal by Safiya Sinclair (2016)	6
4.	African American or Black voices: Suggested Texts: - Jamaica Kincaid: A Literary Companion (2008) - Middle Passages and the Healing Place of History: Migration and Identity in Black Women's Literature (2006) - "The Changing Same": Black Women's Literature, Criticism, and Theory (1995)	5
5.	Midterm and/or Quizzes	2
6.	Latinx-American, Mexican American, or Hispanic voices: Suggested Texts: - Herencia: the Anthology of Hispanic Literature of the United States. (2002).	3





	- Troubling Nationhood in U.S. Latina Literature: Explorations of Place and Belonging (2013). - Spiritual Mestizaje: Religion, Gender, Race, and Nation in Contemporary Chicana Narrative (2011)	
7.	Asian-American, Japanese, Chinese, Korean etc. voices: Suggested texts: - The woman Warrior: Memoirs of a Girlhood among Ghosts (1989). - A Gesture Life (1999) - Citizen (2014)	6
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterms or Quizzes: 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.	6	30%
2.	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.	9	10%
3.	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.	weekly	10%
4.	Final: The exam should contain at least 20% subjective questions dedicated to measuring the students' ability to analyze and think critically.	13	50%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	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.		

*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	<p>Touaf, Larbi. Representing Minorities: Studies in Literature and Criticism. 2006.</p> <p>Also check the list of works in the topics section.</p> <p>Alternative readings (suggested): Ayad Akhtar, Disgraced Lorraine Hansberry, Raisin in the Sun Yuri Herrera, Signs Preceding the End of the World Nella Larson, Passing Phillip Roth, Goodbye, Columbus George Schuyler, Black No More Adrian Tomine, Shortcomings Bruce Norris, Clybourne Park</p>
Supportive References	<p>The Oxford Companion to Women's Writing in the United States, 1995. African American Writers, 2nd, 2001. The Oxford Companion to African American Literature, 1997. The Cambridge Companion to the African American Slave Narrative. The Cambridge Companion to the African American Novel. The Cambridge Companion to African American Women's Literature.</p>
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)	Screens and Projectors



Items	Resources
Other equipment (depending on the nature of the specialty)	----

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 Students assessment	Students Peer reviewer The institution	Institutionally controlled questionnaires/ Peer-review procedure.
Quality of learning resources	Students Teachers	Institutionally controlled questionnaires
The extent to which CLOs have been achieved	Teachers	Exams, assignments, and class discussions.
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

