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Program Specifications (Postgraduate Degree)

Program Name: Master of Arts in English Literature
Qualification Level: MA, Level 7
Department: English Language and Literature
College: College of Languages and Translation
Institution: Imam Mohammad Ibn Saud Islamic University

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A. Program Identification and General Information

1. Program Main Location:		
Main Campus (Male): Imam Mohammad Ibn Saud Islamic University – College of Languages and Translation –Building Number 308		
Main Campus (Female): King Abdullah City for Female Students – College of Languages and Translation –Building Number 326		
2. Branches Offering the Program: None		
3. Reasons for Establishing the Program: (Economic, social, cultural, and technological reasons, and national needs and development, etc.)		
<ul style="list-style-type: none">1- National need for specialists to design postgraduate teaching curricula and conduct focused research in English Literary studies in Saudi public and private universities and training centers2- Increasing market demand for high qualified academics, experts and consultants.3- National orientation towards cultural diversity and enhanced employability.4- Need for academic advising and supervising for forthcoming generations of Saudi graduates in English Literary Studies5- Urgent demand for localizing expertise in English Literature in educational settings.6- A demand in professional environments for competent individuals equipped with skills.		
4. System of Study		
<input checked="" type="checkbox"/> Coursework & Thesis <input type="checkbox"/> Coursework		
5. Mode of Study		
<input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Distance Education <input type="checkbox"/> Others		
6. Educational and Research Partnerships (if any)		
<p>The program envisages certain academic partners that already have their editorial offshoots, like the <i>Journal of Saudi Association of Languages and Translation</i> (SAOLT). There are also emerging institutional bodies dedicated to literature and translation in Saudi Arabia (e.g., <i>Saudi Arabia's Literature, Publishing and Translation Commission</i>) whose academic agenda seems to partially intersect with the objectives of our Literature program.</p> <p>Establishing international partnerships is also part of the program's policy to jointly achieve corporate goals pertaining to the promotion of Literature research and teaching. The program also intends to tailor partnership relations with internationally renowned journals in Literature and research in order to maximize graduates' opportunities in terms of future publication.</p>		

Partnerships with peer MA programs in the Arab countries and abroad is another prospective form of academic joint venture, as it were. Here is an indicative list of research partners:

Research Partners:

1. Prince Nayef Institute for Research and Consultation
2. King Abdullah bin Abdul-Aziz Center for Contemporary Islamic Studies and Civilization Dialogue
3. Prince Salman Center for Applied Linguistics
4. UNESCO Research Chair for Interfaith and Cultural Dialogue
5. UNESCO Research Chair for Quality in Higher Education
6. Saudi Association of Languages and Translation (SAOLT)
7. The Literature, Publishing and Translation Commission

7. Total Credit Hours for Completing the Program:	42 Hours
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8. Professional Occupations/Jobs:

The program's graduates aspire to the following job prospects:

Academic Careers:

- Teaching advanced literature courses at university
- Supervising postgraduate research on literary studies and practice
- Designing and delivering advanced training courses both in public and private educational institutions and agencies
- Serving on thesis defense panels locally and abroad
- Applying for teaching positions in international universities where Arabic and English are a working language pair
- Academic Governance and Leadership
- University Administrative Positions
- Researcher
- Academic Consultant
- Educational Quality Assurance

Public and Private Sectors:

- Government Advisors, translators
- Foreign Affairs
- Technical Writers
- Editors
- Public Relations
- Intelligence Agencies
- Problem-Solving Experts

<ul style="list-style-type: none"> - Writing/Editing Consultants - Cultural Advisors or Bilingual Advisors. 		
9. Major Tracks/Pathways (if any):		
Major Track/Pathway	Credit Hours (For each track)	Professional Occupations/Jobs (For each track)
English Literature	42	- (see section A:8 above)
10. Intermediate Exit Points/Awarded Degree (if any):		
Intermediate Exit Points/Awarded Degree		Credit Hours
N/A		

B. Mission, Goals, and Learning Outcomes

1. Program Vision and Mission:
<p>Vision:</p> <p>A reputable MA Program in Literature internationally recognized for promoting quality education, intercultural research, professional values, and community engagement.</p> <p>Mission:</p> <p>To provide quality teaching, learning and training in English literature to develop students' critical thinking skills, research competencies and employability skills needed to meet the challenges of the future occupational prospects and to become highly-qualified faculty members in the field of literature.</p>
2. Program Goals:
<p>The program goals cover a wide range of target areas with direct bearing on quality education, innovative research, and enhanced employability:</p> <ol style="list-style-type: none"> 1. To provide students with the opportunity to develop a sophisticated grasp and a critical awareness of English literature through studying literary texts throughout the ages. 2. To develop students' appreciation of cultural diversity through analysis of literary texts written in English by non-western countries or from the perspective of other cultures. 3. To train highly-qualified faculty members to teach literature in Saudi Universities or work in other sectors that require high performance skills. 4. To prepare students to progress to autonomous study in the phase of proposal design and dissertation writing 5. To equip students with a thorough knowledge of interdisciplinary approaches that enhance their conceptual, analytic, and research competencies in literature. 6. To train students to use a wide range of appropriate information and communications technology in investigating issues and in communicating conclusions and recommendations.

7. To help students engage in societal projects in terms of intercultural communication employing critical thinking and problem-solving skills, and within the framework of national identity and Islamic civilization.
8. To encourage students to develop patterns of ethically correct professional behavior combined with leadership skills to face the needs and expectations of academic and professional work environments.

3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

The MA Program vision is in perfect harmony with the vision of the College of Languages and Translation (CLT). Brief in wording as it were, the program vision strictly aligns with the four-item CLT vision:

- Promoting excellence in teaching, learning, and research
- Fostering strategic partnership for internationalization
- Enriching students' learning experience
- Providing sustainable community engagement

The CLT Vision above seems to be in unison with our MA Program Vision:

A reputable MA Program in English literature internationally recognized for promoting quality education, intercultural research, professional values, and community engagement.

In the same vein, the mission and goals of the MA Program are in perfect alignment with those of the college. Here is a reproduction of the College Mission:

The Department of English Language and Literature strives to provide a learning environment capable of providing graduate students with excellent research skills and all skills of learning the English language, to be well-acquainted with aspects of its Islamic culture and literature, and ready to transfer the cognitive, interpersonal, and IT skills they have acquired in the program to provide sustainable community engagement and apply these skills to whatever sphere of employment they occupy in domestic or international arenas.

There are four focal dimensions in the college mission and goals which are clearly reflected in the Program Mission and Goals: quality education, IT-informed innovative research, Islamic values, and community engagement. The MA program in Literature contributes to empowering graduates in the four above-mentioned spheres. In the sphere of quality education, it “provides students with the opportunity to develop a sophisticated grasp and a critical awareness of

English literature through studying literary texts throughout the ages” (see *Goal 1* in section B-2 above). For innovative research, the program aspires to “prepare students to progress to autonomous study in the phase of proposal design and dissertation writing” as well as equip them “with a thorough knowledge of interdisciplinary approaches that enhance ... research competencies in literature” (see *Goal 4 and 5* in section B-2 above). As to IT skills, the program requires that students be trained “to use a wide range of appropriate information and communications technology” (see *Goal 6* in section B-2 above). In relation to Islamic values, and community engagement the Program emphasizes that students should “engage societal projects ...within the framework of national identity and Islamic civilization” (see *Goal 7* in section B-2 above).

