



Course Specifications

Course Title:	American literature
Course Code:	3012370-2
Program:	English Language 301200
Department:	English Language
College:	Al Leith University College
Institution:	Umm Al-Qura University

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A. Course Identification

1. Credit hours: 2
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: 5\3
4. Pre-requisites for this course (if any):
Introduction to Literature
5. Co-requisites for this course (if any):

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	12	50
2	Blended	6	25
3	E-learning	0	0
4	Correspondence	0	0
5	Other	6	25

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	24hrs
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	Online meetings as possible
	Total	24hrs
Other Learning Hours*		
1	Study	(1 hour) x (15 weeks)
2	Assignments	(1 hour) x (15 weeks)
3	Library	(1 hour) x (15 weeks)
4	Projects/Research Essays/Theses	0
5	Others (specify)	0
	Total	45 hours

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

- A complementary American Literature e-class, where all students enroll and where teachers put different materials, is available to students via the moodle in <http://www.makkahelearning.net>.
- Teacher orients students to use the internet to increase their information literacy.
- Students do some assignments online.

- Reading texts assigned in the course undergo changes each year the course is given. New texts can be added and some may remain.

2. Course Main Objective

- Introducing students to the different ages of literature in America starting from the Colonial Age (17th Century) and ending with literature in Modern America (20th Century)
- Introducing students to the different literary movements that migrated from Europe to the States and influenced American writers and American literature.
- Introducing students to movements and schools in literature that are, to some extent, mainly American. By this is meant for example: Puritanism, Transcendentalism, the Harlem Renaissance and other movements and schools .

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	<ul style="list-style-type: none"> • Have varied information about the history and the literary history of America from the Colonial Age up to the 20th Century. 	
1.2	<ul style="list-style-type: none"> • Differentiate between, and define, the literary movements that existed in America from the early beginnings to the 20th Century. 	
1.3	<ul style="list-style-type: none"> • Acquire, and to be able to use in the correct context, a good sum of literary vocabulary 	
1...		
2	Skills :	
2.1	<ul style="list-style-type: none"> • Develop an analytic skill that allows them to criticize any given American text. 	
2.2	<ul style="list-style-type: none"> • Produce their own literary papers and/or writing. 	
2.3	<ul style="list-style-type: none"> • Read literary texts with sense knowing where to make pauses, where to stop, where to raise their voices and where to intone 	
3	Competence:	
3.1	<ul style="list-style-type: none"> • Carry out individual research using online resources and the regular library to come up with new information and ideas relevant to the course. 	
3.2	<ul style="list-style-type: none"> • Read, write about, and listen attentively to texts and to develop the sense of taking notes skillfully and in due time. 	
3.3	<ul style="list-style-type: none"> • Develop better awareness of time management as they are asked to finish certain tasks in specified times. 	

C. Course Content

No	List of Topics	Contact Hours
1	The Colonial Age (Puritanism)	4
2	The Revolutionary Age	4

3	Romanticism in America (Phase I.)	4
4	Romanticism in America (Phase II.)	4
5	The Civil War (Regionalism)	4
6	Realism and Naturalism	4
7	Modernism	4
8	Midterm exam	2
Total		30

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Identify the features of pre-Civil War American literary historical periods such as Pre-Colonial, Colonial, Federal, Romantic, Transcendentalism.	-Lecturing. -Class presentations. -Regular and online class participation and discussion	-Class discussion -Examination -Online assignments
1.2	Identify the features of post-Civil War American literary historical periods such as literary realism, naturalism, modernism, and post-modernism.	-Lecturing. -Class presentations. -Regular and online class participation and discussion	-Class discussion -Examination -Online assignments
1.3	Explain the development and impact of the establishment of an American literary "canon".	-Lecturing. -Class presentations. -Regular and online class participation and discussion	-Class discussion -Examination -Online assignments
1.4	Trace the historical development of African American history from an oral to a literary tradition with major authors.	-Lecturing. -Class presentations. -Regular and online class participation and discussion	-Class discussion -Examination -Online assignments
1.5	Analyze landmark American literary texts for their historical, aesthetic, and rhetorical contributions to American literary history.	-Lecturing. -Class presentations. -Regular and online class participation and discussion	-Class discussion -Examination -Online assignments
2.0	Skills		
2.1	Develop an analytic skill that allows them to criticize any given American text.	-Lecturing. -Class presentations. -Regular and online class participation and discussion	-Class discussion -Examination -Online assignments
2.2	Produce their own literary papers and/or writing.	-Lecturing. -Class presentations. -Regular and online class participation and discussion	-Class discussion -Examination -Online assignments

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.3	Read literary texts with sense knowing where to make pauses, where to stop, where to raise their voices and where to intone		
3.0	Competence		
3.1	Carry out individual research using online resources and the regular library to come up with new information and ideas relevant to the course.	-Lecturing. -Class presentations. -Regular and online class participation and discussion	-Class discussion -Examination -Online assignments
3.2	Read, write about, and listen attentively to texts and to develop the sense of taking notes skillfully and in due time.	Teacher gives assignments that require the use of resources.	Class discussion -Examination -Online assignments
3.3	Develop better awareness of time management as they are asked to finish certain tasks in specified times.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm exam		35%
2	Final exam		60%
3	Regular class participation		5%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

6 office hours per week and/or by appointment.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Selected Readings compiled by the teacher(s)
Essential References Materials	<ul style="list-style-type: none"> • High, Peter B. <i>An Outline of American Literature</i>. Longman: New York, 1998./or any edition. • Francis Hodgins et al. <i>Adventures in American Literature</i>. HPJ Editions. • Bayan, Nina. Et al. eds. <i>The Norton Anthology of American Literature Vol 1&2</i>. • Hart, James D. <i>The Oxford Companion to American Literature</i>. Oxford U.P.: New York, 1995.

Electronic Materials	PowerPoint Slideshow http://www.makkahelearning.net JSTOR: http://www.jstor.org/ http://www.america.gov/
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> • Regular classrooms (Acc. Max: 40 students) • Computer laboratories (Max: 40 PCs)
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> • Internet access Projector
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	*****

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct (online questionnaires)
Quality of learning resources	Students Faculty members	Direct (online questionnaires)
Extent of achievement of course learning outcomes	Quality Unit Faculty members Students	Direct (online questionnaires)

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	The English language department's council
Reference No.	
Date	
Head of department:	Dr. Hadi Hussein Al-Samadani Signature: 

