# Course Specification

— (Postgraduate Programs )

| |
|---|
| **Course Title:** Research Methods in English Literature |
| **Course Code:** ENG 6101 |
| **Program:** Master of Arts in English Literature |
| **Department:** English Language and Literature |
| **College:** College of Languages and Translation |
| **Institution:** Imam Mohammad Ibn Saud Islamic University |
| **Version:** TPG-153 2024 |
| **Last Revision Date:** 14 July 2025 |

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## A. General information about the course:

### 1. Course Identification:

**1. Credit hours: ( 4 hours )**

**2. Course type**

| A. | ☐University | ☐College | ☐Department | ☐Track | |
|---|---|---|---|---|---|
| B. | ☒ Required | | | ☐Elective | |

**3. Level/year at which this course is offered: ( Level 1 / Year 1)**

**4. Course General Description:**

This is a practical study of research techniques in preparation for MA non-thesis writing. Students are trained in essential concepts of research: problem identification, review of literature, constructing a research design and formulation of hypotheses/objectives; research methods and their application to research (library, internet, and other information resources, observational, experimental): preparation of a research proposal, data collection, data analysis (sorting, displaying and description), the research report format, principles of scholarly writing of reports of findings, making recommendations, and documentation.

**5. Pre-requirements for this course** (if any)**:**

None

**6. Co-requirements for this course** (if any)**:**

None

**7. Course Main Objective(s):**

The main objective of this course is to enhance students' research skills in English literature. Therefore, the course has some sub-objectives to achieve this main objective. It attempts to:
1. Provide students with deep knowledge of constructing literary research methods.
2. Acquaint the student with the steps needed for conducting an MA research paper.
3. Train students in the process of writing abstracts, proposals, review of literature, conclusion that lead to writing a scholarly research paper.

### 2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|---|---|---|---|
| 1 | Traditional classroom | 36 | 75% |
| 2 | E-learning | | |
| 3 | Hybrid<br>• Traditional classroom | 12 | 25% |

| 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** | 36 hours |
| 2. | **Laboratory/Studio** |  |
| 3. | **Seminars** | 12 hours |
| 4. | **Others (specify)……** |  |
|  | **Total** | 96 |

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Demonstrate comprehensive knowledge of constructing a research design | **K1** | Lecture PPT presentation Data show Seminars Debates. | - Presentations and participation - Term papers (Assignments, Research tasks) - Mid-term test - Final exam |
| 1.2 | Identify research problems, questions and hypotheses. | **K2** | | |
| **2.0** | **Skills** | | | |
| 2.1 | Analyze data appropriate to the discipline and genre. | **S1** | Lecture Debates Seminar | - Presentations and participation - Term papers (Assignments Research tasks) - Mid-term test - Final exam |
| 2.2 | Apply in their writing proper formatting and citation guidelines of MLA style. | **S2** | | |
| 2.3 | Formulate research questions to deduce results and reach conclusions to develop a sound research. | **S4** | | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|----------------------|---------------------|
| 2.4 | Write a scholarly research paper that employs reasonable critical arguments, critical theories, and adequate supporting evidence. | **S4** | | |
| 2.5 | Research using information technology skills such as word processing, electronic data access, and AI tools in editing and generating references. | **S5** | | |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate ethics of research and data collection in English literature. | **V1** | Individual or group seminars Presentations | - Observation - Self-report - Management in individual or group work |
| 3.2 | Demonstrate an ability to conduct independent research. | **V4** | | |

## C. Course Content:

| No | List of Topics | Contact Hours |
|----|----------------|---------------|
| 1. | ➤ Introduction and orientation. ➤ Assignment 1: Examine research topics of some English literature MA non-thesis papers at IMSIU in the last five years; Observe and analyze; report. | 4 |
| 2. | ➤ Discussion of students' reports; aims of academic research. | 4 |
| 3. | ➤ Practice in textual analysis, sifting for data. ➤ Assignment 2: Group work: Students research specific aspects of a chosen text. | 4 |
| 4. | ➤ Types of research: theory focused research: psychoanalytical, archetypal/mythical, feminist, postcolonial, Marxist, formalistic, etc. ➤ Assignment 3: Student presents a description of a theoretical framework used in one specific piece of research. | 4 |
| 5. | ➤ Genre focused research: novels (sci-fi, fantasy, bildungsroman, etc.), poetry, plays, children's literature, etc. ➤ Assignment 4: Student presents a description of one specific piece of research on a certain genre. | 4 |
| 6. | ➤ Area focused research: textual and thematic analysis, comparative literature, interdisciplinary studies, translations, etc. ➤ Assignment 5: Group work: Students analyze a video-taped lecture and transform a text into different forms of media using AI. | 4 |

| 7. | ➢ Schools of comparative studies. <br> ➢ Mid-Term Exam | 4 |
|---|---|---|
| 8. | ➢ Research topic selection. <br> ➢ Defining the research project <br> ➢ Identifying the theoretical approach. <br> ➢ Research ethics. <br> ➢ Formulating questions, hypotheses, and writing an abstract. | 4 |
| 9. | ➢ Research strategies: <br>   ➢ qualitative (descriptive; textual analysis within a theoretical framework); <br>   ➢ quantitative (analyzing gathered data in statistical form to decide on a hypothesis), <br>   ➢ mixed (theory and application) <br> ➢ Assignment 6: Is there quantitative, quasi, and mixed research in literature? Students search the Internet and report. | 4 |
| 10. | ➢ Conducting and organizing a literature review using AI, specify what new aspects you can contribute to the subject. <br> ➢ Gathering data from texts, connecting text to theoretical aspects, quotation, documentation, bibliography. <br> ➢ Formatting, processing and analysis of collected data. <br> ➢ Checking hypotheses. Stating findings. | 4 |
| 11. | ➢ Students' presentations of their finished research papers. <br> ➢ Feedback. | 4 |
| 12. | ➢ Final Exam | 4 |
| **Total** | | **48** |

## D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|---|---|---|---|
| 1. | Presentations and participation | Week 2 onward | 10% |
| 2. | Term papers | Week 6 & 10 | 20% |
| 3. | Mid-term test | Week 7 | 30% |
| 4. | Final Exam | Week 12 | 40% |
| | Total | | 100% |

*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 | - Class Notes |
|---|---|

| | |
|---|---|
| | - Nicodemus, Brenda, and Swabey, Laurie, *Advances in Interpreting Research: Inquiry in Action,* Amsterdam, John Benjamins Publishing Company, 2011.<br>- Blaxter, Loraine, *How to Research* (4th Edition), Maidenhead, England, Open University Press, 2010.<br>- Hogan, John, Dolan, Paddy, and Donnelly, Paul, *Approaches to Qualitative Research: Theory and Its Practical Application - A Guide for Dissertation Students,* Cork, Ireland, Oak Tree Press, 2011. |
| **Supportive References** | - Brown, Brian J., and Baker, Sally, *Philosophies of Research into Higher Education*, London, Continuum International Publishing, 2007.<br>- Hesse-Biber, and Sharlene Nagy, *Mixed Methods Research: Merging Theory with Practice*, New York, Guilford Press, 2010.<br>- Grix, Jonathan, *Demystifying Postgraduate Research*, University of Birmingham, Continuum International Publishing, 2010.<br>- Dawson, Catherine, *A Practical Guide to Research Methods*, Oxford, UK, How To Books, 2007 |
| **Electronic Materials** | • Saudi Digital Library<br>• https://www.citationmachine.net/<br>• https://www.bibme.org/ |
| **Other Learning Materials** | |

## 2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
|---|---|
| **facilities**<br>(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Lecture rooms<br>Audio/Video Conferencing Rooms<br>University Main Libraries<br>Public Libraries |
| **Technology equipment**<br>(Projector, smart board, software) | University's Official Cloud server- Microsoft Office 365 applications:<br>Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala …etc.<br>- Blackboard and Cisco WebEx<br>- Data show<br>Projectors, Smart Boards and Speaker |
| **Other equipment**<br>(Depending on the nature of the specialty) | |

## F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| **Effectiveness of teaching** | • Students<br>• Peer Reviewers<br>• Faculty<br>• External Reviewers<br>• Quality Assurance Unit | ➢ Student Surveys (Indirect)<br>➢ Formal Observations (Indirect) |

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| | | <ul><li>Course Report and Course File (Direct)</li><li>Student Samples (Direct)</li><li>Self-Reflection reports (Indirect)</li></ul> |
| **Effectiveness of students' assessment** | <ul><li>Students</li><li>Faculty</li><li>Curriculum Committee</li><li>Assessment Committee</li><li>External Reviewers</li><li>Quality Assurance Unit</li></ul> | <ul><li>Item Analysis Data ((Indirect))</li><li>Teacher Feedback (Direct)</li><li>Student Feedback (Direct)</li><li>Course Report & Course File (Direct)</li></ul> |
| **Quality of learning resources** | <ul><li>Students</li><li>Faculty</li></ul> | <ul><li>Student surveys (Indirect)</li><li>Faculty surveys (Indirect)</li></ul> |
| **The extent to which CLOs have been achieved** | <ul><li>Students</li><li>Faculty</li><li>Quality Assurance Unit</li></ul> | <ul><li>Item Analysis Data (Indirect)</li><li>Course Report & Course File (Direct)</li><li>Annual Program Review (Direct)</li></ul> |
| **Other** | | |

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data:

| COUNCIL /COMMITTEE | College Council |
|---|---|
| REFERENCE NO. | Minutes (13) |
| DATE | 7/6/1445 |

| |
|---|
| **Course Title:** **Readings in English Novel** |
| **Course Code**: **ENG 6122** |
| **Program**: **Master of Arts in English Literature** |
| **Department**: **English Language and Literature** |
| **College**: **College of Languages and Translation** |
| **Institution**: **College of Languages and Translation** |
| **Version**: **TPG-153 2004** |
| **Last Revision Date:** **14 July 2025** |

## Table of Contents

## A. General information about the course:

### 1. Course Identification:

### 1. Credit hours: ( 4 hours )

### 2. Course type

| A. | ☐University | ☐College | ☐Department | ☐Track | |
|---|---|---|---|---|---|
| B. | ☒ Required | | | ☐Elective | |

### 3. Level/year at which this course is offered: ( Level 1 / Year 1)

### 4. Course General Description:

This course underlines the major schools and trends of fiction in the genre. The course will scrutinize in depth five to six novels that are representative of a trend, theme, school or movement. These fictional works will be explored to study the way literary texts are shaped, read, and interpreted through analysis of its various elements. These elements include structure, narrative voice, character development, novelistic experimentation, historical and political contexts and reader responses. The selected novels will range to include fantastical, gothic, horror, historical, science fiction or

### 5. Pre-requirements for this course (if any):

None

### 6. Co-requirements for this course (if any):

None

### 7. Course Main Objective(s):

The main objective of this course is to hone students critical reading skills through analysis of a variety of diverse novels. Therefore, the course has some sub-objectives to achieve this main objective. It attempts to:

1. Enhance student's knowledge of the sources of representation in fiction such as diverse historical contexts, social features or formal aesthetic changes.
2. Acquaint students with a variety of genres, trends, thematic and structural production that characterize English fictional representations.
3. Train students to analyze fiction using appropriate theoretical, historical, and cultural apparatus.
4. Identifying various cultures and construction of gender, nation and race throughout the history.
5. Interpreting human values and the behavioral patterns from great works of art to develop the ability to understand human experience.