4. Graduate Attributes:

The MA program in English Literature envisages the achievement of the following graduate attributes per category:

1. Core knowledge: Mastery of specialist content and career skills
2. Societal commitment: Awareness of social and cultural community needs and willingness to serve them academically and professionally
3. Critical thinking and problem-solving: Handle academic and professional issues analytically and critically to find appropriate solutions
4. Ethics, independence, and collaboration: Working independently and collaboratively with team spirit to carry out assignments and projects in the field of Literature
5. Cultural commitment: Identification with higher-order national goals and observance of Islamic values academically and professionally
6. Communication: use of IT skills and electronic applications to carry out projects and conduct research.

5. Program Learning Outcomes

Knowledge and Understanding:

Upon graduation, graduates will be able to:

K1	Demonstrate a working knowledge of the English literary genres (fiction, drama, and poetry), the major writers and primary texts of English Literature.
K2	Define a thorough knowledge of the theories and recent critical developments in literary studies.
K3	Explain the role of social, cultural and (inter)national foundations in shaping the context of literary production.
K4	Recognize literary texts (fiction, poetry, and drama) written in English by writers from various cultures and historical eras.

Skills <i>Upon graduation, graduates will be able to:</i>	
S1	Examine a range of texts, literary and non-literary, using effective critical skills of reading and analysis.
S2	Carry out major research appropriate to the discipline using research skills such as scholarly information retrieval to synthesize data, accurate citation of sources and use of bibliographical conventions.
S3	Evaluate works of English literature produced in different historical periods and the role of context (social, economic, political, and cultural) in studying them.
S4	Compose a literary research in a specific genre using appropriate supporting arguments drawn from traditional and electronic resources that add knowledge in the discipline.
S5	Employ information and communication technology skills such as word processing and electronic data access information benefiting from other international studies
Values: <i>Upon graduation, graduates will be able to:</i>	
V1	Conduct research in accord with the ethical standards and best practices of the discipline.
V2	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in teams to exchange theoretical knowledge, research proficiencies, and professional skills.
V3	Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both academic and professional spheres
V4	Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations.

* Add a table for each track or Exit Points/Awarded Degree (if any)

C. Curriculum

1. Study Plan Structure

Program Structure		No. of Courses	Credit Hours	Percentage
Course	Required	9	28	67%
	Elective	2 to 4 (Depends on the credit hours of the chosen courses)	8	19%
Graduation Project (if any)				
Thesis (if any)		1	6	14%
Field Experience (if any)				
Others (...)				
Total		12 to 14	42	100%

* Add a table for each track (if any)

2. Program Courses:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Co-Requisite Courses	Credit Hours
Level 1	ENG 606	Research Methods in Literature	Required	-	-	3
	ENG 607	Readings in English Novel	Required	-	-	3
	ENG 608	Readings in English Poetry	Required	-	-	3
	ENG 609	Readings in English Drama	Required	-	-	3
Level 2	ENG 656	Critical Theory	Required	ENG 606 ENG 607 ENG 608 ENG 609	-	3
	ENG 657	Comparative Literature	Required	ENG 606 ENG 607 ENG 608 ENG 609	-	3
	ENG 658	Readings in American Literature	Required	ENG 606 ENG 607 ENG 608 ENG 609	-	3
	ENG 659	Readings in Contemporary Literary Fiction	Required	ENG 606 ENG 607 ENG 608 ENG 609	-	3
Level 3	ENG 701	Dissertation Proposal	Required	ENG 656 ENG 657 ENG 658 ENG 659	Elective Courses	4
	Elective Courses	Electives Elective Courses: * The student must complete eight elective credit hours approved by the English Department from courses available in the College of Languages and Translation or from courses of the College of Arabic.	Electives	ENG 656 ENG 657 ENG 658 ENG 659	ENG 701	*8
Level 4	ENG 799	MA Dissertation	Required	ENG 701	-	6

* Include additional levels if needed

** Add a table for each track (if any)

3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

[Click the hyperlink: Course Specifications \(MA in English Literature\)](#)

4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (I = Introduced P = Practiced M = Mastered)

Course code & No.	Program Learning Outcomes Mapping Matrix												
	Knowledge				Skills					Values			
	K 1	K 2	K 3	K 4	S 1	S 2	S 3	S 4	S 5	V 1	V 2	V 3	V 4
ENG 606	I	I			I	I	P	P		P			I
ENG 607	I	I	P		I	I		P		P	I	I	
ENG 608	I	I	P	I	I	I	I	P	P	P	I	I	I
ENG 609	I	I	P		I	I	P	P		P	I		I
ENG 656	P	P			P	P	P			M			P

Course code & No.	Program Learning Outcomes Mapping Matrix												
	Knowledge				Skills					Values			
	K 1	K 2	K 3	K 4	S 1	S 2	S 3	S 4	S 5	V 1	V 2	V 3	V 4
ENG 657	P	P	P		P	M	M	M		M		P	P
ENG 658	P	P	M	M	P	M	P	P		M	P	P	P
ENG 659	P	P	M	M	P	M	P	P		M	P	P	P
ENG 701	M	M				M		M	M	M		M	M
ENG 799	M	M			M	M		M	M	M		M	M

* Add a table for each track (if any)

5. Teaching and Learning Strategies to Achieve Program Learning Outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

The National Center for Academic Accreditation and Evaluation (NCAAA) specifically requires the program to help exercise initiative and personal responsibility for MA students to make decisions in complex and unpredictable situations, and develop a habit of independent learning necessary for continued professional development. These skills are acquired largely through an array of teaching-learning strategies—both teacher and learner centered approaches, which are deemed to be conducive to the aforementioned learning outcomes in terms of knowledge and understanding, skills, and values. The direct instruction modes include teacher-centered formal lecturing, tutorials, seminars, and workshops. The Student-centered learning experiences are delivered via a battery of strategies including collaborative learning, experiential learning, inquiry-guided instruction (student forums moderated by instructor), task-based self-learning (e.g. assignments), independent reading and private study, and classroom work (discussion and presentations). Alongside these approaches, Library and Web resources will be used throughout the course as independent learning is an essential condition for the MA. The items below are the pedagogical concepts and methods applied:

Teacher-centered Approaches	Learner-centered Approaches
<ol style="list-style-type: none"> 1. Lecturing (face-to-face learning) 2. Virtual learning and online classroom 3. Seminars (Tutor based) 4. Tutorials 5. Workshops 	<ol style="list-style-type: none"> 1. Problem-Inquiry- Based Learning 2. Analytical thinking, logical reasoning and inquiry during group discussions 3. Student seminar presentations 4. Feedback and reporting 5. Classroom work (discussion and presentations) 6. Self-learning or Life-long learning practices 7. Independent reading and private study 8. Critical research tasks 9. Collaborative learning 10. Project-oriented activities 11. Experiential learning

The practical facet of learning strategies is not limited to hands-on tutorials but it also extends to experiential learning tasks jointly undertaken with professionals outside the university (e.g., teaching in centers in public or private sectors). Similarly, the supervisory methods used and its assessed outcome: a dissertation, will demonstrate to its fullest the extent of a students' ability to use their initiative in identifying a significant area for study, working independently on it and managing (with supervisory assistance) the problems which emerge on the way. Finally, the extracurricular component comprises a set of community-oriented activities enriching students' acquired academic knowledge and skills.

