



Course Specification

— (Bachelor)

Course Title: Gothic Fiction

Course Code: ENG 3316

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



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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 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 gothic fiction. It will address its most common themes, elements and the key texts that are normally associated with the genre. During this course, students will examine the roots of gothic fiction, its development throughout history, its affinity with the Romantic movement, and the forms it morphed into with the rise of postmodernism in the late 20th century. Students will also learn to analyze the writing techniques that are unique to the genre, and how gothic fiction authors implemented them to create a thrilling psychological experience and a sense of suspense and horror.</p> <p>Note: Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned, but they will not be discussed 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 introduce students to gothic fiction, its elements, themes, key texts, and the writing techniques involved in creating the unique experience of horror and suspense.			

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 		
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): Exams	2 hours
Total		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
1.0	Knowledge and understanding			
1.1	Critique the forms, modes and key texts associated with gothic fiction.	K2	Traditional lecturing.	Quizzes and exams. Class discussions
1.2	Examine the political, scientific, historical and cultural contexts that shaped the assigned texts.	K2	Reading critical articles. Seminars	
1.3	Evaluate the different modes of adaptation in 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
2.0	Skills			
2.1	Interpret texts critically and analytically.	S2	Traditional lecturing. <ul style="list-style-type: none"> - Class discussion. 	Open-book quizzes. Analytical exam questions.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> - Online discussion. - Reading analytical essays. - Seminars - Interactive workshops. 	<p>Analytical essay assignment.</p> <p>Class discussion</p>
2.2	Demonstrate research and analytical skills	S5	Traditional lecturing.	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. - Online discussion. - Reading analytical essays. - Seminars - Interactive workshops. 	<p>Analytical essay assignment.</p> <p>Analytical exam questions.</p> <p>Creative assignment</p>
2.4	Analyze the influence of the selected texts on theater, film and other 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. Interactive workshops. 	<p>Class discussion.</p> <p>Online discussion.</p> <p>Analytical assignment.</p> <p>Creative assignment</p>
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts	V1	<ul style="list-style-type: none"> - Traditional lecturing - Reading scholarly articles. 	<p>Class discussion.</p> <p>Projects</p> <p>Assignments</p>





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.2	Work responsibly and autonomously when performing a task individually or within a team.	V2	<ul style="list-style-type: none"> - Traditional lecturing - Class discussion. - Watching documentaries 	
...				

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction: The Gothic in Western Culture	3
2.	The Genesis of Gothic Fiction	3
3.	The 1970s: The Effulgence of Gothic	3
4.	French and German Gothic: The Beginnings Gothic Fiction and Romantic Writing in Britain	3
5.	The Victorian Gothic in English Novels and Stories	3
6.	The Rise of American Gothic	3
7.	Midterm or Quizzes	2
8.	British Gothic Fiction 1885-1930	4
9.	The Gothic on Screen	3
10.	Colonial and Postcolonial Gothic	3
10.	The Contemporary Gothic: Why We Need It	3
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.	6	30%





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.		
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. 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. Students should be held responsible for language mistakes. A “reasonable”	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

Hogle, Jerrold E. *The Cambridge Companion to Gothic Fiction*. Cambridge University Press, 2002.
In addition, instructors can select a number of novels and short stories to analyze in class such as:



Frankenstein by Mary Shelley.
Edgar Allen Poe's Short Stories.
Dracula by Bram Stoker.
Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson.
The Castle of Otranto by Walpole Horace

Groom, Nick. *The Gothic: A Very Short Introduction*. Oxford & London: Oxford University Press. 2012.

Punter, David. *The Literature of Terror: A History of Gothic Fictions from 1765 to the Present Day. Volume 1: The Gothic Tradition*. Routledge, 1996.

Punter, David. *The Literature of Terror; A History of Gothic Fictions from 1765 to the Present Day. Volume 2: The Modern Gothic*. Routledge, 1996.

Cooper, Andrew L. *Gothic Realities: The Impact of Horror Fiction on Modern Culture*. McFarland & Company, 2010.

Houston, Gail Turley. *From Dickens to Dracula: Gothic, Economics, and Victorian Fiction*. Cambridge University Press, 2005.

Wisker, Gina. *Contemporary Women's Gothic Fiction: Carnival, Hauntings and Vampire Kisses*. Palgrave Macmillan, 2016.

Marsden, Simon. *The Theological Turn in Contemporary Gothic Fiction: Holy Ghosts*. palgrave Macmillan, 2018.

Joyce, Ashlee. *The Gothic in Contemporary British Trauma Fiction*. Palgrave Macmillan, 2019.

MacArthur, Sian. *Gothic Science Fiction: 1818 to the Present*. Palgrave Macmillan, 2015.

MacAndrew, Elizabeth. *The Gothic Tradition in Fiction*. Columbia University Press, 1980.

Greenaway, Jonathan. *Theology, Horror and Fiction: A Reading of the Gothic Nineteenth Century*. Bloomsbury Academic, 2021.

Lloyd-Smith, Allan. *American Gothic Fiction: An Introduction*. Bloomsbury Publishing, 2004.

Davenport-Hines, Richard. *Gothic: Four Hundred Years of Excess, Horror, Evil and Ruin*. London: Fourth Estate, 1998.

Stevens, David. *The Gothic Tradition*. Cambridge & London: Cambridge University Press, 2002.

Supportive References

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
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	Teachers	Exams, assignments, and class discussions.
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

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