### 2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|---------------------|---------------|------------|
| 1 | Traditional classroom | 36 | 75% |
| 2 | E-learning | | |
| 3 | Hybrid<br>• Traditional classroom<br>• E-learning | 12 | 25% |
| 4 | Distance learning | | |

## 3. Contact Hours: (based on the academic semester)

| No | Activity | Contact Hours |
|----|----------|---------------|
| 1. | **Lectures** | 36 hours |
| 2. | **Laboratory/Studio** | |
| 3. | **Seminars** | 12 hours |
| 5. | **Others (specify)......** | 48 |
| | **Total** | 96 |

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|---------------------|--------------------|
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Identify different genres and trends of the English novels. | **K1** | Lecture<br><br>PPT presentation | Oral questions<br><br>Midterm Exam |
| 1.2 | Describe the different literary movements that influenced the English fiction. | **K2** | Lecture<br><br>PPT presentation | Term paper<br><br>Oral questions |
| 1.3 | Recognize the historical, social, and cultural contexts that shaped the making of the English novel. | **K3** | Seminars<br><br>Debates. | Term paper<br><br>Group discussions<br><br>Midterm Exam |
| **2.0** | **Skills** | | | |
| 2.1 | Analyze proficiently any form of fictional text in English literature. | **S1** | Lecture Debates<br><br>Seminar | Individual presentations<br>Midterm Exam |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| 2.2 | Evaluate the factors that affected the English novel produced in different historical periods. | S3 | Lecture<br>Debates<br>Seminar | Individual presentations<br>Midterm Exam |
| 2.3 | Compose a research paper in a specific genre formulating a method of literary analysis and gathering contradictory philosophical opinions drawn from traditional and electronic resources using AI tools in editing and generating references. | S4 | Lecture<br>Debates<br>Seminar | Annotated bibliography,<br>Research papers |
| 3.0 | Values, autonomy, and responsibility | | | |
| 3.1 | Demonstrate responsibility in writing innovative research papers in accord with ethical standards. | V1 | Individual or group seminars<br>Presentations | Observation<br>Self-report<br>Management in individual or group work |
| 3.2 | Work effectively in teams to exchange theoretical knowledge and research skills. | V2 | Individual or group discussion<br>seminars | Self-report<br>Management in individual or group work |
| 3.3 | Demonstrate responsibility, self-discipline and inner motivation resulting in learning independently and taking the initiative to do more than the expected level of work. | V3 | Individual or group seminars<br>Presentations | Observation<br>Self-report<br>Research work Assignments |

## C. Course Content:

| No | List of Topics | Contact Hours |
|---|---|---|
| 1 | **Introduction**<br><br>The beginnings: From organic unity to fragmentation in Modernism. | 4 |
| 2 | **Epistolary & Picaresque:**<br>Tobias Smollett, *The Expedition of Humphry Clinker* (1771) | 4 |

| 3 | **The Gothic Novel**<br>Horace Walpole: *The Castle of Otranto* (1765)<br>Oliver Goldsmith: *The Vicar of Wakefield* (1766)<br>Ann Radcliffe: *The Mysteries of Udolpho* (1794) | 4 |
|---|---|---|
| 4 | **Seminar Presentation** | 4 |
| 5 | **The Victorian Novel/Novella– The late 19<sup>th</sup> century (Adventure, Horror)**<br>George Eliot: *The Lifted Veil* (1859)<br>Robert Louis Stevenson: *The Strange Case of Dr. Jekyll and Mr. Hyde* (1886)<br>Bram Stoker: *Dracula* (1897) | 4 |
| 6 | **Seminar Presentation** | 4 |
| 7 | **The English Novel in the 20<sup>th</sup> Century (Modernism)**<br>Joseph Conrad: *The Secret Agent* (1907)<br>Ford Madox Ford, *The Good Soldier* (1915) | 4 |
| 8 | **The English Novel in the 20<sup>th</sup> Century (Modernism) cont'd**<br>Virginia Woolf: *To the Lighthouse* (1927)<br>Richard Aldington: *Death of a Hero* (1929) | 4 |
| 9 | **Seminar Presentation** | 4 |
| 10 | **The English Novel in the 21<sup>st</sup> Century (Postmodernism)**<br>Martin Amis: *Time's Arrow: or The Nature of the Offence* (1991)<br>Dave Mitchell: *Ghostwritten* (1999)<br>Zadie Smith: *White Teeth* (2000) | 4 |
| 11 | **Seminar Presentation** | 4 |
| 12 | **Finals** | 4 |
| **Total** | | **48** |

## D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|---|---|---|---|
| 1. | Seminar Presentations | 4, 6,9,11 | 20% |
| 2. | Annotated Bibliography | weekly | 10% |
| 3. | Midterm exam | 5<sup>th</sup> week | 20% |
| 4. | Response reports | weekly | 10% |
| 5. | Final Exam or Research paper | 12<sup>th</sup> week | 40% |
| | Total | | 100% |

*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** | -   Greenblatt, Stephen J, and M H. Abrams. *The Norton Anthology of English Literature*. New York: W.W. Norton & Co, 2019. Print. |
|---|---|

| Supportive References | - Boxall, Peter. *Twenty-First-Century Fiction: A Critical Introduction*. Cambridge University Press, 2013.<br>- Caserio, Robert L., and Clement Hawes, editors. *The Cambridge History of the English Novel*. Cambridge University Press, 2012.<br>- O'Gorman, Francis. *A Concise Companion to the Victorian Novel*. Blackwell Pub, Oxford, 2005.<br>- Eagleton, Terry. *The English Novel: An Introduction*. Blackwell, Oxford, 2005. |
|---|---|
| Electronic Materials | Saudi Digital Library<br>https://sdl.edu.sa/SDLPortal/en/A-ZDataBases.aspx |
| Other Learning Materials | |

## 2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
|---|---|
| **facilities**<br>(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Lecture rooms<br>Audio/Video Conferencing Rooms<br>University Main Libraries<br>Public Libraries |
| **Technology equipment**<br>(Projector, smart board, software) | Cloud server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala …etc.<br>- Blackboard and Cisco WebEx<br>- Data show<br>Projectors, Smart Boards and Speaker |
| **Other equipment**<br>(Depending on the nature of the specialty) | None |

## F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| **Effectiveness of teaching** | • Students<br>• Peer Reviewers<br>• Faculty<br>• External Reviewers<br>• Quality Assurance Unit | ➢ Student Surveys (Indirect)<br>➢ Formal Observations (Indirect)<br>➢ Course Report and Course File (Direct)<br>➢ Student Samples (Direct)<br>➢ Self-Reflection reports (Indirect) |
| **Effectiveness of students' assessment** | • Students<br>• Faculty<br>• Curriculum Committee<br>• Assessment Committee<br>• External Reviewers | ➢ Item Analysis Data ((Indirect))<br>➢ Teacher Feedback (Direct) |

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| | • Quality Assurance Unit | ➢ Student Feedback (Direct)<br>➢ Course Report & Course File (Direct) |
| **Quality of learning resources** | • Students<br>• Faculty | ➢ Student surveys (Indirect)<br>➢ Faculty surveys (Indirect) |
| **The extent to which CLOs have been achieved** | • Students<br>• Faculty<br>• Quality Assurance Unit | ➢ Item Analysis Data (Indirect)<br>➢ Course Report & Course File (Direct)<br>➢ Annual Program Review (Direct) |
| **Other** | | |

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data:

| COUNCIL /COMMITTEE | College Council |
|---|---|
| REFERENCE NO. | Minutes (13) |
| DATE | 7/6/1445 |

| | |
|---|---|
| **Course Title:** | **Reading in English Poetry** |
| **Course Code**: | **ENG 6123** |
| **Program**: | **Master of Arts in Literature** |
| **Department**: | **English Language and Literature** |
| **College**: | **College of Languages and Translation** |
| **Institution**: | **Imam Mohammad Ibn Saud Islamic University** |
| **Version**: | **TPG-153 2024** |
| **Last Revision Date:** | **14 July 2025** |

## Table of Contents

## A. General information about the course:

### 1. Course Identification:

### 1. Credit hours: ( 4 hours )

### 2. Course type

| A. | ☐University | ☐College | ☐Department | ☐Track | |
|----|-------------|----------|-------------|--------|---|
| B. | ☒ Required | | | ☐Elective | |

### 3. Level/year at which this course is offered: ( Level 1 / Year 1)

### 4. Course General Description:

This is a survey course that aims to acquaint students with a background to the various traditions of English poetry, the different movements and their representative poets. Students will also be introduced to the major themes and literary techniques of selected poems from the earliest English forms until the poetry of the 20th century. This includes the poetry and poets of the Anglo-Norman period, the Later Middle Ages, the English Renaissance, the Restoration, the 18th century movement, the Romantic Movement, and poetry of the Victorian age.

### 5. Pre-requirements for this course (if any):

None

### 6. Co-requirements for this course (if any):

None

### 7. Course Main Objective(s):

The main objective of this course is for students to acquire an in-depth knowledge of English poetry through the ages covering the poems, poets, themes features and much more.

### 2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|---------------------|---------------|------------|
| 1 | Traditional classroom | 36 | 75% |
| 2 | E-learning | | |
| 3 | Hybrid<br>• Traditional classroom<br>• E-learning | 12 | 25% |
| 4 | Distance learning | | |

## 3. Contact Hours: (based on the academic semester)

| No | Activity | Contact Hours |
|----|----------|---------------|
| 1. | **Lectures** | 36 hours |
| 2. | **Laboratory/Studio** | |
| 3. | **Seminars** | 12 hours |
| 4. | **Others (specify)......** | 48 |
| | **Total** | 96 hours |

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------------------------|---------------------|---------------------|
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Demonstrate a thorough knowledge of the historical beginnings of English poetry (such as its presence in different genres and development throughout the ages). | **K1** | 1. Lectures 2. Seminar Discussions: Tutor and Student-based 3. Debates 4. Problem-solving tasks 5. Presentations | 1. Individual and group presentations 2. Annotated bibliographies 3. Brainstorming activities 4. Compare and contrast exercises 5. Term Paper 6. Final exam |
| 1.2 | Identify a variety of literary theories that have been and can be applied to poetical texts studied. | **K2** | | |
| 1.3 | Discuss significant issues in poetry in English from other cultures or translated from other languages into English. | **K3, K4** | | |
| **2.0** | **Skills** | | | |
| 2.1 | Employ formal analysis skills to develop an aesthetic sense and understand the | **S1** | 1. Lectures 2. Seminar Discussions: | 1. Individual and group presentation |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | essence of the poems studied to respond critically. | | Tutor and Student-based<br>3. Debates<br>4. Workshops | 2. Research reports<br>3. Critical essays<br>4. Creative portfolio<br>5. Annotated bibliographies |
| 2.2 | Assess the role of context in producing poems during different historical periods and their cultural background. | S3 | | |
| 2.3 | Compose innovative research that adds to knowledge in the field of poetry following appropriate literary citation rules and AI tools in editing and generating references. | S4 | | |
| 2.4 | Choose appropriate sources from various studies using information and communication technology effectively. | S5 | | |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Show academic integrity through adhering to ethical practices in all course work. | V1 | | |
| 3.2 | Work effectively with peers and in teams collaborating to share knowledge and displaying leadership skills. | V2 | 1. Individual or group seminars<br>2. Presentations<br>3. Tutorial<br>4. Formative Feedback<br>5. Attending Workshops | 1. Observation<br>2. Punctuality<br>3. Management in individual and group work<br>4. Self-report |
| 3.3 | Display a commitment in meeting deadlines and managing time. | V3 | | |
| 3.4 | Demonstrate the ability to progress to sustained independent study in complex academic situations. | V4 | | |

## C. Course Content:

| No | List of Topics | Contact Hours |
|---|---|---|
| 1 | **The Earliest English Poetry and the Anglo-Norman Period:**<br>Background to the Early English Poetry- The Epic Tradition<br>The Earliest English Epic: Beowulf | 4 |
| 2 | **Middle English Poetry: Troubadours, ballads, hymns and chivalric romances of courtly love**<br>Chaucer's poetic corpus and its cultural contexts<br>Selections from Chaucer's Poetry | 4 |
| 3 | **Sixteenth-Century Poetry: The English Renaissance**<br>Introducing the Sonnet to England<br>Selections from Thomas Wyatt, and Henry Howard, Earl of Surrey<br>Elizabethan Poetry: Shakespeare's Sonnets<br>*Seminar* | 4 |
| 4 | **Seventeenth Century Poetry**<br>Metaphysical Poetry: John Donne, George Herbert Andrew Marvell<br>The Age of Milton or the Puritan Age<br>Milton's Epic Paradise Lost and selections of his poems | 4 |
| 5 | **Eighteenth Century Poetry:**<br>- 18th Century Classicism<br>- John Dryden's Poetry<br>- Alexander Pope's Poetry<br>*Seminar* | 4 |
| 6 | **Early Nineteenth-Century Poetry and the Romantic Movement:**<br>-William Blake – a pre-romantic<br>-William Wordsworth and Samuel Coleridge and Selections from their Poetry<br>-Later Romantics- Percy B Shelley, Lord Byron and John Keats<br>Selections from their Poetry | 4 |
| 7 | **The Victorian Period (1837 – 1901)**<br>Characteristics of Victorian Poetry- Realism, Humanism, Morality, Empire, Orientalism, Social Criticism, Pre-Raphaelitism | 4 |
| 8 | Selections from Robert Browning, Lord Alfred Tennyson<br>Selections from Mathew Arnold and Christina Rossetti<br>*Seminar with special reference to analyzing literary texts using AI.* | 4 |
| 9 | **20th Century English Poetry:**<br>Characteristics of twentieth century poetry<br>War Poetry and Imagism | 4 |
| 10 | – Selection of poems and representative poets<br>– Selections from T.S Eliot, W.B Yeats | 4 |
| 11 | *Seminar Presentation* | 4 |
| 12 | Exams or Final Research Paper | 4 |
| **Total** | | **48** |

## D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|---|---|---|---|
| 1 | Seminar Presentations | 4,6,8,10 | 20% |
| 2 | Annotated Bibliographies | Weekly | 5% |
| 3 | Creative Portfolio (Reports, reflections, critical essays, converting a text to different forms of media) | Weeks 5, 7, 9 | 15% |
| 4 | Term Paper or exam | Week 11 | 20% |
| 5 | Final Research Paper | Week 12 | 40% |
| | Total | | 100% |

*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** | Emphasis will be on the reading of poetic texts from a number of periods and authors as offered by contributors to the course. |
| **Supportive References** | -Fenton, James, *An Introduction to English Poetry*, (Penguin, 2003) <br> -O'Neil, Michael, *The Cambridge History of English Poetry*, (Cambridge University Press, 2015) |
| **Electronic Materials** | Saudi Digital Library |
| **Other Learning Materials** | |