6. Assessment Methods for Program Learning Outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

Students' performance is measured through key skills that involve both direct and indirect testing. Direct testing is used for evaluating authentic tasks, such as written reports, seminar presentations, quality research papers. Focus is on measuring the student's skills and values, which directly correlates with the learning outcomes rubrics. On the other hand, indirect testing is used for measuring students' knowledge about their specialism (e.g. literary theories, research methods in literature...), which correlates with the knowledge and understanding variable in the learning outcomes rubrics. As such these key skills are tested through assessed coursework (essays, oral presentations, practical tests, examinations...etc.). The dissertation constitutes the means by which the acquisition of these "Key Skills" have been achieved.

Direct and indirect testing include the following modes without a clear-cut boundary between both:

- Formative diagnostic assessment (i.e., progress achievement testing)
- Formal summative assessment (i.e., final achievement in-class testing)
- Creative portfolio
- Graded home assignments
- Self-editing tasks
- Article reviews/reports
- Student presentations (e.g., PPT)
- Peer assessment (monitored by instructor)
- Workshop reports
- Progress reports
- Seminar proceedings
- Graded term paper writing
- Graded research paper
- External assessment (for evaluating the final dissertation)
- Professional benchmarking
- Dissertation (final defense)

D. Thesis and Its Requirements (if any)

1. Registration of the thesis:

(Requirements/conditions and procedures for registration of the thesis as well as controls, responsibilities and procedures of scientific guidance)

Thesis Registration By laws

2. Scientific Supervision:

(The regulations of the selection of the scientific supervisor and his/her responsibilities, as well as the procedures/mechanisms of the scientific supervision and follow-up)

Supervision Policy

3. Thesis Defense/Examination:

(The regulations for selection of the defense/examination committee and the requirements to proceed for thesis defense, the procedures for defense and approval of the thesis, and criteria for evaluation of the thesis)

Defense

E. Student Admission and Support:

1. Student Admission and Transfer Requirements, and Courses Equivalency

General admission requirements pursuant to the university by-laws regulating higher studies in general:

The applicant to this program should fulfill the following requirements:

1. Saudi nationality or beneficiary of an official scholarship on an exchange program for non-Saudis
2. Holder of a university degree (Saudi or other recognized university)
3. Commendable ethical behavior and medically fit
4. Two letters of recommendation delivered by the applicant's former instructors
5. Employer's permission if applicable
6. The student is not authorized to simultaneously enroll in two programs

Department's admission requirements for enrolling in the English Literature MA program:

- a) BA degree in one of the following majors with GPA 3.75 (out of 5.00) and above:
 - BA in English Language
 - BA in English Literature
 - BA in English Language and Literature
 - BA in English Language and Linguistics
 - BA in English Language and Translation
- b) The applicant must have completed three of the following BA courses:
 - Introduction to Literature
 - History of English Literature
 - Literary Criticism
 - English Drama
 - English Novel
 - English Poetry

- c) At least 80 points in the Post-Graduate General Aptitude Test (*Qiyas*).
- d) At least (6.5) general score in the IELTS academic test or its TOEFL equivalent with (6.5) special score in the writing and reading tests.
- e) The applicant must pass the department's admission test and interview.
- f) Selection of the best candidates having prior experience and training record in case of equal applicant scores or excess in number of applicants to the program.
- g) C.V.

2. Student Counseling Services

(academic, career, psychological and social)

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

Before the start of classes, the academic advising team at the graduate studies office at the College of Languages and Translation arranges for an orientation program, which is scheduled for all new postgraduate students. The main goals of the orientation program are listed below:

- 1- Acquainting the newly admitted students with the general academic university regulations, policies, and services.
- 2- Familiarizing them with the specific regulations and the registration process of the PhD Program of Literature at Imam Mohammad Ibn Saud University.
- 3- Introducing the students to their rights and responsibilities. The students are also oriented on adding and dropping classes and receiving refunds deadlines
- 4- Introducing them to the University Life on the campus through making tours and visits to university facilities such as the library, parking lots, playgrounds students' activities centers, etc. during these tours, the advising team locates the classrooms for them before classes begin.

Upon the completion of the orientation program, postgraduate students receive a package that includes:

- 1- The Student Handbook, The Student ID Card, with terms and conditions.
- 2- The Academic Calendar.
- 3- Location maps to the building facilities and classrooms.
- 4- A booklet on how to create an email, Banner, and blackboard accounts.
- 5- Security documents explaining to the students how to receive security stickers for their cars.
- 6- Healthcare booklet

Academic Counseling:

In collaboration with the English department, the QADU prepares a yearly counseling calendar for students. The counseling program is meant to help students in matters related to students' diverse activities within the university and if need be to respond favorably to their psychological needs. The Unit uses digital means in its counseling mission; making thus relevant information and data available to students with easy and rapid access. Here are some hints about the functioning of the student counselling system in the program:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial assistance.
2. In the student-mentoring unit, a faculty member is assigned to about 3-4 doctoral students as an academic advisor. Academic Advisors meet with the assigned students individually or in groups at least four times during the academic semester. These meetings provide valuable opportunities for information exchange and suggestions as to how the advisors can improve the student's educational experience.
3. Faculty members are also available two times a week to give consultations and advice to students during their office hours. The students may visit instructors in their offices or call them on the phone or other multimedia means. Accommodations for one-on-one consultations are also available if students need them.
4. The *Special Needs Unit* in the college is responsible for providing accommodations and facilities that fit students of disabilities. Committee members work with special needs students by identifying their individual problems and working on fulfilling his/her academic requirements.
5. Talented and gifted students are encouraged to participate in research activities, active seminars, community service, mentoring sessions and other activities available in the department.

3. Special Support

(low achievers, disabled, gifted and talented)

Students with special needs have been taken into consideration by the university and the college in a number of respects, most notably easy access to the premises, curriculum design and course delivery mode. Both remedial work and some particular tests are given to these students to improve their low

achievement. Many efforts are made to help these students overcome what impedes their high achievement and take advantage of the learning process. (For further details check again point 4 in the previous section: *Special Needs Unit*).

F. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	2	-	<ul style="list-style-type: none"> - Recent publications in the field - Professional renown as academics and/or professionals in literature (with research interests in literary studies, interdisciplinary approaches, critical theories, comparative studies...etc.) - Recognized supervisory contributions 	1	1	
Associate Professors	4	-	<ul style="list-style-type: none"> - Recent publications in the field - Professional renown as academics and/or professionals in literature (with research interests in literary studies, interdisciplinary approaches, critical theories, comparative studies...etc.) - Recognized supervisory contributions 	2	2	
Assistant Professors	6	-	<ul style="list-style-type: none"> - Specialist background in translator and interpreter training - Combined profile (academic and professional experience in literature). - Specialists in literature and literary research 	3	3	
Lecturers	4	-	<ul style="list-style-type: none"> - Experience in tutorial work - Current enrollment in postgraduate programs 	2	2	
Teaching Assistants	4	-	<ul style="list-style-type: none"> - Experience in tutorial work - Current enrollment in postgraduate programs 	2	2	
Technicians and Laboratory Assistants	2	-	<ul style="list-style-type: none"> - Experience in interpreting equipment installation and maintenance 	1	1	

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Administrative and Supportive Staff	2	-	- Student mentoring skills	1	1	
Others (specify)	-	-				

2. Professional Development

2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

The college-based QADU organizes an annual orientation meeting for new faculty members and part-time teaching staff. All participants are provided with information booklets introducing the premises and the programs. A graphic poster is also designed and constantly updated to brief students on faculty members' affiliation and research concerns.

