Education Evaluation Commission

National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

Eng. 374

Survey of American Literature

Course Specifications

Institution	Date 30/1/2019
King Saud University	
College/Department	
College of Arts/Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Survey of American Literature – ENG 374
2. Credit hours 3 hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B. A. in English
4. Name of faculty member responsible for the course Several Professors.
5. Level/year at which this course is offered Sixth Level/Third Year
6. Pre-requisites for this course (if any)   Eng. 216
7. Co-requisites for this course (if any) None
8. Location if not on main campus

9. Mode of Instruction (mark all that apply)

a. Traditional classroom	Yes	What percentage?	70
b. Blended (traditional and online)		What percentage?	

c. e-learning	Yes	What percentage?	30
d. Correspondence		What percentage?	
f. Other		What percentage?	

Comments:

Allocation of percentages is not feasible as student proficiency levels in terms of language; IT skills and basic knowledge vary significantly. Each student is a "special case" and requires difference concentrations of modes of instruction. Again, as in the comment, definitions would be useful here.

B Objectives

1. What is the main purpose for this course?
1. Identify the major figures and major works of American Literature.
2. Outline the characteristics of each literary era.
3. Explain the impact of the history and culture of each era on literature.
4. Identify and explain the defining characteristics of American literary works.
5. Trace the development of American Literature.
6. Explain the intellectual and social contexts of the literary works.
7. Write academic essays and a term paper analyzing literary texts.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

1. The following series of orientation workshops are essential for BOTH faculty and students[1]:

Faculty: assessment and teaching methods applied in literature courses

Students:

Suggested workshops:

    a) Basic skills with word processing software.
    b) Plagiarism
    c) Library research
    d) Virtual classes
    e) Critical and Investigative Thinking Skills
    f) Comprehensive Reading of Literary Texts
    g) Scholarly Sources: When and How to use them

2. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed

3. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)

4. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.

5. All instructors should have a clearly written assignment guide for all assignments in the course. The CWE will be able to provide instructors with the necessary writing guides if needed. Work on a combined unified assignment guide for literature courses, or at least a unified standard.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook)

Course Description:

The course is a survey of American Literature from 1620 to the present. The course starts with readings from Spaniard travel narratives and Native American Literature. Emphasis will be on the major American writers, the canon. In addition a novel is studied along with samples of the writings of the major writers.

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[1] Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if available; Library.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to American Literature **Introduction to Early Native American Literature** Suggested Works: -"They Came From the East" -"The Beginning of Sickness" - Najavo Creation Stories -Native American Trickster Tales: From The Winnebago Trickster Cycle (edited by Paul Radin)	2	6
The Historical, Social and Religious Background of the Colonial Period in America Suggested Works: -William Bradford- "The History of the Plymouth Plantation" -Anne Bradstreet- "The Prologue" or "To My Dear and Loving Husband" -Jonathan Edwards "Sinners in the Hands of an Angry God" -Benjamin Franklin "The Way to Wealth", "The Autobiography"	2	6
Introduction to the Revolutionary Period Suggested Works: -J. Hector St. John Creveceour- "Letters from an American Farmer" -Phillis Wheatley- "On Being brought from Africa to America" -Thomas Paine- *Common Sense* -Thomas Jefferson- *From the Declaration of Independence*	2	9
Introduction to the Era of Expansion **The Romance** (Suggested Works): -Nathiel Hawthorne- *The Scarlet Letter (Novel),* "Young Goodman Brown" -Edgar Allen Poe- "The Tell Tale Heart" or "The Raven" -Ralph Waldo Emerson – *Nature* -Henry Thoreau – *Walden* -Emily Dickinson- Selection of her Poems -Washington Irving- "Rip Van Winkle" -Herman Melville- *Moby Dick* (Novel) **Transcendentalism / The New Nation & Individualism**(Suggested Works): -Ralph Waldo Emerson- "Self Reliance"	3	9