### 2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
|---|---|
| **facilities** <br> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Lecture rooms <br> Audio/Video Conferencing Rooms <br> University Main Libraries <br> Public Libraries |
| **Technology equipment** <br> (Projector, smart board, software) | Cloud server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala …etc. <br><br> - Blackboard and Cisco WebEx <br> - Data show <br> - Projectors, Smart Boards and Speaker |
| **Other equipment** <br> (Depending on the nature of the specialty) | NA |

## F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| **Effectiveness of teaching** | • Students<br>• Peer Reviewers<br>• Faculty<br>• External Reviewers<br>• Quality Assurance Unit | ➢ Student Surveys (Indirect)<br>➢ Formal Observations (Indirect)<br>➢ Course Report and Course File (Direct)<br>➢ Student Samples (Direct)<br>➢ Self-Reflection reports (Indirect) |
| **Effectiveness of students' assessment** | • Students<br>• Faculty<br>• Curriculum Committee<br>• Assessment Committee<br>• External Reviewers<br>• Quality Assurance Unit | ➢ Item Analysis Data ((Indirect))<br>➢ Teacher Feedback (Direct)<br>➢ Student Feedback (Direct)<br>➢ Course Report & Course File (Direct) |
| **Quality of learning resources** | • Students<br>• Faculty | ➢ Student surveys (Indirect)<br>➢ Faculty surveys (Indirect) |
| **The extent to which CLOs have been achieved** | • Students<br>• Faculty<br>• Quality Assurance Unit | ➢ Item Analysis Data (Indirect)<br>➢ Course Report & Course File (Direct)<br>➢ Annual Program Review (Direct) |
| **Other** | | |

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data:

| COUNCIL /COMMITTEE | College Council |
|---|---|
| **REFERENCE NO.** | Minutes (13) |
| **DATE** | 7/6/1445 |

| | |
|---|---|
| **Course Title:** Readings in English Drama | |
| **Course Code:** ENG 6124 | |
| **Program:** Master of Arts in English Literature | |
| **Department:** English Language and Literature | |
| **College:** College of Languages and Translation | |
| **Institution:** Imam Mohammad Ibn Saud Islamic University | |
| **Version:** TPG-153 2004 | |
| **Last Revision Date:** 14 July 2025 | |

## Table of Contents

## A. General information about the course:

### 1. Course Identification:

**1. Credit hours: ( 4 hours )**

**2. Course type**

| A. | ☐University | ☐College | ☐Department | ☐Track | |
|---|---|---|---|---|---|
| B. | ☒ Required | | | ☐Elective | |

**3. Level/year at which this course is offered: ( Level 2 / Year 1)**

**4. Course General Description:**

The course targets the major drama types of the genre. Students will study at least five to six plays thoroughly as well as selected excerpts of certain prominent plays. The chosen plays are representative of a certain theme, school, movement or period, and students will trace the diverse dramatic conventions that contributed to its development throughout the ages. Alongside, the prominent social, political, and cultural issues, students will also focus on different generic and structural components essential to engage with the intricacies of the studied plays.

**5. Pre-requirements for this course (if any):**

ENG 6101, ENG 6122, ENG 6123

**6. Co-requirements for this course (if any):**

None

**7. Course Main Objective(s):**

The main objective of this course is for students have a substantial knowledge of dramatic texts produced in different periods to enable them to define, analyze and assess issues, theories, concepts and trends used in plays both orally and in writing.

### 2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|---|---|---|---|
| 1 | Traditional classroom | 36 | 75% |
| 2 | E-learning | | |
| 3 | Hybrid <br>• Traditional classroom <br>• E-learning | 12 | 25% |

| No | Mode of Instruction | Contact Hours | Percentage |
|----|---------------------|---------------|------------|
| 4 | Distance learning | | |

## 3. Contact Hours: (based on the academic semester)

| No | Activity | Contact Hours |
|----|----------|---------------|
| 5. | **Lectures** | 36 hours |
| 6. | **Laboratory/Studio** | |
| 7. | **Seminars** | 12 hours |
| 8. | **Others (specify)……** | 48 |
| | **Total** | 96 hours |

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|---------------------|--------------------|
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Demonstrate comprehensive knowledge of the elements of drama and its formal qualities as plot, character, conflict, theme, language, mood…etc. | **K1** | -Lectures (audiovisual media, PowerPoint) -Discussions -Seminars -Task-based Sessions | -Task based forms (Mind Maps, Compare & Contrast table, Question Prompts) -Weekly assignments - Term Paper (essay, research) - Final exam |
| 1.2 | Identify the critical theories and approaches used in literary research of dramatic texts. | **K2** | | |
| 1.3 | Recognize the social, historical, political, religious and cultural contexts that shaped the content, structure and themes of the plays. | **K3** | | |
| **2.0** | **Skills** | | | |
| 2.1 | Analyze samples of significant works of | **S1** | -Lectures (audiovisual | -Task based forms (Mind Maps, |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | drama from each period. | | media, PowerPoint) -Discussions -Seminars -Task-based Sessions | Compare & Contrast table, Question Prompts) -Weekly assignments - Term Paper (essay, research) - Final exam |
| 2.2 | Distinguish between the dramaturgy of the West and that of other cultures and countries. | S1 | | |
| 2.3 | Apply effective research strategies using appropriate sources, MLA research systems of documentation in all assigned work, and AI tools to assist in editing and generating references. | S2 | | |
| 2.4 | Evaluate dramatic elements used in plays to form effective arguments. | S3 | | |
| 2.4 | Assess critically the contexts of the studied plays, (read or performed) while drawing on their historical and socio-cultural milieu. | S4 | | |
| 3.0 | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate ethical practice through presenting original arguments in oral and written academic work. | V1 | - Individual or group seminars -Presentations | -Observation -Research paper -Management in individual or group work |
| 3.2 | Show individual responsibility for learning through being punctual, managing course work, reading assigned material and meeting deadlines. | V2 | | |
| 3.3 | Demonstrate independent learning abilities in research, reasoning and argumentation during | V4 | | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------------------------|---------------------|--------------------|
| | active engagement with the primary texts. | | | |

## C. Course Content:

| No | List of Topics | Contact Hours |
|----|----------------|---------------|
| 1 | **Introduction:** Drama Analysis; Elements and qualities of drama; Approaching a Play; Structural Components; Genres; Styles; Theatres and Audience | 4 |
| 2 | **Drama Origins:** Rituals; Aristotle's Poetics; Classical Tragedy and Comedy; Dionysian festivity; Athenian milieu;<br>*Tragedy by: Aeschylus, Sophocles, Euripides | 4 |
| 3 | **Medieval Drama:** historical and social background; characteristics and production; development: church liturgy to dramatizations.<br>*Morality Play: *Everyman*<br>*Miracles and Mystery plays: *The Second Shepherd's* | 4 |
| 4 | **English Renaissance Drama:** the period and its influences; factors that developed the period; Elizabethan theatre—period and historical background; dramaturgy and production.<br>*Play by: Shakespeare | 4 |
| 5 | *Play by: Marlowe<br>*Play by: Ben Jonson | 4 |
| 6 | **The Restoration and 18ᵗʰ-century English Drama;** backgrounds; characteristics; socio-cultural milieu; the Heroic Play;<br>*Play by: John Dryden | 4 |
| 7 | Comedy of Manners<br>*Play by: William Congreve<br>An Englishwoman as a playwright:<br>*Play by: Aphra Behn | 4 |
| 8 | **Prominent Translated Dramatic Works:** Realism and Naturalism (two representative plays)<br>*Plays by: Konstantin Stanislavski, Anton Chekhov, Henrik Ibsen, Bertolt Brecht | 4 |
| 9 | **Modern Drama:** Introduction; New trends in modern British drama; drama of the absurd; modern American drama.<br>*Play by: Samuel Beckett | 4 |
| 10 | AI as a collaborative partner in appreciating literary texts:<br>*Play by: Arthur Miller<br>*Play by: Marsha Norman | 4 |
| 11 | Revision | 4 |
| 12 | Exam or final research | 4 |
| **Total** | | **48** |

## D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|----|------------------------|--------------------------------|--------------------------------------|
| 1 | Term paper or exam | 7 | 20% |
| 2 | Seminar Presentations | 4,6,8,10 | 25% |
| 3 | Task forms | 2, 5, 9 | 15% |
| 4 | Final exam | 12 | 40% |
| | Total | | 100% |

*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** | 1. Text of plays assigned by the Professor<br>2. Gainor, Ellen, Stanton Garner Jr. and Martin Puchner. Eds. *The Norton Anthology of Drama.* (Vol. 1 & 2). New York: Norton, 2009.<br>3. Jacobus, Lee A. *The Bedford Introduction to Drama.* Boston: St. Martin Press, 2018.<br>4. Rush, David. *A Student Guide to Play Analysis.* Carbondale: Southern Illinois UP, 2005. |
| **Supportive References** | 1. Barnet, Sylvan. Types of Drama: Plays and Contexts. New York: Longman, 2001.<br>2. Boal, Augusto. "Aristotle's Coercive System of Tragedy". *Theatre of the Oppressed.* London: Pluto Press, 2000. 1-52. 9.<br>3. Bradley, A.C. Lecture IX / Macbeth‖. *The Wheel of Fire.* http://www.gutenberg.org/files/16966/16966-h/16966-h.htm. 329-366.<br>4. Butler, Judith. Chapter 1. *Antigone's Claim.* New York: Columbia University Press, 2000. 1-26.<br>5. Chekov, Anton. *The Cherry Orchard.* Bedford Introduction to Drama. Lee A. Jacobus. Boston: St. Martin Press, 1993.<br>6. Fischer-Litche, Erika. "Ritual Theatre". *History of European Drama and Theatre.* London: Routledge, 2002. 8-32.<br>7. Elam, Keir. *The Semiotics of Theatre and Drama.* 6th edition. London:Routledge, 2010.<br>8. Henn, T.R. "The Harvest of Tragedy". *Harvest of Tragedy.* London: Metheun, and 1961. 284- 295.<br>9. Kaufman, Walter. "Tragedy Today". *Tragedy and Philosophy.* Princeton: Princeton UP. 1969. 309-358.<br>10. Knight, G Wilson. "The Shakespearean Metaphysics". *The Fire of Wheel.* USA: Meridian, 1964. 257-269.<br>11. Miller, Arthur. "Tragedy and the Common Man". Bedford Introduction to Drama. Lee A. Jacobus. Boston: St. Martin Press, 1993. |

| | 12. Nietzsche, F. Section 1-4. *The Birth of Tragedy and Other Writings*. Ed. Raymond Geuss and Ronald Speirs. Trans. Ronald Speirs. UK: CUP, 1999. 14-28. <br> 13. Steiner, George. *The Death of Tragedy.* New York: Open Road, 1980. <br> 14. Williams, Raymond. *From Ibsen to Eliot*. London: Chatto and Windus, 1952. |
|---|---|
| **Electronic Materials** | 1. Saudi Digital Library <br> 2. https://www.citationmachine.net/ <br> 3. https://www.bibme.org/ |
| **Other Learning Materials** | |

## 2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
|---|---|
| **facilities** <br> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Lecture rooms <br> Audio/Video Conferencing Rooms <br> University Main Libraries <br> Public Libraries |
| **Technology equipment** <br> (Projector, smart board, software) | University's Official Cloud Server- Microsoft Office 365 applications: <br> Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala …etc. <br> - Blackboard and Cisco WebEx <br> - Data show <br> Projectors, Smart Boards and Speaker |
| **Other equipment** <br> (Depending on the nature of the specialty) | None |

## F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| **Effectiveness of teaching** | • Students <br> • Peer Reviewers <br> • Faculty <br> • External Reviewers <br> • Quality Assurance Unit | ➢ Student Surveys (Indirect) <br> ➢ Formal Observations (Indirect) <br> ➢ Course Report and Course File (Direct) <br> ➢ Student Samples (Direct) <br> ➢ Self-Reflection reports (Indirect) |
| **Effectiveness of students' assessment** | • Students <br> • Faculty <br> • Curriculum Committee <br> • Assessment Committee <br> • External Reviewers <br> • Quality Assurance Unit | ➢ Item Analysis Data ((Indirect)) <br> ➢ Teacher Feedback (Direct) <br> ➢ Student Feedback (Direct) <br> ➢ Course Report & Course File (Direct) |
| **Quality of learning resources** | • Students <br> • Faculty | ➢ Student surveys (Indirect) <br> ➢ Faculty surveys (Indirect) |

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| **The extent to which CLOs have been achieved** | • Students<br>• Faculty<br>• Quality Assurance Unit | ➢ Item Analysis Data (Indirect)<br>➢ Course Report & Course File (Direct)<br>➢ Annual Program Review (Direct) |
| **Other** | | |

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data:

| | |
|---|---|
| **COUNCIL /COMMITTEE** | College Council |
| **REFERENCE NO.** | Minutes (13) |
| **DATE** | 7/6/1445 |

| | |
|---|---|
| **Course Title:** Critical Theory | |
| **Course Code:** ENG 6136 | |
| **Program:** Master of Arts in English Literature | |
| **Department:** English Language and Literature | |
| **College:** College of Languages and Translation | |
| **Institution:** Imam Mohammad Ibn Saud Islamic University | |
| **Version:** TPG-153 2024 | |
| **Last Revision Date:** 14 July 2025 | |

## Table of Contents

## A. General information about the course:

### 1. Course Identification:

### 1. Credit hours: ( 4 Hours )

### 2. Course type

| A. | ☐University | ☐College | ☐Department | ☐Track | |
|----|-------------|----------|-------------|--------|---|
| B. | ☒ Required | | | ☐Elective | |

### 3. Level/year at which this course is offered: ( Level 2 / Year 1)

### 4. Course General Description:

This course introduces students to the debate that has persisted for more than 2000 years among philosophers, writers, and critics over the following kinds of questions: What is the nature, function, and value of literature? How can we deal objectively with literary art? How can readers gain greater access to the richness and complexity of literary texts? What criteria do we use to determine a work's "greatness"? What do we mean when we speak of the "beauty" of a literary work? What is the function of the artist, the critic, and of criticism and theory itself? Can we know the artist's true intentions in a work? How do we account for multiple interpretations of a text? What is the relationship between the content and the form of a literary work? Does literary language differ from ordinary language? Readings were drawn from the Classical period to the 21$^{st}$ century.