2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

1. The college runs a series of weekly seminars to allow its faculty members to share their research concerns and test their ideas and findings on a scholarly audience. The Unit of Research Development and Promotion is contemplating a joint plan with the Quality Assurance and Development Unit at the college to upgrade such activity to a publication forum connected to the university research structures.
2. In parallel with this activity, the QADU sponsors a series of training programs aimed at enhancing faculty members' professional expertise to engage in organized efforts to monitor the realization of learning outcomes, initiate plans for career development, and set up structures for revising curricular content and teaching methods. The training program themes, dates and venues are systematically introduced during the initial faculty orientation meeting.
3. At the university level, the program aspires to benefit from the wealth of opportunities offered by the *University Scholarship Program* chaired by the Deanship of Higher Studies. This program is expected to boost research endeavors undertaken by faculty members and positively reflected in their students at the level of instruction and research.

G. Learning Resources, Facilities, and Equipment

1. Learning Resources.

Mechanism for providing learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

- Prince Sultan Library for Science and Knowledge is affiliated with Imam Mohamed ibn Saud Islamic University and contains a collection of about 500, 000 titles.
- Subscriptions to paper and online periodicals are annually updated in accordance with emerging program needs.
- References such as Journals: a list of the academic journals has been developed and recommended by the faculty members. A comprehensive search of the available journals according to their scientific impact index has been carried out and the University subscribes a list that includes more than thirty-five journals from a different publication.
- Electronic Journals: E-Journals, full-text articles archives, and up to date databases are available at the University library. Open Access to all journals is available through the Saudi Digital library.
- The University has partnerships with electronic platforms, for educational purposes, such as WEBEX, Blackboard, and Microsoft Office 365.
- The library consistently updates and tracks with what comes new to the field in the form of books and journals.

2. Facilities and Equipment

(Library, laboratories, medical facilities, classrooms, etc.).

1. *Rich University Library*: The program has at its disposal the university library and a modern medical center. The availability of a rich library with highly reputed online databases makes it easy for PhD students to widen their knowledge and to engage in research activities that are closely related to their PhD program.
2. *Modern Medical Center on Campus*: The medical center of the university is accessible to all students irrespective of their levels and offers high quality medical services.
3. *Lecture Halls and Labs*: The English department has enough lecture halls and laboratories to host the students seeking admission to the MA in English Literature.

3. Arrangements to Maintain a Healthy and Safe Environment (According to the nature of the program)

The program administration is jointly working with the university authorities to improve the health and safety standards on campus in terms of space optimization and environmental quality. The campus is actually lucky because its geographical location falls within the spatial

scope of the huge governmental project in progress called *The Riyadh Sports Boulevard* (or Green Belt) which is one of four major government-sponsored projects intended to “encourage the citizens of Riyadh to follow a healthy lifestyle, exercising and participating in different sports, particularly, walking, cycling and horse riding. A rich cultural, environmental, and recreational ambience will be created by events and activities, which are aligned with the goals of the Kingdom Vision 2030” (<https://www.riyadhalmasar.sa/en/>). The program administration expects this project to benefit the students seeking enrolment in the MA in English Literature.

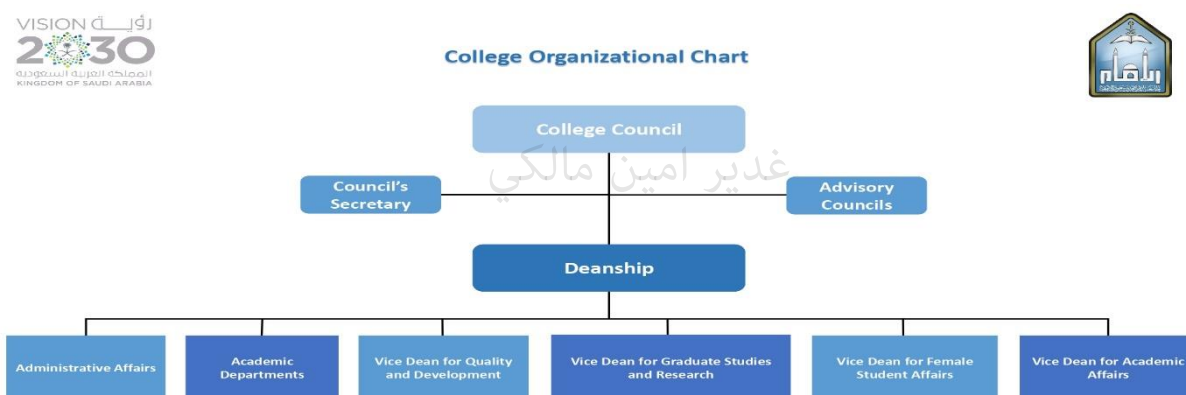
H. Program Management and Regulations

1. Program Management

1.1 Program Structure

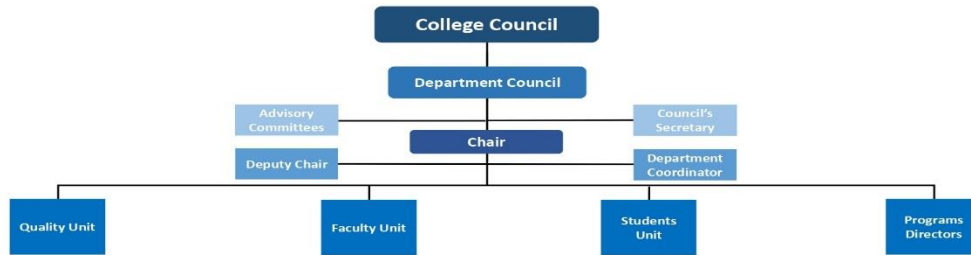
(including boards, councils, units, committees, etc.)

The administrative flowchart of the college reflects its focus on efficiency, accessibility, and performance. The college has a number of vice-deanships (students’ affairs, quality, higher studies) to ensure the smooth functioning of the program. In addition, there are a number of units and committees specially formed to take care of horizontal coordination between boards, units, and committees. The Unit of Research Development is directly related to the area of postgraduate studies where research is a pivotal concept.



Source: College of Languages and Translation

In addition to the general organizational chart of the college, there is another specific organigram for higher studies (see flowchart below). It vertically links the MA and PhD coordinators to a chain of horizontal administrative units catering for the needs of the postgraduate program, including archiving, research activities, program design and revision, and students’ affairs. This research-oriented departmentalization of the program administration is meant to ensure its smooth and efficient running.