Introduction to the Age of Realism -Mark Twain- Huckleberry Finn (Novel), "Notorious Jumping Frog of Calaveras County" –Walt Whitman "Song of Myself" (Transcendentalism and Realism) -Henry James- "The Real Thing " **Slavery:** -Frederick Douglass- *Narrator of the Life of Federick Douglass, an American Slave"* **Regionalism and Naturalism:** -Jack London – "To Build a Fire"	2	9
Introduction to Modernism Suggested Works: -William Faulkner- "A Rose for Emily", "Barn Burning" -Ernest Hemmingway- "The Killers", "The Snows of Kilimanjo" -F. Scott Fitzgerald- *The Great Gatsby (Film)* **Harlem Renaissance:** -Maya Angelou- "I Know Why the Caged Bird Sings" -Martin Luther King - "I have a Dream" (Audio) -Langston Hughes- "Democracy" **Arab- American Writers:** -Gibran Khalil Gibran- Any work from the *The Prophet*	2	6

	2. Course components (total contact hours and credits per semester):						
		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	Planned	42 hours					45 hours
	Actual						
Credit	Planned	3 hours					3 hours
	Actual						

3. Additional private study/learning hours expected for students per week.	6 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge** Students should be able to:		
1.1	State general framework of American literature.	1. Read introductions in Anthologies, Encyclopaedia articles, or any other general reference). Apply academic reading strategies, such as the SQ3r method 2. Teach students to identify key points by requiring summaries of read material. 3. Give one or two critical essays to: familiarise students with critical debates; and to compare such perspectives with their own.	1. Write outlines with key points. 2. Develop and expand outlines so that they form complete summaries introductory material. 3. Read scholarly criticism (2 articles max.) and outline the argument structure. This means creating an outline of the argument made.
1.2	Recognize primary texts (novels)	1. Test for objective knowledge; basic information about the material (key characters/events/etc) 2. Develop personal engagement with texts. 3. This engagement should be cultivated and transformed into academic knowledge. 4. Write about primary texts through; textual analysis; summaries; essays; terms paper	1. Objective quizzes throughout on assigned reading. 2. . Write and submit reading logs regularly. Course instructor has the choice to correct each long or to give marks on submission only. It is recommended that student should read his/her log aloud to the whole class for discussion, at least once a term. 3. In class discussion of

			reading logs should be commented on by the instructor, who must ensure that non-academic vocabulary be replaced with academic terminology. (instructors should make sure they have a glossary of terms ready). 4. Each assignment will be graded using agreed upon rubrics.[2]
2.0	**Cognitive Skills**		
2.1	Develop subjective stance and personal reading processes	Assign reading of specific primary works and ask students to write reading logs. It should be made clear to them that these logs are the basis for their future analysis in the term paper.	In-class discussions of reading logs. During these reading out loud in-class activities instructors should direct students towards replacing their everyday terminology with critical academic terminology. Reading Log requirements and format will be handed out to students.
2.2	Summarize contexts of American literature	1. Read and summarize introductions and background material of novels. 2. Analyze argument structure or the logical sequence of information presentation in the background handouts.	Write summaries of material in which they focus on key issues.
2.3	Developing an academic perspective on American literature	1. Analyze by writing short analytical essays on the primary texts. These should be developed from reading logs. 2. Read 2 scholarly articles on the primary texts (novels)	1. Write analytical essays on primary texts. Essays should be focused on the ordering of the sequence of argument and/or exposition. The instructor should also focus on the use of academic terminology.

[2] See appendices.

			2. Summarize and design argument outlines of the scholarly articles.
2.4	Compose academic term paper on American Literature	Work from an outline, which should be expanded to form the body of the paper. Suggestions on how to implement the strategy: Make sure there is a viable central idea. Work on developing argument and not structure. Develop essay outline so that every heading is a full sentence and represents a topic or a case to be proven. (they should be taught that outline must be expanded to eventually become the essay and word processing skills are essential for this). Work on expanding the outline so that each topic has subtopics that are arguments. These must be articulated as full sentences. Combine all these to form paragraphs and write introduction and conclusion. Stress the ability to support every point of view with evidence from the text and through argumentation Avoiding unnecessary emotive and evaluative statements Avoiding generalisations, insupportable claims and STATING THE OBVIOUS	Write an academic term paper