Emphasis is on the continuity of key ideas in the history of criticism, as well as the gradual displacement of once-revered concepts such as "greatness," "meaning," and "beauty" as goals of aesthetic inquiry. We also consider the ideological debates surrounding multiculturalism, political correctness, textual authority, and the literary canon and learn what their impact has been on the current practice of literary criticism.

### 5. Pre-requirements for this course (if any):

ENG 6101, ENG6122, ENG6123

### 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 a wide range of critical methods and literary theories. Therefore, the course has some sub-objectives to achieve this main objective. It attempts to:
  1. enable students to use the various critical approaches and advanced literary theories.

2. enhance students' analytical skills.
3. enable students to mobilize various theoretical parameters in the analysis of literary and cultural texts.
4. familiarize students with the trends and cross-disciplinary nature of literary theories
5. introduce students to the conventions of research papers.

## 2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|---|---|---|---|
| 1 | Traditional classroom | 36 | 75% |
| 2 | E-learning | | |
| 3 | Hybrid <br> • Traditional classroom <br> • E-learning | 12 | 25% |
| 4 | Distance learning | | |

## 3. Contact Hours: (based on the academic semester)

| No | Activity | Contact Hours |
|---|---|---|
| 1. | Lectures | 36 |
| 2. | Laboratory/Studio | |
| 3. | Seminars | 12 |
| 4. | Others (specify)…… | 48 |
| | Total | 96 |

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| 1.0 | Knowledge and understanding | | | |
| 1.1 | Demonstrate comprehensive knowledge of various critical approaches and advanced literary theories. | **K1** | Lecture <br><br> PPT presentation Data show <br><br> Seminars | ➢ Presentations and participation <br> ➢ Term papers <br> ➢ Mid-term test <br> ➢ Final exam |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| 1.2 | Demonstrate a working knowledge of the conventions of research papers in literary theory. | K1 | debates. | |
| 1.3 | Identify trends and the cross-disciplinary nature of literary theories with special reference to digital humanities. | K2 | | |
| **2.0** | **Skills** | | | |
| 2.1 | Use various theoretical parameters in the analysis of literary and cultural texts. | S1 | Lecture Debates Seminar | ➢ Presentations and participation ➢ Term papers ➢ Mid-term test ➢ Final exam |
| 2.2 | Employ supporting material from various sources to validate oral and written arguments. | S2 | | |
| 2.3 | Write scholarly research papers on literary theory that show original thought using AI tools to assist in editing and reference-generating. | S3 | | |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate ethics of research in literary theory; | V1 | Individual or group seminars Presentations | Observation Self-report Management in individual or group work |
| 3.2 | Demonstrate ability to conduct independent research in literary theory. | V4 | | |
| 3.3 | | | | |

## C. Course Content:

| No | List of Topics | Contact Hours |
|---|---|---|
| 1 | ➢ Introduction and Orientation<br>➢ Classical criticism | 4 |
| 2 | ➢ Russian formalism & structuralism<br>➢ Assignment 2: research specific aspects of a chosen text using Russian formalism and structuralism. | 4 |
| 3 | ➢ New Criticism and post-structuralism | |

| | | |
|---|---|---|
| | ➢ Assignment 3: research specific aspects of a chosen text using New Criticism and post-structuralism. | |
| 4 | ➢ Gender studies, <br> ➢ Assignment 4: research specific aspects of a chosen text using Gender studies. | 4 |
| 5 | ➢ Psychoanalysis, <br> ➢ Assignment 5: Students analyze a chosen text using psychoanalysis. | 4 |
| 6 | ➢ Deconstruction, <br> ➢ Assignment 6: Students analyze a chosen text using deconstruction | 4 |
| 7 | ➢ Phenomenology & hermeneutics, | 4 |
| 8 | ➢ reader-response theory, <br> ➢ Assignment 7: Students analyze a chosen text using reader-response theory. | 4 |
| 9 | ➢ Race and ethnicity studies, Post-colonial theories <br> ➢ Assignment 8: Students analyze a chosen text using Post-colonial theory | 4 |
| 10 | ➢ cultural studies. <br> ➢ Students' presentations | 4 |
| 11 | ➢ Seminar on Digital Humanities | 4 |
| 12 | Final Exam | 4 |
| **Total** | | **48** |

## D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|---|---|---|---|
| 1 | Presentations and participation | 2nd week onward | 20% |
| 2 | Term assignments | 2nd week onward | 20% |
| 3 | Mid-term exam or paper | 5th week | 20% |
| 4 | Final Exam | 12th week | 40% |
| | Total | | 100% |

*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 | - Class Notes <br> - Leitch, Cain, Finke, Johnson, McGowan, and Williams, eds. *The Norton Anthology of Theory and Criticism*. 2nd ed. New York: W.W. Norton & Co., 2010. <br> - Eagleton, Terry. *Literary Theory*. 3rd ed. Minneapolis: University of Minnesota Press, 2008. <br> - Stoker, Bram. Dracula. *A Norton Critical Edition*. Ed. Auerbach and Skal. NY: W. W. Norton & Co, 1996. |
|---|---|

| Supportive References | E. D. Hirsch, *Validity in Interpretation*. New Haven: Yale University Press, 1967. |
|---|---|
| Electronic Materials | Saudi Digital Library<br>• https://www.citationmachine.net/<br>• https://www.bibme.org/ |
| Other Learning Materials | |

## 2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
|---|---|
| **facilities**<br>(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Classroom – Libraries |
| **Technology equipment**<br>(Projector, smart board, software) | The university's official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple:<br>- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala …etc.<br>- Blackboard and Cisco WebEx<br>- Data show<br>Projectors, Smart Boards and Speakers |
| **Other equipment**<br>(Depending on the nature of the specialty) | |

## F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| **Effectiveness of teaching** | • Students<br>• Peer Reviewers<br>• Faculty<br>• External Reviewers<br>• Quality Assurance Unit | ➢ Student Surveys (Indirect)<br>➢ Formal Observations (Indirect)<br>➢ Course Report and Course File (Direct)<br>➢ Student Samples (Direct)<br>➢ Self-Reflection reports (Indirect) |
| **Effectiveness of students' assessment** | • Students<br>• Faculty<br>• Curriculum Committee<br>• Assessment Committee<br>• External Reviewers<br>• Quality Assurance Unit | ➢ Item Analysis Data ((Indirect))<br>➢ Teacher Feedback (Direct)<br>➢ Student Feedback (Direct) |

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| | | ➢ Course Report & Course File (Direct) |
| **Quality of learning resources** | • Students<br>• Faculty | ➢ Student surveys (Indirect)<br>➢ Faculty surveys (Indirect) |
| **The extent to which CLOs have been achieved** | • Students<br>• Faculty<br>• Quality Assurance Unit | ➢ Item Analysis Data (Indirect)<br>➢ Course Report & Course File (Direct)<br>➢ Annual Program Review (Direct) |
| **Other** | | |

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data:

| COUNCIL /COMMITTEE | College Council |
|---|---|
| REFERENCE NO. | Minutes (13) |
| DATE | 7/6/1445 |

| | |
|---|---|
| **Course Title:** **Comparative Literature** | |
| **Course Code**: **ENG 6137** | |
| **Program**: **Master of Arts in English Literature** | |
| **Department**: **English Language and Literature** | |
| **College**: **College of Languages and Translation** | |
| **Institution**: **Imam Mohammad Ibn Saud Islamic University** | |
| **Version**: **TPG-153 2024** | |
| **Last Revision Date:** **14 July 2025** | |

## Table of Contents

## A. General information about the course:

### 1. Course Identification:

### 1. Credit hours: ( 4 Hours )

### 2. Course type

| A. | ☐University | ☐College | ☐Department | ☐Track | |
|----|-------------|----------|-------------|--------|---|
| B. | ☒ Required | | | ☐Elective | |

### 3. Level/year at which this course is offered: ( Level 2 / Year 1)

### 4. Course General Description:

This course introduces the rationale for the practice of comparative literature and outlines the elements of a comparative approach to the literary phenomenon. Comparative literature is a method of studying literature as art form and as textual practice, across language-cultures. To this end, the course aims through the reading of literary texts and interpretive practices, to establish that the comparative approach is situational and relational, posited upon the condition of plurality i.e., the co-presence of singular entities. It provides the conceptual space and means to understand and engage with difference.

### 5. Pre-requirements for this course (if any):

ENG 6101, ENG 6122, ENG 6123

### 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 the comparative approach in reading, analyzing, and interpreting literary texts, figures, and theories. Therefore, the course has some sub-objectives to achieve this main objective. It attempts to:

1. Inculcate a comparative awareness in the minds of students to realize its cultural significance in the globe.
2. acquaint the students with the major issues in various theories of Comparative Literature
3. Introduce students to the methodological problems in the practice of comparative literature.

### 2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|---------------------|---------------|------------|
| 1 | Traditional classroom | 36 | 75% |
| 2 | E-learning | | |
| 3 | Hybrid | 12 | 25% |

| No | Mode of Instruction | Contact Hours | Percentage |
|---|---|---|---|
|  | • Traditional classroom<br>• E-learning |  |  |
| 4 | Distance learning |  |  |

## 3. Contact Hours: (based on the academic semester)

| No | Activity | Contact Hours |
|---|---|---|
| 1 | **Lectures** | 36 Hours |
| 2 | **Laboratory/Studio** |  |
| 3 | **Seminars** | 12 Hours |
| 4 | **Others (specify)……** | 48 |
|  | **Total** | 96 |

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Demonstrate comprehensive knowledge of the comparative methods and approach. | **K1** | Lecture<br><br>PPT presentation<br>Data show<br><br>Seminars<br><br>debates. | ➢ Presentations and participation<br>➢ Term papers<br>➢ Mid-term test<br>➢ Final exam |
| 1.2 | Identify the major issues in various theories of Comparative Literature. | **K2** | | |
| 1.3 | Identify the methodological problems in the practice of comparative literature. | **K3** | | |
| **2.0** | **Skills** | | | |
| 2.1 | Use the comparative approach and methods in reading, analyzing, | **S1** | Lecture<br>Debates | ➢ Presentations and participatio |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------------------------|---------------------|--------------------|
| | and interpreting literary texts, figures, and theories. | | Seminar | ➢ Term papers<br>➢ Mid-term test<br>➢ Final exam |
| 2.2 | Apply effective research strategies using appropriate sources, and MLA research systems of documentation in all assigned work. | S2 | | |
| 2.3 | Assess how literary works respond to or were influenced by major historical, social, cultural, and political issues and events and trends in Cross-Disciplinary Theories with AI. | S3 | | |
| 2.4 | Use their understanding of the limitations of that discipline to hone their own research interests. | S4 | | |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate ethics of research in comparative literature. | V1 | | |
| 3.2 | Show individual responsibility for learning through being punctual, managing course work, reading assigned material and meeting deadlines. | V3 | Individual or group seminars<br><br>Presentations | Observation<br><br>Self-report<br><br>Management in individual or group work |
| 3.3 | Demonstrate ability to conduct independent research in comparative literature. | V4 | | |