1.2 Stakeholders' Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

The program has formed an advisory board to guarantee maximum coordination between the stakeholders who have actively contributed, either directly or indirectly, to its planning and development. Very helpful feedback is regularly received from alumni, professional bodies, and employers. Their feedback is taken on board in decision-making procedures. The program course design standing committee periodically collects data about potential employers' field observations about the professional profile of graduates in terms of strengths, weaknesses, and prospective improvements. Certain courses in the program echo the ideas proposed by the stakeholders during official meetings with program representatives or via electronic feedback (see online *Profile Satisfaction Questionnaire*). The program sponsors have noticed the stakeholders' general tendency to insist on field experience and professional know-how to supplement the solid theoretical background that MA degree-holders have already acquired.

2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

See Uniform Regulations for Postgraduate Studies in Saudi Arabia and Its Operational By-Laws

[\(Click the Hyperlink\)](#)

I. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

Click this electronic link for access to the [Quality Assurance Manual](#).

2. Program Quality Monitoring Procedures

Click this electronic link for access to the [Program Quality Monitoring Procedures](#).

3. Arrangements to Monitor Quality of Courses Taught by other Departments.
N/A
4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)
N/A
5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).
N/A
6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes
<p>The Assessment plans of the Quality Assurance Deanship include multiple processes to evaluate and develop the program learning outcomes. These Quality Assurance procedures include:</p> <ol style="list-style-type: none"> 1. Appointing subject coordinators and Course conveners for each subject and each course. 2. The coordinators and conveners hold regular meetings with the instructors of the different sections of each subject and course. The primary purpose of this session is to make sure course specifications are being followed and that exams cover the same content and range of the learning outcomes. Conducting a peer review process among the instructors to disseminate good practice. 3. The KPIs of PLOs and CLOs are assessed at the level of instructors through peer review, course reports, course evaluation surveys, student evaluation surveys to their instructors, and students experience surveys. 4. The program for obtains assessments of the overall quality of the program and achievement of its intended learning outcomes from different resources: <ul style="list-style-type: none"> - Current students and graduates of the program. - Graduate Satisfaction Surveys - Student Experience Survey - independent advisors and evaluator(s) - Employers, Advisory Committee, and other stakeholders Surveys 5. Based on the results obtained from the different resources above, special reports are written about each survey. Actions plans are written based on data analysis. The action plan with recommendations is passed from the quality Assurance Deanship to the Program Head to close the Quality Loop according to the action plan report.

7. Evaluation of Program Quality Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Efficient teaching	Students, faculty peers, independent reviewers, alumni	Surveys, peer classroom observation, interviews with independent experts	End of term
Efficient learning	Students, employers	Surveys and statistical KPI Analysis Sheet	End of term
Learning resources	Students, administrative staff, faculty members	Surveys and statistical KPI Analysis Sheet	End of term
Assessment	Students, independent reviewers, administrative staff, stakeholders	Surveys and random joint grading of sample papers	End of term
Partnerships	Administrative staff, stakeholders, faculty members, governmental agencies, private business	Surveys, interviews, program self-study report, alumni	Annual (beginning of academic year)
Employability	Potential employers: governmental agencies & private business	Surveys, interviews, program self-study report, alumni	Annual (end of academic year)
Stakeholders' satisfaction	Parents, governmental agencies & private business	Surveys	Annual (end of academic year)
Program leadership	Alumni, independent reviewers, international ranking schemes	Surveys, program self-study report, KPI Analysis Sheet	Annual (end of academic year)

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify))

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

8. Program KPIs*

The period to achieve the target is a five-year span.

Note: The Master of Arts Program in English Literature will be implemented in the beginning of the academic year of 2021-2022. The table below includes the required KPI's by the NCAAA. Accordingly, other KPI's relevant to the program, and based on survey analyses can be added after program implementation.

No	KPIs Code	KPIs	Target (100 %)	Measurement Methods	Measurement Time
1	KPI-PG-1	Percentage of achieved indicators of the program operational plan objectives	75%	Quantitative indicators (annual statistics; KPI Excel Sheet)	Forthcoming (After program implementation)
2	KPI-PG-2	Students' Evaluation of quality of learning experience in the program	80%	Qualitative indicators: surveys and periodic self-study	Forthcoming
3	KPI- PG-3	Students' evaluation of the quality of the courses	80%	Electronic surveys	Forthcoming

No	KPIs Code	KPIs	Target (100 %)	Measurement Methods	Measurement Time
4	KPI-PG-4	Students' evaluation of the quality of scientific supervision	75%	Program periodic self-study report	Forthcoming
5	KPI-PG-5	Average time for students' graduation	2 years	KPI Analysis Sheet	Forthcoming
6	KPI-PG-6	Rate of students dropping out of the program	10%	KPI Analysis Sheet	Forthcoming
7	KPI-PG-7	Graduates' employability	75%	KPI Analysis Sheet	Forthcoming
8	KPI-PG-8	Employers' evaluation of the program graduates' competency	75%	KPI Analysis Sheet	Forthcoming
9	KPI-PG-9	Students' satisfaction with the provided services	80%	Electronic surveys	Forthcoming
10	KPI-PG-10	Ratio of students to faculty members	5:1	Common Dataset Form	Forthcoming
11	KPI-PG-11	Percentage of faculty members' distribution based on academic ranking	85%	Common Dataset Form	Forthcoming
12	KPI-PG-12	Proportion of faculty members leaving the program	5%	Common Dataset Form	Forthcoming
13	KPI-PG-13	Satisfaction of beneficiaries with learning resources	85%	KPI Recommendation and Approval Sheet	Forthcoming
14	KPI-PG-14	Satisfaction of beneficiaries with research facilities and equipment	80%	Periodic program self-study report	Forthcoming
15	KPI-PG-15	Percentage of publications of faculty members	70%	KPI Analysis Sheet	Forthcoming
16	KPI-PG-16	Rate of published research per faculty member	2:1	KPI Analysis Sheet	Forthcoming
17	KPI-PG-17	Citations rate in refereed journals per faculty member	50%	KPI Analysis Sheet	Forthcoming
18	KPI-PG-18	Percentage of students' publication	40%	KPI Analysis Sheet	Forthcoming
19	KPI-PG-19	Number of patents, innovative products, and awards of excellence	20%	KPI Analysis Sheet	Forthcoming

* including KPIs required by NCAAA

J. Specification Approval Authority

Council / Committee	College Council
Reference No.	Minutes (22)
Date:	19/8/1441

غدير امين مالكي

غدير امين مالكي

غدير امين مالكي



Course Specifications (Postgraduate Degree)

Course Title:	Research Methods in English Literature
Course Code:	ENG 606
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

غدير امين مالكي

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A. Course Identification

1. Credit hours:	3 Hours
2. Course type	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
3. Level/year at which this course is offered:	Level 1/ Year 1
4. Pre-requisites for this course (if any):	
None	
5. Co-requisites for this course (if any):	
None	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32 hours
2	Laboratory/Studio	-
3	Seminars	16 hours
4	Others (course activities, independent study, presentations, exams, reports):	48* hours
Total		96

*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

B. Course Objectives and Learning Outcomes

1. Course 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.

2. Course Main Objective

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.