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		Being aware of the time frames. Keep dates clear. Develop consistent arguments and avoid contradictions. Be aware of one's own socio-cultural formation	
3.0	**Interpersonal Skills & Responsibility** Students should be able to:		
3.1	Use the necessary skills in class discussion to communicate, listen, negotiate, evaluate and analyze critically.	1. Assigning reading assignments to students prior to lectures. 2. Individual counselling on areas of concern to the students. 3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.	1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course. 2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.
3.2	Show a sense of accountability	1. To instil a sense of responsibility for one's learning. 2. To have clear deadlines for submissions, exam dates and other important rules to be written in the course syllabus, which is given to students at the beginning of each term.	Enforcing deadlines and rules mentioned in the syllabus.
3.3	Evaluate one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
4.0	**Communication, Information Technology, Numerical** Students should be able to:		

4.1	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of communication in class or outside class.	Class presentations Group work Journals
4.2	Search using the digital library database.	Compilation of relevant bibliography	1. Use digital library database to compile a bibliography of the latest and/or most relevant scholarly articles dealing with the topic. 2. Correct referencing format and use of sources will be tested.
4.3	Research the internet to download information and make use of useful web links.	Students will be encouraged to make extensive use of material on the web and the digital library.	1.Demand the use of references in both group presentations and the research paper 2. Students will be graded on their use of online scholarly material on their research papers
4.4	Operate the internet to communicate with the faculty or teaching staff	The use of LMS and email.	The use of a professional email address and language
5.0	**Psychomotor**		
5.1	N/A	N/A	N/A

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assignments (Reading logs, blogs, in-class assignments, etc)	Throughout	15%
2	Quizzes/Midterms	Throughout	30%

3	Research Project (Outline, Article Reviews, Summaries, Bibliography, Research papers, Cultural Project, etc)	Throughout	15%
4	Final	End of term	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
4 hour per week

E. Learning Resources

1. List Required Textbooks
-E texts or Reading Booklets prepared by instructor
-The Novel chosen by instructor

2. List Essential References Materials (Journals, Reports, etc.)
Hart, James D and Phillip W. Leinginger. *The Oxford Companion to American Literature*. Oxford: Oxford University Press, 1995. Print.
Perkins, George B., and Perkins, eds. *The American Tradition in Literature*. Boston, Mass: McGraw-Hill, 1999.
Lauter, Paul. *The Heath Anthology of American Literature*. Boston: Houghton Mifflin Company. 2006.
Parini, Jay and Phillip W. Leigner. *The Oxford Encyclopedia of American Literature.* Oxford: Oxford University Press, 2004. Print.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
Digital Library

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Large enough classrooms and labs. Enrollment in each class shouldn't exceed 25.

2. Computing resources (AV, data show, Smart Board, software, etc.)
Laptops, overhead projectors, computer labs, MS Office programs, academic software.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
Dictionaries, concordances, English- skills software, Linguistic and language atlases, original copies of

MS Office programs.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor) 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
1. Peer evaluation to asses ability of faculty members to work with their colleagues 2. Class observations by supervisors

3 Processes for Improvement of Teaching
1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences. 6. Keep up to date with pedagogical theory and practice 7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement. 2. Check marking of a sample of examination papers by another faculty member. 3. Students who believe they are under graded can have their papers checked by a second reader

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement:
1. Compare syllabi and course description with other universities 2. Conduct peer review or course observation 3. Biannual meetings of faculty members to discuss improvement 4. Review curriculum periodically and suggest improvements 5. Apply students course evaluation survey 6. External examiner

Faculty or Teaching Staff: _____

Signature: _____   **Date Report Completed:** _____

Received by: _____   **Dean/Department Head :** _____

Signature: _____   **Date:** _____

Appendix

Suggested Grading rubrics:

Exam rubric

Language 40 %	Skill	Percentage	Marks /10	Deducted
	Grammar+vocabulary	30%	3	
	Spelling+semantics	10%	1	
Content 60%	Essay structure	10%	1	
	Topics covered	32%	3.2	
	Relevant use of examples	5%	0.5	
	Command of material and clarity	8%	0.8	
	Argumentation and critical thinking	5%	0.5	

Assignment rubric

Language 40 %	Skill	Percentage	Marks (20 total)
	Grammar	35%	
	Spelling and semantics	5%	
Content 60%	Essay structure	10%	
	Topics covered	30%	
	Relevant use of examples	5%	
	Command of material	5%	
	Argumentation and critical thinking	7%	
	Essay format (correct referencing)[3]	3%	