## C. Course Content:

| No | List of Topics | Contact Hours |
|----|----------------|---------------|

| 1 | ➢ Introduction and Orientation<br>➢ Comparative Literature: Definition and Scope<br>➢ Assignment 1: research specific aspects of comparative literature | 4 |
|---|---|---|
| 2 | ➢ French and American Schools<br>➢ Assignment 2: comparing and contrasting French to American Schools of literature. | 4 |
| 3 | ➢ New Comparative Literature<br>➢ Assignment 3: research specific aspects of New Comparative Literature | 4 |
| 4 | ➢ World Literatures<br>➢ Assignment 4 comparing and contrasting world literatures. | 4 |
| 5 | ➢ Reception, Influence, Analogy etc.<br>➢ Assignment 5: Students analyze the reception, influence and analogy of writers, texts, theories, and literatures. | 4 |
| 6 | ➢ Thematology<br>➢ Genres<br>➢ AI and Thematic Analysis<br>➢ Assignment 6: Students analyze recurrent themes in various texts, writers, genres. | 4 |
| 7 | ➢ Epoch, Period, Movement etc.<br>➢ Assignment 7: Students compare and contrast various Epochs, Periods, Movements etc. | 4 |
| 8 | ➢ Mutual Illumination of the Arts | 4 |
| 9 | ➢ Literature and Psychology/Mythology/Sociology etc. | 4 |
| 10 | ➢ Students' presentations | 4 |
| 11 | ➢ Seminar Presentations | 4 |
| 12 | ➢ Final Exam | 4 |
| **Total** | | **48** |

## D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|---|---|---|---|
| 1 | Presentations and participation | 2nd week onward | 20% |
| 2 | Term assignments | 2nd week onward | 20% |
| 3 | Mid-term exam or paper | 5th week | 20% |
| 4 | Final Exam | 12th week | 40% |
| | Total | | 100% |

*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 | - Class Notes |
|---|---|

◆◆◆◆

|  | - Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell, 1993.<br>- Damrosch David, Natalie Melas, Mbongiseni Buthelezi. *The Princeton Sourcebook in Comparative Literature*. Princeton: Princeton UP, 2009.<br>- Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. Tr. William Riggan. Bloomington: Indiana UP, 1973. |
| --- | --- |
| **Supportive References** | - Guillen, Claudio 1993: *The Challenge of Comparative Literature*. Cambridge.<br>- Prawar SS 1973: *Comparative Literature Studies*. Duckworth.<br>- Stalknett NP et al. 1951: *Comparative Literature*. Carbondolle.<br>- Spivak, Gayatri Chakravorty 2005: *Death of a Discipline*. Seagull.<br>- Wellek, Rene and Austin Warren 1963: *Theory of Literature*. Harmondsworth. |
| **Electronic Materials** | • Saudi Digital Library<br>• https://www.citationmachine.net/<br>• https://www.bibme.org/ |
| **Other Learning Materials** |  |

## 2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
| --- | --- |
| **facilities**<br>(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Lecture rooms<br>Audio/Video Conferencing Rooms<br>University Main Libraries<br>Public Libraries |
| **Technology equipment**<br>(Projector, smart board, software) | University's Official Cloud Server- Microsoft Office 365 applications:<br>Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala …etc.<br>- Blackboard and Cisco WebEx<br>- Data show<br>Projectors, Smart Boards and Speaker |
| **Other equipment**<br>(Depending on the nature of the specialty) | None |

## F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
| --- | --- | --- |
| **Effectiveness of teaching** | • Students<br>• Peer Reviewers<br>• Faculty<br>• External Reviewers<br>• Quality Assurance Unit | ➢ Student Surveys (Indirect)<br>➢ Formal Observations (Indirect)<br>➢ Course Report and Course File (Direct) |

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| | | ➢ Student Samples (Direct) <br> ➢ Self-Reflection reports (Indirect) |
| **Effectiveness of students' assessment** | • Students <br> • Faculty <br> • Curriculum Committee <br> • Assessment Committee <br> • External Reviewers <br> • Quality Assurance Unit | ➢ Item Analysis Data ((Indirect)) <br> ➢ Teacher Feedback (Direct) <br> ➢ Student Feedback (Direct) <br> ➢ Course Report & Course File (Direct) |
| **Quality of learning resources** | • Students <br> • Faculty | ➢ Student surveys (Indirect) <br> ➢ Faculty surveys (Indirect) |
| **The extent to which CLOs have been achieved** | • Students <br> • Faculty <br> • Quality Assurance Unit | ➢ Item Analysis Data (Indirect) <br> ➢ Course Report & Course File (Direct) <br> ➢ Annual Program Review (Direct) |
| **Other** | | |

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data:

| COUNCIL /COMMITTEE | College Council |
|---|---|
| REFERENCE NO. | Minutes (13) |
| DATE | 7/6/1445 |

| | |
|---|---|
| **Course Title:** Readings in Contemporary Literary Fiction | |
| **Course Code**: ENG 6134 | |
| **Program**: Master of Arts in English Literature | |
| **Department**: English Language and Literature | |
| **College**: College of Languages and Translation | |
| **Institution**: Imam Mohammad Ibn Saud Islamic University | |
| **Version**: TPG-153 2024 | |
| **Last Revision Date**: 14 July 2025 | |

## Table of Contents

## A. General information about the course:

### 1. Course Identification:

### 1. Credit hours: ( 4 Hours )

### 2. Course type

| A. | ☐University | ☐College | ☐Department | ☐Track | |
|---|---|---|---|---|---|
| B. | ☒ Required | | | ☐Elective | |

### 3. Level/year at which this course is offered: ( Level 3 / Year 2)

### 4. Course General Description:

This course aims at probing the bigger stories of contemporary fiction from the onset of the twentieth century till its end. The course considers the novels' content and context, issues of globality and culture, then links them with issues of race, politics, gender, ethnicity, class, religion, and history. A consideration of larger historical and interrelated theoretical frameworks such as postmodernism, nationalism, transnationalism, diaspora, and (neo) colonialism, will also be studied.

### 5. Pre-requirements for this course (if any):

ENG 6124, ENG 6136, ENG 6137

### 6. Co-requirements for this course (if any):

None

### 7. Course Main Objective(s):

The main objective of this course is for students to develop a critical understanding of the functions of literature and culture through the analysis of a range of contemporary novels.

### 2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|---|---|---|---|
| 1 | Traditional classroom | 36 | 75% |
| 2 | E-learning | | |
| 3 | Hybrid<br> • Traditional classroom<br> • E-learning | 12 | 25% |
| 4 | Distance learning | | |

### 3. Contact Hours: (based on the academic semester)

| No | Activity | Contact Hours |
|---|---|---|
| 1 | **Lectures** | 36 Hours |
| 2 | **Laboratory/Studio** | |
| 3 | **Seminars** | 12 Hours |
| 4 | **Others (specify)......** | 48 |
| | **Total** | 96 |

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Show a developed knowledge and understanding of literature of the twentieth century including its formal and stylistic diversity and critical reception. | **K1** | -Lectures (audiovisual media, PowerPoint) <br> - class discussions <br> - Seminars (Tutor& Student based) <br> -Problem-Inquiry-based learning | -Brainstorming <br><br> -Seminar presentation (as a report, outline, or essay) <br><br> -Advanced organizers (Mind Maps) <br><br> -Compare and contrast essays <br><br> -Weekly assignments <br><br> - Term Paper <br><br> - Final exam |
| 1.2 | Identify the critical/theoretical discourse of this period and its relation to the studied texts. | **K2** | | |
| 1.3 | Discuss the terms, trends, and themes in contemporary fiction shaped by the contexts of its production to introduce critical arguments or perspectives. | **K3** | | |
| 1.4 | Recognize the content and context of modern fiction written in | **K4** | | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|---------------------|---------------------|
| | English by writers from different cultural backgrounds. | | | |
| **2.0** | **Skills** | | | |
| 2.1 | Analyze closely and effectively contemporary literary texts to explore the elements of fiction, read a specific theme in-depth or a variety of literary themes. | S1 | - Lectures (audiovisual media, PowerPoint) - Class discussions - Seminars (Tutor& Student based) -Problem-Inquiry-based learning | -Annotated Bibliography -Seminar presentation (as a report, outline, or essay) -Advanced organizers (Mind Maps, Editing forms) - Essays (critical analysis, compare & contrast) -Weekly assignments - Term Paper - Final Research or Exam |
| 2.2 | Compare and contrast selected works and/or particular authors using critical reasoning. | S1 | | |
| 2.3 | Apply effective research strategies using appropriate sources and MLA research systems of documentation. | S2 | | |
| 2.4 | Compose written work that articulates how the selected writers and their works respond to or were influenced by major historical, social, cultural, and political issues and events. | S3 | | |
| 2.5 | Employ library and web-based materials to support well-developed critical arguments in essays, presentations or research in both oral and written formats and use AI tools to assist in editing and reference-generating. | S4 | | |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Conduct research in accord with the ethical standards and best | V1 | | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------------------------|---------------------|---------------------|
| | practices of the discipline. | | | |
| 3.2 | Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in group projects and presentations. | V2 | -Student Seminar presentations<br><br>-Class discussion, - peer/group work - project-oriented or collaborative learning activities<br><br>- Feedback and reporting | -Observation records<br><br>-Evaluation forms<br><br>- quizzes<br><br>-in class oral discussions & writings<br><br>-assignment records<br><br>-timely drafts |
| 3.3 | Show individual responsibility for learning through being punctual, managing course work, reading assigned material and meeting deadlines. | V3 | | |
| 3.4 | Demonstrate independent competence in reasoning and argumentation, both oral and written, through an active engagement with the primary texts. | V4 | | |

## C. Course Content:

| No | List of Topics | Contact Hours |
|----|----------------|---------------|
| 1 | **A.** <u>Utopia/Dystopia:</u> What qualities do historical attempts at utopian societies share? What causes the inevitable downfall of these societies? How does utopian/dystopian literature reflect authors' criticism of their societies?<br>**Text:** *Literature and Society, 3rd Edition*, Annas and Rosen, eds (pp. 577-899). | 4 |
| 2 | a.   Suggested novels:<br>*We* (1921), Zamyatin, Yevgeny; *Brave New World* (1931), Aldous Huxley; *Lord of the Flies* (1954) Golding, William. | 4 |
| 3 | Seminar presentation | 4 |
| 4 | **<u>Identity & Postcolonial Themes:</u>**  What are the physical & metaphysical qualities that define a person's identity?  How do authors manifest contemporary philosophies in fiction in relation to identity? How do postcolonial themes relate to issues of identity? | 4 |

| | | |
|---|---|---|
| | How is traditional colonial discourse subverted? How does a character's/narrator's point of view affect the story? | |
| 5 | b. 1. Suggested novels:<br>*Heart of Darkness* (1899); *Under Western Eyes* (1911), Conrad; Things Fall Apart (1958), Achebe, Chinua, *A Bend in the River* (1979), Naipaul, V.S; Midnight Children (1981), Rushdie, Salman. | 4 |
| 6 | Seminar presentation | 4 |
| 7 | Student seminar presentation on one of the suggested novels:<br>b.2 Suggested novels:<br>*The Stranger* (1942), Camus, Albert; *Catcher in the Rye* (1951), Salinger, J.D; *Secret Life of Bees* (1964), Kidd, Sue Monk. Joseph. | 4 |
| 8 | B. <u>Men, Women & Relationships:</u> How is "The Battle Between the Sexes" portrayed in literature? How do gender, environment, politics, and belief systems affect how we view the world? How is truth subjective in storytelling? How do we identify the tone (sarcasm) and purpose (satire) of a writer?<br>c.1 Suggested novels:<br>*Their Eyes were Watching God* (1937), Hurston, Zora Neale; *I know why the Caged Bird sings* (1969), Angelou, Maya; *Color Purple* (1982), Walker, Alice; | 4 |
| 9 | Student seminar presentation on one of the suggested novels:<br>c.2 Suggested novels:<br>*Literature and Society, 3rd Edition*, Annas & Rosen, eds. (pp. 221-578); *Handmaid's Tale* (1985), Atwood, Margaret; *The Invisible Man* (1952), Ellison, Ralph. | 4 |
| 10 | C. <u>War:</u> What are the forms that war literature takes? How impactful is war on literature and societies? How do authors represent the horrors of warfare and their anti-war sentiments?<br>d.1 Suggested novels:<br>*All Quiet on the Western Front* (1929), Remarque, Erich Maria; *Farewell to Arms* (1929), Hemingway, Ernest; *Johnny Got his Gun* (1938), Trumbo, Dalton; *Catch 22* (1961), Heller, Joseph. | 4 |
| 11 | Student seminar presentation on one of the suggested novels:<br>d.2 Suggested novels:<br>*The Quiet American* (1953), Greene, Graham; *Dispatches* (1977), Herr, Michael*; Going after Cacciato* (1978), O'Brien, Tim; *Midnight Clear* (1982), Wharton, William; *Fallen Angels* (1988), Myers, Walter Dean; *Things they Carried* (1990), O'Brien, Tim. | 4 |
| 12 | Exams or Research Paper | 4 |
| **Total** | | **48** |

## D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|---|---|---|---|
| 1 | Seminar Presentations (outlines, essays, or reports) | 3,6,9,11 | 20% |
| 2 | Annotated Bibliographies | Weekly | 10% |
| 3 | Class activities (editing, writing reports, discussions, mind maps) | Weekly | 20% |

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|---|---|---|---|
| 4 | Essays | 6, 10 | 10% |
| 5 | Final Exam or Research paper | 12 | 40% |
| | Total | | 100% |