3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	Knowledge and Understanding <i>By the end of the course students will be able to:</i>	
1.1	Demonstrate comprehensive knowledge of constructing a research design	K1
1.2	Identify research problems, questions and hypotheses.	K2
2	Skills <i>By the end of the course students will be able to:</i>	
2.1	Analyze data appropriate to the discipline and genre.	S1
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
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 and electronic data access information.	S5
3	Values <i>By the end of the course students will be able to:</i>	
3.1	Demonstrate ethics of research and data collection in English literature.	V1
3.2	Demonstrate an ability to conduct independent research.	V4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	<ul style="list-style-type: none">➤ 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.	3
2	<ul style="list-style-type: none">➤ Discussion of students' reports; aims of academic research..	3
3	<ul style="list-style-type: none">➤ Practice in textual analysis, sifting for data.➤ Assignment 2: Group work: Students research specific aspects of a chosen text.	3

4	<ul style="list-style-type: none"> ➤ 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. 	3
5	<ul style="list-style-type: none"> ➤ 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. 	3
6	<ul style="list-style-type: none"> ➤ Area focused research: textual and thematic analysis, comparative literature, interdisciplinary studies, translations, etc. ➤ Assignment 5: Group work: Students analyze a video-taped lecture. 	3
7	➤ Schools of comparative studies.	3
8	➤ Mid-Term Exam	3
9-10	<ul style="list-style-type: none"> ➤ Research topic selection. ➤ Defining the research project ➤ identifying the theoretical approach. ➤ Research ethics. ➤ Formulating questions, hypotheses, writing an abstract. 	6
11	<ul style="list-style-type: none"> ➤ Research strategies: <ul style="list-style-type: none"> ➤ qualitative (descriptive; textual analysis within a theoretical framework); ➤ quantitative (analyzing gathered data in statistical form to decide on a hypothesis), ➤ mixed (theory and application), ➤ quasi research (combining qualitative and quantitative methods). ➤ Assignment 6: Is there quantitative, quasi, and mixed research in literature? Students search the Internet and report. 	3
12	<ul style="list-style-type: none"> ➤ Conducting and organizing a literature review, specify what new aspects you can contribute to the subject. ➤ Gathering data from texts, connecting text to theoretical aspects, quotation, documentation, bibliography. 	3
13	<ul style="list-style-type: none"> ➤ Formatting, processing and analysis of collected data. ➤ Checking hypotheses. Stating findings. 	3
14-15	<ul style="list-style-type: none"> ➤ Students' presentations of their finished research papers. ➤ Feedback. 	6
16	➤ Final Exam	3
Total		48

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Demonstrate comprehensive knowledge of constructing a research design	Lecture PPT presentation Data show Seminars Debates.	- Presentations and participation
1.2	Identify research problems, questions and hypotheses		- Term papers (Assignments, Research tasks) - Mid-term test Final exam
2.0	Skills		
2.1	Analyze data appropriate to the discipline and genre.	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.		
2.3	Formulate research questions to deduce results and reach conclusions to develop a sound research.		
2.4	Write a scholarly research paper that employs reasonable critical arguments, critical theories, and adequate supporting evidence.		
2.5	Research using information-technology skills such as word processing and electronic data access information.		
3.0	Values		
3.1	Demonstrate ethics of research and data collection in English literature.	Individual or group seminars Presentations	- Observation - Self-report - Management in individual or group work
3.2	Demonstrate an ability to conduct independent research.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Presentations and participation	2 nd week onward	10%
2	Term papers	6 th week and 10 th week	20%
3	Mid-term test	12 th week	30%
4	Final Exam	16 th week	40%
Total			100%

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

E. Student Academic Counseling and Support

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

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counselling case by case. For example, students requiring in-depth individual counselling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none">- Class Notes- Nicodemus, Brenda, and Swabey, Laurie, <i>Advances in Interpreting Research: Inquiry in Action</i>, Amsterdam, John Benjamins Publishing Company, 2011.- Blaxter, Loraine, <i>How to Research</i> (4th Edition), Maidenhead, England, Open University Press, 2010.- Hogan, John, Dolan, Paddy, and Donnelly, Paul, <i>Approaches to Qualitative Research: Theory and Its Practical Application - A Guide for Dissertation Students</i>, Cork, Ireland, Oak Tree Press, 2011.
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Essential Reference Materials	<ul style="list-style-type: none"> - Brown, Brian J., and Baker, Sally, <i>Philosophies of Research into Higher Education</i>, London, Continuum International Publishing, 2007. - Hesse-Biber, and Sharlene Nagy, <i>Mixed Methods Research: Merging Theory with Practice</i>, New York, Guilford Press, 2010. - Grix, Jonathan, <i>Demystifying Postgraduate Research</i>, University of Birmingham, Continuum International Publishing, 2010. - Dawson, Catherine, <i>A Practical Guide to Research Methods</i>, Oxford, UK, How To Books, 2007
Electronic Materials	<ul style="list-style-type: none"> • Saudi Digital Library • https://www.citationmachine.net/ • https://www.bibme.org/
Other Learning Materials	غدير امين مالكي

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms Audio/Video Conferencing Rooms University Main Libraries Public Libraries
Technology Resources (AV, data show, Smart Board, software, etc.)	University's Official Cloud server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc. <ul style="list-style-type: none"> - Blackboard and Cisco WebEx - Data show - Projectors, Smart Boards and Speaker
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect)
Effectiveness of Assessment	<ul style="list-style-type: none"> • Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> Students Faculty Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct)
Learning Resources & Facilities	<ul style="list-style-type: none"> Students Faculty 	<ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect)

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

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	College Council
Reference No.	Minutes (22)
Date	19/8/1441

غدير امين مالكي

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اعتماد
NCAAA

T15

Course Specifications (Postgraduate Degree)

Course Title:	Readings in English Novel
Course Code:	ENG 607
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

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A. Course Identification

1. Credit hours:	3 Hours
2. Course type	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
3. Level/year at which this course is offered:	Level 1/ Year 1
4. Pre-requisites for this course (if any):	
None	
5. Co-requisites for this course (if any):	
None	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32 hours
2	Laboratory/Studio	-
3	Seminars	16 hours
4	Others (Course assignments, presentations, exams, reports):	*48 hours
Total		96

*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

B. Course Objectives and Learning Outcomes

<p>1. Course Description</p> <p>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 other types.</p>
<p>2. Course Main Objective</p> <p>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:</p> <ol style="list-style-type: none"> 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.