Suggested Evaluation Rubric for Oral Academic Presentation

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[3] Bin Alameer suggested: Since referencing and using critical sources are a requirement. A grading criteria for that must be added:
1. The proper use of critical material
2. Relevancy of critical sources
3. Analysis of the critical sources

Content:

Topic and brief summary are introduced clearly	Poor	Fair	Average	Strong	Excellent
Evaluative comments showing strong understanding of the topic	Poor	Fair	Average	Strong	Excellent
Critical and comparative analysis of topic with class discussions	Poor	Fair	Average	Strong	Excellent
Information is presented in a logical and interesting sequence which audience can follow. Flows well.	Poor	Fair	Average	Strong	Excellent

Format:

Transition between ideas were clear	Poor	Fair	Average	Strong	Excellent
Made appropriate and accurate use of grammar, vocabulary and discourse structures	Poor	Fair	Average	Strong	Excellent

Delivery:

Used voice (volume, pitch, rate) effectively	Poor	Fair	Average	Strong	Excellent
Maintained eye contact with audience	Poor	Fair	Average	Strong	Excellent
Gestures and facial expressions were appropriate	Poor	Fair	Average	Strong	Excellent
Visuals were used effectively	Poor	Fair	Average	Strong	Excellent

Handouts:

Contains basic information of student and topic	Poor	Fair	Average	Strong	Excellent
Brief summary of topic	Poor	Fair	Average	Strong	Excellent
Evaluation of topic	Poor	Fair	Average	Strong	Excellent

Oral presentation Requirements

1. Each student will select a subject from the topics listed in the syllabus.

2. The student will prepare a one or two-page handout that should include:

    a. Student's name

    b. Title and author of selection

    c. The setting (time and place)

    d. Main characters' names and a short description

    f. A brief summary of the story

    g. An evaluation (should be longer than summary)

        1) How the selection fits into the period we are studying

        2) A brief critique of the selection

            a) what you liked or didn't like and why

            b) what was done well or done poorly

            c) what could be improved and how d) how it compares with other works and ideas we have discussed

3. Handout should be typed. Information may be in outline form, list form, or in paragraph form.

4. The oral report should not be more than 5 minutes. You should provide a **brief** summary and then give evaluative comments--what you liked or did not like about the work in question and why. Compare it to the works and ideas we have discussed in class. Do not merely read your written handout.

5. Oral reports will be graded on how interestingly they are presented and on how informative the handout is. Late reports due to absence or lack of preparation will not be accepted.

Reading logs

A reading log is a summary and/or response to assigned reading material. To make a C, you must type at least 200 words(about a 1/2 page) for each log. To make an A or B, the log must be at least 300 words. Logs that are mere summaries will not receive any higher grade than a B. To make an A, you should also write about how the reading compares with other selections, give examples of how the reading relates to your own experiences, or some of the suggestions below. Each log should be typed and dated and should include at least one direct quotation from the reading. The reading log is 10% of your final average. First reading logs will be read in class or reviewed by the professor to ensure the quality of reading.

Suggestions for what to write about:

l. Make sure you always try to understand what is happening and write it down. At the end of the log, write down ideas or feelings you've had while reading.

2. Note any questions you may have about the material you are reading

3. Keep a list of characters and key information about each. Pick one or more of the characters you found most interesting and explain why. Try to think of why the author presented them in this way.

4. Note the imagery used and try to guess why the author used this imagery

5. Discuss the author's word choice. Select a passage you liked or were interested in. Underline several words in it. Think of other words the writer could have chosen. Then, try to give the reasons the author chose to use those particular words.

6. Discuss the theme of the material. What is the author really trying to say?

7. Write about anything that interested or moved you.

8. Copy lines you liked and tell why you liked them.

10. Write about something that either raises a question or provokes a response in your classmates (that is, say something that you think most people would disagree with).

11. Write exactly what you thought and felt as you were reading.

12. Do you like this material? Why or why not?

13. Do you feel there is an opinion expressed by the author through this work? What is it? How do you know this? Do you agree? Why or who not?[4]

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[6] Portions of the above are adapted from http://faculty.jscc.edu/british-lit-1-reading-responses.html