*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 | • All novels assigned by the Professor<br>• Annas, Pamela J, and Robert C. Rosen. *Literature and Society: An Introduction to Fiction, Poetry, Drama, Nonfiction*. Upper Saddle River, N.J: Pearson/Prentice Hall, 2007. |
|---|---|
| Supportive References | 1. Eaglestone, Robert. *Contemporary Fiction: A Very Short Introduction*. Oxford: Oxford University Press, 2013.<br>2. Morrison, Jago, *Contemporary Literature* (London: Routledge, 2001).<br>3. Hungerford, Amy. "On the Period Formerly Known As Contemporary." *American Literary History*. 20 (2008): 410-419.<br>4. Bourdieu, Pierre. *The Rules of Art: Genesis and Structure of the Literary Field*. Cambridge: Polity Press, 2016.<br>5. Brouillette, Sarah. *Postcolonial Writers in the Global Literary Marketplace*. 2011.<br>6. Blamires, H. *Twentieth-Century English Literature*. London: Macmillan, 1991.<br>7. Gray, Martin. *A Dictionary of Literary Terms*. London: Longman, 1992.<br>8. Bradbury, Malcolm. *The Modern British Novel*. London: Penguin, 2001.<br>9. Dodsworth, Martin, ed. *The Twentieth Century*. London: Penguin, 1994.<br>10. Williams, Linda R, ed. The Twentieth Century: A Guide to Literature from 1900 to the Present Day. London: Bloomsbury, 1992<br>11. Stevenson, Randall. *Reading the Times: Temporality and History in Twentieth-Century Fiction*. S.l.: Edinburgh Univ Press, 2019.<br>12. Blake, Ann, Leela Gandhi, and Sue Thomas. *England Through Colonial Eyes in Twentieth-Century Fiction*. Basingstoke: Palgrave, 2002.<br>13. Parker, Peter, and Frank Kermode. *A Reader's Guide to the Twentieth-Century Novel*. New York: Oxford University Press, 1995.<br>14. MacGowan, Christopher J. *The Twentieth-Century American Fiction Handbook*. Oxford: Wiley-Blackwell, 2011. |
| Electronic Materials | Saudi Digital Library |
| Other Learning Materials | Web Sites, Facebook, Twitter, etc. |

| | EBR: Electronic Book Review(http://www.electronicbookreview.com) |
|---|---|

## 2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
|---|---|
| **facilities**<br>(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Lecture rooms<br>Audio/Video Conferencing Rooms<br>University Main Libraries<br>Public Libraries |
| **Technology equipment**<br>(Projector, smart board, software) | University's Official Cloud Server - Microsoft Office 365 applications:<br>Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala …etc.<br>- Blackboard and Cisco WebEx<br>- Data show<br>Projectors, Smart Boards and Speaker |
| **Other equipment**<br>(Depending on the nature of the specialty) | None |

## F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| **Effectiveness of teaching** | • Students<br>• Peer Reviewers<br>• Faculty<br>• External Reviewers<br>• Quality Assurance Unit | ➢ Student Surveys (Indirect)<br>➢ Formal Observations (Indirect)<br>➢ Course Report and Course File (Direct)<br>➢ Student Samples (Direct)<br>➢ Self-Reflection reports (Indirect) |
| **Effectiveness of students' assessment** | • Students<br>• Faculty<br>• Curriculum Committee<br>• Assessment Committee<br>• External Reviewers<br>• Quality Assurance Unit | ➢ Item Analysis Data ((Indirect))<br>➢ Teacher Feedback (Direct)<br>➢ Student Feedback (Direct)<br>➢ Course Report & Course File (Direct) |
| **Quality of learning resources** | • Students<br>• Faculty | ➢ Student surveys (Indirect)<br>➢ Faculty surveys (Indirect) |
| **The extent to which CLOs have been achieved** | • Students<br>• Faculty<br>• Quality Assurance Unit | ➢ Item Analysis Data (Indirect)<br>➢ Course Report & Course File (Direct)<br>➢ Annual Program Review (Direct) |
| **Other** | | |

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data:

| COUNCIL /COMMITTEE | College Council |
|---|---|
| REFERENCE NO. | Minutes (13) |
| DATE | 7/6/1445 |

| | |
|---|---|
| **Course Title:** | **Readings in American Literature** |
| **Course Code:** | **ENG 6135** |
| **Program:** | **Master of Arts in English Literature** |
| **Department:** | **English Language and Literature** |
| **College:** | **College of Languages and Translation** |
| **Institution:** | **Imam Mohammad Ibn Saud Islamic University** |
| **Version:** | **TPG-153 2024** |
| **Last Revision Date:** | **14 July 2025** |

## Table of Contents

## A. General information about the course:

### 1. Course Identification:

**1. Credit hours: ( 4 Hours )**

**2. Course type**

| A. | ☐University | ☐College | ☐Department | ☐Track | |
|---|---|---|---|---|---|
| B. | ☒ Required | | | ☐Elective | |

**3. Level/year at which this course is offered: ( Level 3 / Year 2)**

**4. Course General Description:**

This course will cover topics in American literature from the seventeenth century (the colonial period) to the post-World War II. The course discusses the early colonial experience, the Puritanical setup, the struggle for survival and later for political and cultural independence, the search for an American voice, the increasingly multiethnic setup and the faith in an American mythology of origins. Readings will include poems, novels, essays, autobiographies, short stories, social commentaries, political tracts, and philosophy, originating in different regions and settings across the country. Some works are chosen for their historical importance, others for their dramatic insight, others for their aesthetic virtues. Taken together, they form a rich collection of imaginative and critical writing, composed by former slaves and United States Presidents, by immigrants and expatriates, as well as other representative writers. Texts will thus be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

**5. Pre-requirements for this course** (if any):

ENG 6124, ENG 6136, ENG 6137

**6. Co-requirements for this course** (if any):

None

**7. Course Main Objective(s):**

This course aims to explore how cultural geography may be integrated into literary history, concentrating on American literary topics including:
- How violence and conflict have shaped writing across the American tropics
- The difference between reality and the "American Dream"
- US nationalism and regionalism in literature

### 2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|---------------------|---------------|------------|
| 1 | Traditional classroom | 36 | 75% |
| 2 | E-learning | | |
| 3 | Hybrid<br>• Traditional classroom<br>• E-learning | 12 | 25% |
| 4 | Distance learning | | |

## 3. Contact Hours: (based on the academic semester)

| No | Activity | Contact Hours |
|----|----------|---------------|
| 1 | **Lectures** | 36 Hours |
| 2 | **Laboratory/Studio** | |
| 3 | **Seminars** | 12 Hours |
| 4 | **Others (specify)……** | 48 |
| | **Total** | 96 |

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------------------------|---------------------|--------------------|
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Demonstrate knowledge and a solid understanding of American literary history, its important literary periods and themes from the 17th Century to post WWII. | **K1** | -Lectures (audiovisual media, PowerPoint)<br><br>- Class discussions<br><br>-Seminars<br><br>-Problem-Inquiry-based learning | -Seminar presentations<br><br>-Advanced organizers<br><br>(Brainstorming, Mind Maps)<br><br>-Essays<br><br>(critical analysis, compare & contrast)<br><br>-Weekly assignments |
| 1.2 | Identify a variety of critical approaches in literature that have been and can be applied on a variety of American literary texts whether poetry, fiction, or drama. | **K2** | | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| 1.3 | Recognize the historical, cultural and political contexts that shaped literary production in America. | **K3** | | - Term Paper<br><br>- Final exam |
| 1.4 | Discuss the diversity of cultures present in American writings and the authors' expressions of experience. | **K4** | | |
| **2.0** | **Skills** | | | |
| 2.1 | Examine American literary texts through close reading and analytical reasoning to develop a larger sense of the progress of American writing, and its continuities from one age to the next. | **S1** | -Lectures (audiovisual media, PowerPoint)<br><br>- Class discussions<br><br>-Seminars<br><br>-Problem-Inquiry-based learning | -Seminar presentations<br><br>-Advanced organizers<br><br>(Brainstorming, Mind Maps)<br><br>-Essays<br><br>(critical analysis, compare & contrast)<br><br>-Weekly assignments<br><br>- Term Paper<br><br>- Final research or exam |
| 2.2 | Write a paper on a topic in American literature using MLA style and a variety of sources that demonstrates original thought, research, and the ability to assimilate and synthesize the ideas of others on the topic. | **S2** | | |
| 2.3 | Elaborate orally and in writing the literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. | **S3** | | |
| 2.4 | Design research-based critical papers about the assigned readings using various critical | **S4** | | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------------------------|---------------------|--------------------|
|  | approaches to literature. |  |  |  |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Show an ability to connect choices, actions, and consequences to ethical decision-making in all related course activities. | **V1** |  |  |
| 3.2 | Demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. | **V2** | -Student Seminar presentations<br>-Class discussion,<br> -peer/group work<br>-project oriented activities<br>-collaborative learning activities<br>- Feedback and reporting | -Observation records<br>-Evaluation forms<br>- quizzes<br>-in class oral discussions & writings<br>-assignment records<br>-timely drafts |
| 3.3 | Show individual responsibility for learning through being punctual, managing course work, reading assigned material and meeting deadlines. | **V3** | | |
| 3.4 | Display intellectual independence through inquiry, creative thinking, and proactive decision-making in complex academic situations. | **V4** | | |

## C. Course Content:

| No | List of Topics | Contact Hours |
|----|----------------|---------------|
| 1 | **Introduction to the course:** American myths of origin; Adamic myths; Multiculturalism; Puritanism; Unitarianism; Transcendentalism. | 4 |
| 2 | **The Colonial Period** (17th century) Colonial writings, Religious writings, Puritan beliefs.<br>**Journal:** William Bradford: Excerpts from: *Of Plymouth Plantation* (1630 -1651) | 4 |

| | | |
|---|---|---|
| | **Puritanical Superstition:** Cotton Mather: *Wonders of the Invisible World* (1693) <br><br> **Poetry:** Anne Bradstreet: *The Tenth Muse, lately Sprung up in America* (1650) | |
| 3 | **Early National Period** (18th century period) <br> **Autobiography:** Benjamin Franklin's *Autobiography* (1771 -1790) <br> **Poetry:** Phillis Wheatley: *Poems on Various Subjects, Religious and Moral* (1773) <br> Philip Freneau: "The House of Night," (1779, revised 1786) "The Wild Honey Suckle" (1786) <br> **Drama:** Thomas Godfrey: *The Prince of Parthia* (1767) <br> **Novel:** William Hill Brown: *The Power of Sympathy* (1789) <br> **Slave Narrative:** Olaudah Equiano: *The Interesting Narrative* (1789) | 4 |
| 4 | **An Emerging Literature** (19th century period) <br> **Short Stories:** Washington Irving: "The Legend of Sleepy Hollow," "Rip Van Winkle." (1819-1820) <br> **Novel:** James Fenimore Cooper: *The Last of the Mohicans* (1826) | 4 |
| 5 | **Seminar presentations** | 4 |
| 6 | **The Romantic Period 1830-1870** (19th century period) cont'd <br> **Edgar Allan Poe:** Selections from his short stories; the poem "The Raven." <br> **The upper-class Brahmins:** Selections of works from Henry Wadsworth Longfellow, Oliver Wendell Holmes <br> **Transcendentalist's Philosophy:** Ralph Waldo Emerson: Excerpts of his essays and poems. <br> **Novel:** Nathaniel Hawthorne: *The Scarlet Letter* (1850) or *The House of the Seven Gables* (1851) <br> **Novella:** Herman Melville: *Moby Dick* (1851) <br> **Poetry:** Walt Whitman: *Leaves of Grass* (1855) <br> Emily Dickinson: Selections of her poems | 4 |
| 7 | **Realism and Naturalism (1870 to 1910)** <br> **Samuel Clemens:** *The Adventures of Tom Sawyer* (1876), or *Adventures of Huckleberry Finn* (1885) <br> Stephen Crane: *Maggie: A Girl of the Streets* (1893) or *The Red Badge of Courage* (1895) <br> **Poetry:** Paul Laurence Dunbar: "We Wear the Mask," "Sympathy" <br> **Novel:** *Washington Square* (1880), or *A Portrait of a Lady* (1881)Henry James: <br> **Short story:** Kate Chopin: "The Story of an Hour" | 4 |
| 8 | **The Modern Period 1910-1945** (20th century) <br><br> **The American Dream:** (selections from different genres) F. Scott Fitzgerald, *The Great Gatsby* (1925), John Steinbeck, *Of Mice and Men* (1937). <br><br> **Disillusionment of a lost generation:** Ernest Hemingway: *The Sun Also Rises* (1926) or *A Farewell to Arms* (1929) <br><br> **Innovative forms: Stream of consciousness:** William Faulkner: *The Sound and the Fury* (1929), Virginia Woolf: *Mrs. Dalloway* (1925) | 4 |
| 9 | **The Modern Period 1910-1945** (20th century) cont'd <br><br> **Racism:** Richard Wright, *Native Son* (1940); Zora Neale Hurston, *Their Eyes Were Watching God* (1937) | 4 |

| | | |
|---|---|---|
| | **Harlem Renaissance:** selections from the works of Countee Cullen, Langston Hughes, Claude McKay | |
| 10 | **The Modern Period 1910-1945** (20th century) cont'd<br><br>**Drama:** selection of works by Eugene O'Neill, Thornton Wilder, *and* Susan Glaspell, Elmer Rice.<br><br>**Poetry:** selections from the poems of Robert Frost, Carl Sandburg, William Carlos Williams, E.E. Cummings. Ezra Pound, Hilda Doolittle. | 4 |
| 11 | Seminar – AI and interdisciplinary studies. | 4 |
| 12 | Final exam | 4 |
| **Total** | | **48** |