3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	Knowledge and Understanding <i>By the end of the course students will be able to:</i>	
1.1	Identify different genres and trends of the English novels.	K1
1.2	Describe the different literary movements that influenced the English fiction.	K2
1.3	Recognize the historical, social, and cultural contexts that shaped the making of the English novel.	K3
2	Skills <i>By the end of the course students will be able to:</i>	
2.1	Analyze proficiently any form of fictional text in English literature.	S1
2.2	Evaluate the factors that affected the English novel produced in different historical periods.	S3
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.	S4
3	Values <i>By the end of the course students will be able to:</i>	
3.1	Demonstrate responsibility in writing innovative research papers in accord with ethical standards.	V1
3.2	Work effectively in teams to exchange theoretical knowledge and research skills.	V2
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

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction The beginnings: From organic unity to fragmentation in Modernism.	3
2	Epistolary & Picaresque: Tobias Smollett, <i>The Expedition of Humphry Clinker</i> (1771)	3
3	The Gothic Novel Horace Walpole: <i>The Castle of Otranto</i> (1765)	6
4	Oliver Goldsmith: <i>The Vicar of Wakefield</i> (1766)	
	Ann Radcliffe: <i>The Mysteries of Udolpho</i> (1794)	
5	Seminar Presentation	3

6	The Victorian Novel/Novella– The late 19th century (Adventure, Horror) George Eliot: <i>The Lifted Veil</i> (1859)	6
7	Robert Louis Stevenson: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> (1886) Bram Stoker: <i>Dracula</i> (1897)	
8	Seminar Presentation	3
9	The English Novel in the 20th Century (Modernism) Joseph Conrad: <i>The Secret Agent</i> (1907)	6
10	Ford Madox Ford, <i>The Good Soldier</i> (1915) Virginia Woolf: <i>To the Lighthouse</i> (1927) Richard Aldington: <i>Death of a Hero</i> (1929)	
11	Seminar Presentation	3
12	The English Novel in the 21st Century (Postmodernism) Martin Amis: <i>Time's Arrow: or The Nature of the Offence</i> (1991)	6
13	Dave Mitchell: <i>Ghostwritten</i> (1999) Zadie Smith: <i>White Teeth</i> (2000)	
14	Seminar Presentation	3
15	Revision	3
16	Final Exam or Final Research	3
Total		48

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Identify different genres and trends of the English novels and short stories.	Lecture PPT presentation Data show Seminars debates.	Term paper Group discussions Oral questions and answers Midterm Exam
1.2	Describe the different literary movements that influenced the English fiction.		
1.3	Recognize the historical, social, and cultural contexts that shaped the making of the English novel and short fiction.		
2.0	Skills		
2.1	Analyze proficiently any form of fictional text in English literature.	Lecture Debates Seminar	Individual presentations Annotated bibliography, Research papers Midterm Exam
2.2	Evaluate the factors that affected the English novel produced in different historical periods.		
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.		
3.0	Values		
3.1	Demonstrate responsibility in writing innovative research papers in accord with ethical standards.	Individual or group seminars Presentations	Observation Self-report Management in individual or group work
3.2	Work effectively in teams to exchange theoretical knowledge and research skills.		
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.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Seminar Presentations	5, 8,11,14	20%
2	Annotated Bibliography	weekly	10%
3	Midterm exam	12th week	20%
4	Response reports	weekly	10%
5	Final Exam or Research paper	16th week	40%
6	Total		100%

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

E. Student Academic Counseling and Support

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

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> - Greenblatt, Stephen J, and M H. Abrams. <i>The Norton Anthology of English Literature</i>. New York: W.W. Norton & Co, 2019. Print.
Essential Reference Materials	<ul style="list-style-type: none"> - Boxall, Peter. <i>Twenty-First-Century Fiction: A Critical Introduction</i>. Cambridge University Press, 2013. - Caserio, Robert L., and Clement Hawes, editors. <i>The Cambridge History of the English Novel</i>. Cambridge University Press, 2012. - O'Gorman, Francis. <i>A Concise Companion to the Victorian Novel</i>. Blackwell Pub, Oxford, 2005. - Eagleton, Terry. <i>The English Novel: An Introduction</i>. Blackwell, Oxford, 2005.
Electronic Materials	<p>Saudi Digital Library</p> <p>https://sdl.edu.sa/SDLPortal/en/A-ZDataBases.aspx</p>
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<p>Lecture rooms</p> <p>Audio/Video Conferencing Rooms</p> <p>University Main Libraries</p> <p>Public Libraries</p>
Technology Resources (AV, data show, Smart Board, software, etc.)	<p>Cloud server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</p> <ul style="list-style-type: none"> - Blackboard and Cisco WebEx - Data show - Projectors, Smart Boards and Speaker
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect)
Effectiveness of Assessment	<ul style="list-style-type: none"> • Students • Faculty 	<ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	<ul style="list-style-type: none"> Curriculum Committee Assessment Committee External Reviewers Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> Students Faculty Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct)
Learning Resources & Facilities	<ul style="list-style-type: none"> Students Faculty 	<ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect)

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

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	College Council
Reference No.	Minutes (22)
Date	19/8/1441

اعتماد
NCAAA

T15

Course Specifications (Postgraduate Degree)

Course Title:	Readings in English Poetry
Course Code:	ENG 608
Program:	Master of Arts in Literature
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

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غدير امين مالكي

غدير امين مالكي

A. Course Identification

1. Credit hours:	3 hours
2. Course type	<input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective
3. Level/year at which this course is offered:	Level 1/ Year 1
4. Pre-requisites for this course (if any):	None
5. Co-requisites for this course (if any):	None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75 %
2	Blended	12	25 %
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32 hours
2	Laboratory/Studio	-
3	Seminars	16 hours
4	Others: Presentations, Exams, workshops	48* hours
Total		96 hours

*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

B. Course Objectives and Learning Outcomes

1. Course 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.

2. Course Main Objective

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.

3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	Knowledge and Understanding: <i>At the end of the course students will be able to:</i>	
1.1	Demonstrate a thorough knowledge of the historical beginnings of English poetry and its development throughout the ages.	K 1
1.2	Comprehend certain works of poetry in different genres.	K 1
1.3	Identify a variety of literary theories that have been and can be applied to poetical texts studied.	K 2
1.4	Recognize issues of cross-cultural poetic influence that shaped the poetry of a certain period.	K 3
1.5	Discuss significant issues in poetry in English from other cultures or translated from other languages into English.	K 4
2	Skills:	
2.1	Employ formal analysis skills to develop an aesthetic sense and understand the essence of the poems studied to respond critically.	S 1
2.2	Generate feasible arguments for written essays, research papers following appropriate literary citation rules	S 2
2.3	Assess the role of context in producing poems during different historical periods and their cultural background.	S 3
2.4	Compose innovative research that adds to knowledge in the field of poetry.	S 4
2.5	Choose appropriate sources from various studies using information and communication technology effectively.	S 5
3	Values:	
3.1	Show academic integrity through adhering to ethical practices in all course work.	V 1
3.2	Work effectively with peers and in teams collaborating to share knowledge and displaying leadership skills.	V 2
3.3	Display a commitment in meeting deadlines and managing time.	V 3
3.4	Demonstrate the ability to progress to sustained independent study in complex academic situations.	V 4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	The Earliest English Poetry and the Anglo-Norman Period: Background to the Early English Poetry- The Epic Tradition The Earliest English Epic: Beowulf	3
2	Middle English Poetry: Troubadours, ballads, hymns and chivalric romances of courtly love Chaucer's poetic corpus and its cultural contexts Selections from Chaucer's Poetry	3
3	Sixteenth-Century Poetry: The English Renaissance Introducing the Sonnet to England Selections from Thomas Wyatt, and Henry Howard, Earl of Surrey	3
4	Elizabethan Poetry: Shakespeare's Sonnets	3