## D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|---|---|---|---|
| 1 | Seminar Presentations (outlines, essays, or reports) | 4, 6, 8, 10 | 20% |
| 2 | Annotated Bibliographies | weekly | 10% |
| 3 | Class activities (editing, writing reports, discussions, mind maps, AI tools) | weekly | 15% |
| 4 | Essays | 5, 7, 9 | 15% |
| 5 | Final Exam or Research Paper | 12 | 40% |
| | Total | | 100% |

*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** | 1. The selections of fiction/non-fiction, plays and poems stated in the course content will be chosen by the professor.<br>2. The Norton Anthology of American Literature, vols. A, B, C, d, & E. 6th edition, edited by Nina Baym, et al, 2003 |
| **Supportive References** | 1. Crane, Gregg. *The Cambridge Introduction to the Nineteenth Century American Novel*. Cambridge University Press, New York, 2007.<br>2. Miller, Perry. *The New England Mind*. Harvard University Press, Cambridge, Mass., 1983.<br>3. Bercovitch, Sacvan. Gen. Ed. *The Cambridge History of American Literature*. Cambridge Mass.: CUP, 1999.<br>4. Gray, Richard. *A History of American Literature*. New York: Blackwell, 2004.<br>5. Lauter, Paul, et al. ed. *The Heath Anthology of American Literature*. Volume 1 &2. New York: Heath, 1990.<br>6. Abel, Darrel. *Ruined Eden of the Present: Hawthorne, Melville, and Poe: Critical Essays in Honor of Darrel Abel*. eds. G.R. Thompson and Virgil L. Lokke. West Lafayette: Purdue UP, 1981. |

| | 7. Barrish, Phillip. *American Literary Realism: Critical Theory and Intellectual Prestige, 1880-1995*. Cambridge: Oxford U P, 2001.<br>8. Bell, Michael Davitt. *The Problem of American Realism*. Chicago: U of Chicago P, 1993.<br>9. Belluscio, Steven J. *To Be Suddenly White: Literary Realism and Racial Passing*. Columbia, MO: U of Missouri P, 2006.<br>10. Buell, Lawrence. *Literary Transcendentalism: Style and Vision in the American Renaissance*. Ithaca, NY: Cornell University Press, 1986.<br>11. Chase, Richard. *The American Novel and Its Tradition*. Garden City, N. Y.: Doubleday Anchor, 1957.<br>12. Elliot, Emory., and Cathy N. Davidson, eds. *The Columbia History of the American Novel*. New York: Columbia University Press, 1991.<br>13. Myerson, Joel, ed. *The Transcendentalists: A Review of Research and Criticism*. New York: Modern Language Association, 1984.<br>14. Lewis, R. W. B. *The American Adam: Innocence, Tragedy, and Tradition in the Nineteenth Century*. Chicago: University Chicago Press, 1955.<br>15. Pizer, Donald. *Realism and Naturalism in Nineteenth Century American Fiction*. Carbondale: Southern Illinois U P, 1966.<br>16. Warren, Joyce W., ed. *The (Other) American Tradition: Nineteenth-Century Women Writers*. New Brunswick, NJ: Rutgers University Press, 1993<br>17. Winter, Molly Crumpton. *American Narratives: Multiethnic Writing in the Age of Realism*. Baton Rouge, LA: Louisiana State UP, 2007.<br>18. White, Barbara a., *American Women's Fiction, 1790-1870: A Reference Guide*. New York: Garland Pub., 1990. |
|---|---|
| **Electronic Materials** | [Saudi Digital Library](#) |
| **Other Learning Materials** | Web Sites, Facebook, Twitter, etc.<br>EBR: Electronic Book Review(http://www.electronicbookreview.com) |

## 2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
|---|---|
| **facilities**<br>(Classrooms, laboratories, exhibition rooms, simulation rooms, etc. | Lecture rooms<br>Audio/Video Conferencing Rooms<br>University Main Libraries<br>Public Libraries |
| **Technology equipment**<br>(Projector, smart board, software) | Cloud server- Microsoft Office 365 applications:<br>Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala …etc.<br>- Blackboard and Cisco WebEx<br>- Data show<br>Projectors, Smart Boards and Speaker |
| **Other equipment**<br>(Depending on the nature of the specialty) | None |

## F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| **Effectiveness of teaching** | <ul><li>Students</li><li>Peer Reviewers</li><li>Faculty</li><li>External Reviewers</li><li>Quality Assurance Unit</li></ul> | <ul><li>Student Surveys (Indirect)</li><li>Formal Observations (Indirect)</li><li>Course Report and Course File (Direct)</li><li>Student Samples (Direct)</li><li>Self-Reflection reports (Indirect)</li></ul> |
| **Effectiveness of students' assessment** | <ul><li>Students</li><li>Faculty</li><li>Curriculum Committee</li><li>Assessment Committee</li><li>External Reviewers</li><li>Quality Assurance Unit</li></ul> | <ul><li>Item Analysis Data ((Indirect))</li><li>Teacher Feedback (Direct)</li><li>Student Feedback (Direct)</li><li>Course Report & Course File (Direct)</li></ul> |
| **Quality of learning resources** | <ul><li>Students</li><li>Faculty</li></ul> | <ul><li>Student surveys (Indirect)</li><li>Faculty surveys (Indirect)</li></ul> |
| **The extent to which CLOs have been achieved** | <ul><li>Students</li><li>Faculty</li><li>Quality Assurance Unit</li></ul> | <ul><li>Item Analysis Data (Indirect)</li><li>Course Report & Course File (Direct)</li><li>Annual Program Review (Direct)</li></ul> |
| **Other** | | |

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data:

| COUNCIL /COMMITTEE | College Council |
|---|---|
| **REFERENCE NO.** | Minutes (13) |
| **DATE** | 7/6/1445 |

| | |
|---|---|
| **Course Title:** **Dissertation Proposal** | |
| **Course Code**: **ENG 6201** | |
| **Program**: **Master of Arts in English Literature** | |
| **Department**: **English Language and Literature** | |
| **College**: **College of Languages and Translation** | |
| **Institution**: **Imam Mohammad Ibn Saud Islamic University** | |
| **Version**: **TPG-153 2024** | |
| **Last Revision Date:** **14 July 2025** | |

## Table of Contents

## A. General information about the course:

### 1. Course Identification:

### 1. Credit hours: ( 4 Hours )

### 2. Course type

| A. | ☐University | ☐College | ☐Department | ☐Track | |
|----|-------------|----------|-------------|--------|--|
| B. | ☒ Required | | | ☐Elective | |

### 3. Level/year at which this course is offered: ( Level 4 / Year 2)

### 4. Course General Description:

This course aims to prepare students for writing the MA research proposal and dissertation. It consists of a series of focused seminars for sharing research experience and discussing research-related issues and problems faced during the stages of proposal writing. An indicative list of its components might comprise the following activities: discussion forums, webinars, article reviews, research case presentations, critiquing actual research proposals, research proposal design, inviting methodology experts as keynote speakers, and research workshops. Students are also familiarized with the required formal administrative procedures during all the stages of the course (selection of the topic, arrangements with potential supervisor, contacts with other institutions for data collection and formal authorizations concerning copyrighted materials, research design skills, editing drafts, submission of final draft, and application for extension. However, research proposal design remains pivotal tasks in this course. By the end of the semester, students are required to submit their proposal for final approval. Students are encouraged to make good use Artificial Intelligence (AI) in this course. The integration AI tools in postgraduate studies offers significant academic value when used ethically and responsibly. AI can support students in tasks such as brainstorming, research organization, editing, and proofreading, enhancing both the efficiency and quality of their scholarly output while encouraging critical engagement with emerging technologies. Students are encouraged to engage with AI tools as a means of expanding their academic thinking, not replacing it. All use of AI must align with institutional policies on academic integrity, ensuring that the student's voice, critical engagement, and originality remain central to all submitted work.

### 5. Pre-requirements for this course (if any):

ENG 6134, ENG 6135

### 6. Co-requirements for this course (if any):

Electives

### 7. Course Main Objective(s):

The present course seeks to teach students the essential parts of a research proposal and to train them in the skills needed to write it.

## 2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|---------------------|---------------|------------|
| 1 | Traditional classroom | 36 | 75% |
| 2 | E-learning | | |
| 3 | Hybrid<br>• Traditional classroom<br>• E-learning | 12 | 25% |
| 4 | Distance learning | | |

## 3. Contact Hours: (based on the academic semester)

| No | Activity | Contact Hours |
|----|----------|---------------|
| 1 | Lectures | 30 |
| 2 | Laboratory/Studio | |
| 3 | Seminars | 18 |
| 4 | Others (specify)…… | 48 |
| | Total | 96 |

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|---------------------|---------------------|
| 1.0 | Knowledge and understanding | | | |
| 1.1 | Demonstrate sufficient knowledge and understanding of the main components of a research proposal. | K1 | -Blended learning<br><br>- Learner-centered tasks<br><br>- Use of interactive tasks with the help of peer coordination<br>-Use of PPTs | -Brainstorming<br><br>-Direct instruction<br><br>-Problem-based learning<br><br>-Advanced organizers (Mind |
| 1.2 | Describe the process of writing a critical literature review, using well developed | K2 | | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | analytical and synthesis skills. | | - Modeling through the use of the internet connection | Maps, Compare and contrast table, Task forms, Question Prompts) |
| 1.3 | Recognize research design procedures by using sound research methods to address a research question(s) | K1, K2 | | -Weekly assignments<br><br>- papers<br><br>- presentations<br><br>- Proposal submission |
| **2.0** | **Skills** | | | |
| 2.1 | Select relevant data and methods of analysis to tackle the research question. | S2 | Blended learning<br><br>- Learner-centered tasks<br><br>- Use of interactive tasks with the help of peer coordination<br>-Use of PPTs<br>- Modeling through the use of the internet connection | -Brainstorming<br><br>-Direct instruction<br><br>-Problem-based learning<br><br>-Advanced organizers (Mind Maps, Compare and contrast table, Task forms, Question Prompts)<br><br>-Weekly assignments<br><br>- papers<br><br>- presentations<br><br>- Proposal submission |
| 2.2 | Write well-organized, clear and compelling research proposals. | S4 | | |
| 2.3 | Formulate research questions and hypotheses. | S4 | | |
| 2.4 | Research using information technology skills such as word processing and electronic data access, and the use of AI to assist in editing. | S5 | | |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate a strong sense of the ethics of academia like honesty responsibility, and dedication to do research. | V1 | -Blended learning<br><br>- Learner-centered tasks<br><br>- Class Discussions<br>-Use of PPTs | -Observation<br><br>-Self-report<br><br>-Management in individual work |
| 3.2 | Show big interest and readiness to learn and | V3 | | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | to engage in research projects. | | | - Submission of assigned work and Proposal |
| 3.3 | Show a sense of responsibility and commitment to learn, to achieve, and to come up with something original. | **V4** | | |

## C. Course Content:

| No | List of Topics | Contact Hours |
|---|---|---|
| 1 | Introduction to thesis proposal<br>Crafting the first Draft | 4 |
| 2 | Peer Review of the first Draft<br>PowerPoint presentation of the first draft | 4 |
| 3 | Proposal critique (practice)<br>Crafting the second thesis proposal | 4 |
| 4 | Second proposal critique (practice)<br>Ethics discussion and Plagiarism detection tools (general comments) | 4 |
| 5 | Seminar | 4 |
| 6 | Choice of research paradigm<br>Methodology | 4 |
| 7 | Methods of data collection<br>Seminar – Using AI in writing literature reviews and generating references. | 4 |
| 8 | Crafting the third proposal draft | 4 |
| 9 | Proposal 3 critique (practice) | 4 |
| 10 | Proposal Presentation | 4 |
| 11 | Peer review of the final proposal | 4 |
| 12 | Proposal submission | 4 |
| **Total** | | **48** |

## D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|---|---|---|---|
| 1 | Bi-weekly progress report | 2,4,6,8,10 | 15 % |
| 2 | Presentations | 3, 5 | 10 % |
| 3 | Home Assignments | 7 | 15 % |

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|---|---|---|---|
| 4 | Proposal 1 | 6 | 10 % |
| 5 | Proposal 2 | 9 | 10 % |
| 6 | Final Proposal Submission | 12 | 40% |
| | Total | | 100% |

*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 | Yvonne N. Bui. 2019. How to Write a Master's Thesis. London: SAGE Publications. |
|---|---|
| Supportive References | John Biggam. 2015. Succeeding with Your Master's Dissertation. London: McGraw-Hill Education (UK)<br>George Damaskinidis, Anastasia Christodoulou. 2019. Writing Research Proposals for Social Sciences and Humanities in a Higher Education Context. Cambridge Scholars Publishing.<br>Ranjit Kumar. Research Methodology: A Step-by-Step Guide for Beginners. 2018. London: SAGE.<br>Vinayak Bairagi, Mousami V. Munot · 2019. Research Methodology: A Practical and Scientific Approach. London: CRC Press. |
| Electronic Materials | Burke, C. G. The Doctoral Dissertation Proposal. University of Southern California, School of Policy Planning and Development. http://kerlins.net/bobbi/research/qualresearch/burke.pdf<br>The (UC) Berkeley Proposal Workshop: http://globetrotter.berkeley.edu/DissPropWorkshop/<br><br>Campbell, L. M. (Questions for assessing methods): http://www.nova.edu/~ron/campbell.html<br><br>Frank Pajares' Proposal Elements Page (Education): http://www.emory.edu/EDUCATION/mfp/proposal.html<br><br>Heath, A. W. The Proposal in Qualitative Research: http://www.nova.edu/ssss/QR/QR3-1/heath.html<br><br>Jack Caulfield. 2020. How to write a dissertation proposal. Pocket Guide to APA. 3rd ed.  Houghton Mifflin. https://www.scribbr.co.uk/thesis-dissertation/proposal.<br><br>Penn State Office for Research Protections:<br><br>Pagadala Suganda Devi. 2017. Research Methodology: A Handbook for Beginners. Notion Press.<br><br>Thackrey, D. Proposal Writer's Guide: http://www.research.umich.edu/proposals/PWG/pwgcontents.html |

| | University of Connecticut Proposal Format Guide: http://www.gifted.uconn.edu/dpg/writdiss.html |
| --- | --- |
| | University of Minnesota Grant Writing Tools: http://www.gen.umn.edu/grants/tools.html |
| | Saudi Digital Library |
| **Other Learning Materials** | Dissertation Databases ProQuest OATD OpenThesis |

## 2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
| --- | --- |
| **facilities** (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | - Equipped Classrooms<br>- Lecture rooms.<br>- Computer labs.<br>- University Main Libraries<br>- Public Libraries |
| **Technology equipment** (Projector, smart board, software) | - University's Official Cloud server(Microsoft)<br>- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala …etc.<br>- Blackboard<br>- Cisco WebEx<br>- Data Show Projector.<br>- Projecting podium.<br>- Smart Board |
| **Other equipment** (Depending on the nature of the specialty) | NA |

## F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
| --- | --- | --- |
| **Effectiveness of teaching** | • Students<br>• Peer Reviewers<br>• Faculty<br>• External Reviewers<br>• Quality Assurance Unit | ➢ Student Surveys (Indirect)<br>➢ Formal Observations (Indirect)<br>➢ Course Report and Course File (Direct)<br>➢ Student Samples (Direct)<br>➢ Self-Reflection reports (Indirect) |
| **Effectiveness of students' assessment** | • Students<br>• Faculty<br>• Curriculum Committee | ➢ Item Analysis Data ((Indirect)) |

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| | • Assessment Committee<br>• External Reviewers<br>• Quality Assurance Unit | ➢ Teacher Feedback (Direct)<br>➢ Student Feedback (Direct)<br>➢ Course Report & Course File (Direct) |
| **Quality of learning resources** | • Students<br>• Faculty | ➢ Student surveys (Indirect)<br>➢ Faculty surveys (Indirect) |
| **The extent to which CLOs have been achieved** | • Students<br>• Faculty<br>• Quality Assurance Unit | ➢ Item Analysis Data (Indirect)<br>➢ Course Report & Course File (Direct)<br>➢ Annual Program Review (Direct) |
| **Other** | | |

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data:

| COUNCIL /COMMITTEE | College Council |
|---|---|
| REFERENCE NO. | Minutes (13) |
| DATE | 7/6/1445 |

| | |
|---|---|
| **Course Title:**  MA Dissertation Project | |
| **Course Code**:   ENG 6299 | |
| **Program**: Master of Arts in English Literature | |
| **Department**:  English Language and Literature | |
| **College**:  College of Languages and Translation | |
| **Institution**:  Imam Mohammad Ibn Saud Islamic University | |
| **Version**:  TPG-153 2024 | |
| **Last Revision Date:**    14 July 2025 | |

## Table of Contents

## A. General information about the course:

### 1. Course Identification:

### 1. Credit hours: ( 4 Hours )

### 2. Course type

| A. | ☐University | ☐College | ☐Department | ☐Track | |
|----|-------------|----------|-------------|--------|---|
| B. | ☒ Required | | | ☐Elective | |

### 3. Level/year at which this course is offered: ( Level 5 / Year 2)

### 4. Course General Description:

As a culmination of the MA program, this course is an extension of the course "Dissertation Proposal ENG 6201," and offers students a space to develop their ideas, stretch their creative and academic skills to produce an original dissertation. The course is mainly learner-centered as students will work for the most part independently under the mentoring of an assigned supervisor. Students will be responsible for planning their course of study and research practices. They will undertake analytical and methodological skills, read critically and analyze sources, deduce results and formulate conclusions independently. The supervisor will provide students with the support and guidance on the planned structure of topics, arguments, methods of investigation and the critical approach chosen. The supervisor will also read and comment on a first draft and make recommendations about the direction of the research argument and style. The supervisor also ensures that the completed work is a well-written study of the topic under discussion, with illustrations of high quality and a fully developed bibliography. Students are encouraged to make good use Artificial Intelligence (AI) in this course. The integration AI tools in postgraduate studies offers significant academic value when used ethically and responsibly. AI can support students in tasks such as brainstorming, research organization, editing, and proofreading, enhancing both the efficiency and quality of their scholarly output while encouraging critical engagement with emerging technologies. Students are encouraged to engage with AI tools as a means of expanding their academic thinking, not replacing it. All use of AI must align with institutional policies on academic integrity, ensuring that the student's voice, critical engagement, and originality remain central to all submitted work.

### 5. Pre-requirements for this course (if any):

ENG 6201

### 6. Co-requirements for this course (if any):

None

### 7. Course Main Objective(s):

The main objective of this course is for students to produce a piece of independent research on a topic in English Literature and present the findings of their research argument in an extended piece of analytic writing in academic prose.

## 2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|---------------------|---------------|------------|
| 1 | Traditional classroom | | |
| 2 | E-learning | | |
| 3 | Hybrid<br>• Traditional classroom<br>• E-learning | | |
| 4 | Distance learning | | |
| 5 | Other (Independent Study) | 120 | 100% |

## 3. Contact Hours: (based on the academic semester)

| No | Activity | Contact Hours |
|----|----------|---------------|
| 9. | **Lectures** | |
| 10. | **Laboratory/Studio** | |
| 11. | **Field** | |
| 12. | **Tutorial** | |
| 13. | **Others (specify):**<br>**Self study – Library search – Project work - Supervision** | 120 |
| | **Total** | 120 |

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------------------------|---------------------|--------------------|
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Demonstrate in depth knowledge of the methods and theories in their respective field of study | **K1** | -Learner-centered approach<br>-Private Study<br>-Workshop | -Formative Assessment<br>-Editing |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| 1.2 | Demonstrate an understanding of the theoretical and practical sides of writing an MA dissertation | K1 | Supervisory Sessions | -Progress Report -Final Dissertation |
| 1.3 | Recognize the different stages in writing an MA dissertation | K2 | | |
| **2.0** | **Skills** | | | |
| 2.1 | Communicate research concepts and contexts clearly and effectively both in writing and orally. | S1 | | |
| 2.2 | Plan and engage in an independent and sustained critical investigation and evaluation of a chosen research topic. | S2 | | |
| 2.3 | Employ research methods appropriate to literary research, such as accurate citation of sources, use of bibliographical conventions, and AI tools for editing. | S2 | - Learner-centered approach - Discussion - Private Study - Workshop Supervisory sessions | Formative Assessment -Editing -Progress Report -Final Dissertation |
| 2.4 | Apply theories and methods of study to research questions and collect analyze data. | S4 | | |
| 2.5 | Use information technology effectively in research activities. | S5 | | |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate an understanding of the ethical standards of conduct in the process of collection and evaluation of data and other resources | V1 | - Discussion - Private Study | -Formative Assessment -Editing -Progress Report |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|---------------------------|----------------------------------------|---------------------|---------------------|
| 3.2 | Show qualities of diligence, responsibility, patience and respect of deadlines | **V3** | | -Punctuality<br><br>-Final Dissertation |
| 3.3 | Demonstrate an ability to work with others, be open to criticism and take suggestions | **V4** | | |

## C. Course Content:

| No | List of Topics | Contact Hours |
|----|----------------|---------------|
| 1 | Introduction: Planning the Dissertation | 10 |
| 2 | Private Study | 10 |
| 3 | Workshop | 10 |
| 4 | Supervisory session 1 | 10 |
| 5 | Private Study | 10 |
| 6 | Private Study | 10 |
| 7 | Supervisory session 2 Submission of First Draft | 10 |
| 8 | Editing process and revision. | 10 |
| 9 | Editing process and revision. | 10 |
| 10 | Supervisory session 3 Submission of Final Draft | 10 |
| 11 | Editing process and revision | 10 |
| 12 | Editing process and revision | 10 |
| **Total** | | **120** |

## D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|----|--------------------------|--------------------------------|--------------------------------------|
| 4. | Progress report | 4, 6,8 | - |
| 5. | Chapter completion grade | 5, 7, 9 | - |
| 6. | Thesis project | 12 | 100 % |
| **Total** | | | **100%** |

*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** | - Yvonne N. Bui. 2020. How to Write a Master's Thesis. London: SAGE Publications. |
| **Supportive References** | - Kate L. Turabian. 2018. A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth edition. London: The university of Chicago Press<br>- Lynn P. Nygaard (2017). Writing Your Master's Thesis: From A to Zen. London. Sage Publication.<br>- Derek Swetnam and Ruth Swetnam (2015). Writing Your Dissertation. London. Hachette.<br>- Paul Gruba, Justin Zobel. 2017. How To Write Your First Thesis. London: Springer. |
| **Electronic Materials** | Saudi Digital Library<br><br>Doing Your Master's Dissertation: From Start to Finish. 2015<br>https://books.google.com.sa/books?id=iivwaBOYc60C&printsec=frontcover&dq<br><br>How to Write a Good Dissertation A guide for University UndergraduateStudents.2018<br>https://books.google.com.sa/books?id=j_tiDwAAQBAJ&pg=PA83&dq=electronic+books<br><br>A Thesis is Not a Diary and Other Myths 2019.<br>https://www.google.com.sa/search?q=electronic+books<br>Doing Your Master's Dissertation: From Start to Finish. 2015<br>https://books.google.com.sa/books?id=iivwaBOYc60C&printsec=frontcover&dq<br><br>University of Minnesota Grant Writing Tools:<br>http://www.gen.umn.edu/grants/tools.html |
| **Other Learning Materials** | Timeline Templates:<br>https://www.officetimeline.com/timeline-template<br><br>MLA Research Guide<br><br>Dissertation Databases<br>ProQuest<br>OATD<br>OpenThesis |

### 2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
|---|---|
| **facilities**<br>(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | - Equipped Classrooms<br>- Lecture rooms.<br>- Computer labs.<br>- University Main Libraries<br>- Public Libraries |
| **Technology equipment**<br>(Projector, smart board, software) | - University's Official Cloud server(Microsoft)<br>- Microsoft Office 365 applications:<br>Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala …etc.<br>- Blackboard<br>- Cisco WebEx<br>- Data Show Projector.<br>- Projecting podium.<br>- Smart Board |
| **Other equipment**<br>(Depending on the nature of the specialty) | |

## F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| **Effectiveness of teaching** | • Students<br>• Peer Reviewers<br>• Faculty<br>• External Reviewers<br>• Quality Assurance Unit | ➤ Student Surveys (Indirect)<br>➤ Formal Observations (Indirect)<br>➤ Course Report and Course File (Direct)<br>➤ Student Samples (Direct)<br>➤ Self-Reflection reports (Indirect) |
| **Effectiveness of students' assessment** | • Students<br>• Faculty<br>• Curriculum Committee<br>• Assessment Committee<br>• External Reviewers<br>• Quality Assurance Unit | ➤ Item Analysis Data ((Indirect))<br>➤ Teacher Feedback (Direct)<br>➤ Student Feedback (Direct)<br>➤ Course Report & Course File (Direct) |
| **Quality of learning resources** | • Students<br>• Faculty | ➤ Student surveys (Indirect)<br>➤ Faculty surveys (Indirect) |
| **The extent to which CLOs have been achieved** | • Students<br>• Faculty<br>• Quality Assurance Unit | ➤ Item Analysis Data (Indirect)<br>➤ Course Report & Course File (Direct) |

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| | | Annual Program Review (Direct) |
| **Other** | | |

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data:

| COUNCIL /COMMITTEE | College Council |
|---|---|
| REFERENCE NO. | Minutes (13) |
| DATE | 7/6/1445 |