5	Seventeenth Century Poetry Metaphysical Poetry: John Donne, George Herbert Andrew Marvell	3
6	The Age of Milton or the Puritan Age Milton's Epic Paradise Lost and selections of his poems.	3
7	Eighteenth Century Poetry: - 18th Century Classicism - John Dryden's Poetry - Alexander Pope's Poetry	
8	Early Nineteenth-Century Poetry and the Romantic Movement: -William Blake – a pre-romantic -William Wordsworth and Samuel Coleridge and Selections from their Poetry	3
9	Later Romantics- Percy B Shelley, Lord Byron and John Keats Selections from their Poetry	3
10	The Victorian Period (1837 – 1901) Characteristics of Victorian Poetry- Realism, Humanism, Morality, Empire, Orientalism, Social Criticism, Pre-Raphaelitism	3
11	Selections from Robert Browning, Lord Alfred Tennyson	3
12	Selections from Mathew Arnold and Christina Rossetti	3
13	20th Century English Poetry: Characteristics of twentieth century poetry	3
14	War Poetry and Imagism – Selection of poems and representative poets	3
15	Selections from T.S Eliot, W.B Yeats	3
16	Exams or Final Research Paper	
Total		48

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Demonstrate a thorough knowledge of the historical beginnings of English poetry and its development throughout the ages.	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	Comprehend certain works of poetry in different genres.		
1.3	Identify a variety of literary theories that have been and can be applied to poetical texts studied.		
1.4	Recognize issues of cross-cultural poetic influence that shaped the poetry of a certain period.		
1.5	Discuss significant issues in poetry in English from other cultures or translated from other languages into English.		
2.0	Skills		
2.1	Employ formal analysis skills to develop an aesthetic sense and understand the essence of the poems studied to respond critically.	1. Lectures 2. Seminar Discussions: Tutor and Student-based 3. Debates 4. Workshops	1. Individual and group presentations 2. Research reports 3. Critical essays 4. Creative portfolio
2.2	Generate feasible arguments for written essays, research papers following appropriate literary citation rules		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.3	Assess the role of context in producing poems during different historical periods and their cultural background.		5. Annotated bibliographies
2.4	Compose innovative research that adds to knowledge in the field of poetry.		
2.5	Choose appropriate sources from various studies using information and communication technology effectively.		
3.0	Values		
3.1	Show academic integrity through adhering to ethical practices in all course work.	1. Individual or group seminars 2. Presentations 3. Tutorial 4. Formative Feedback Attending Workshops	1.Observation 2.Punctuality 3.Management in individual and group work 4.Self-report
3.2	Work effectively with peers and in teams collaborating to share knowledge and displaying leadership skills.		
3.3	Display a commitment in meeting deadlines and managing time.		
3.4	Demonstrate the ability to progress to sustained independent study in complex academic situations.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Seminar Presentations	2,4,6,8	20%
2	Annotated Bibliographies	Weekly	5%
3	Creative Portfolio (Reports, reflections, critical essays)	Weeks 3, 7, 9	15%
4	Term Paper or exam	Week 12	20%
5	Final Research Paper	Week 16	40%
		Total	100%

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

E. Student Academic Counseling and Support

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

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.

3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The *Special Needs Unit* in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

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

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms Audio/Video Conferencing Rooms University Main Libraries Public Libraries
Technology Resources (AV, data show, Smart Board, software, etc.)	Cloud server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.

Item	Resources
	<ul style="list-style-type: none"> - Blackboard and Cisco WebEx - Data show - Projectors, Smart Boards and Speaker
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	NA

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect)
Effectiveness of Assessment	<ul style="list-style-type: none"> • Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> • Students • Faculty • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct)
Learning Resources & Facilities	<ul style="list-style-type: none"> • Students • Faculty 	<ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect)

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

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	College Council
Reference No.	Minutes (22)
Date	19/8/1441

غدير امين مالكي

اعتماد
NCAAA

T15

Course Specifications (Postgraduate Degree)

Course Title:	Readings in English Drama
Course Code:	ENG 609
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

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غدير امين مالكي

غدير امين مالكي

A. Course Identification

1. Credit hours:	3 hours
2. Course type	<input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective
3. Level/year at which this course is offered:	Level 1 / Year 1
4. Pre-requisites for this course (if any):	None
5. Co-requisites for this course (if any):	None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75 %
2	Blended	12	25 %
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32 hours
2	Laboratory/Studio	-
3	Seminars	16 hours
4	Others (course activities, independent study, presentations, exams, reports):	48* hours
Total		96 hours

*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

B. Course Objectives and Learning Outcomes

1. Course 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.

2. Course Main Objective

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.

3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	Knowledge and Understanding <i>By the end of the course students will be able to:</i>	
1.1	Demonstrate comprehensive knowledge of the elements of drama and its formal qualities as plot, character, conflict, theme, language, mood...etc.	K1
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	Skills <i>By the end of the course students will be able to:</i>	
2.1	Analyze samples of significant works of drama from each period.	S1
2.2	Distinguish between the dramaturgy of the West and that of other cultures and countries.	S1
2.4	Apply effective research strategies using appropriate sources, and MLA research systems of documentation in all assigned work.	S2
2.3	Evaluate dramatic elements used in plays to form effective arguments.	S3
2.5	Assess critically the contexts of the studied plays, (read or performed) while drawing on their historical and socio-cultural milieu.	S4
3	Values <i>By the end of the course students will be able to:</i>	
3.1	Demonstrate ethical practice through presenting original arguments in oral and written academic work.	V1
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 active engagement with the primary texts.	V4

* Program Learning Outcomes

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	3
2	Drama Origins: Rituals; Aristotle's Poetics; Classical Tragedy and Comedy; Dionysian festivity; Athenian milieu; *Tragedy by: Aeschylus, Sophocles, Euripides	3
3	Medieval Drama: historical and social background; characteristics and production; development: church liturgy to dramatizations. *Morality Play: <i>Everyman</i>	3
4	*Miracles and Mystery plays: <i>The Second Shepherd's</i>	3
5	English Renaissance Drama: the period and its influences; factors that developed the period; Elizabethan theatre—period and historical background; dramaturgy and production. *Play by: Shakespeare	3
6	*Play by: Marlowe	3
7	*Play by: Ben Jonson	3
8	The Restoration and 18th-century English Drama; backgrounds; characteristics; socio-cultural milieu; the Heroic Play; *Play by: John Dryden	3

9	Comedy of Manners *Play by: William Congreve	3
10	An Englishwoman as a playwright: *Play by: Aphra Behn	3
11 12	Prominent Translated Dramatic Works: Realism and Naturalism (two representative plays) *Plays by: Konstantin Stanislavski, Anton Chekhov, Henrik Ibsen, Bertolt Brecht	6
13	Modern Drama: Introduction; New trends in modern British drama; drama of the absurd; modern American drama. *Play by: Samuel Beckett	3
14	*Play by: Arthur Miller	3
15	*Play by: Marsha Norman	3
16	Exam or final research	3
Total		48

* The professor has the discretion to select the plays written by the specified playwrights or add a representative play or dramatist not stated in the above table.

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Demonstrate comprehensive knowledge of the elements of drama and its formal qualities as plot, character, conflict, theme, language, mood...etc.	-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.		
1.3	Recognize the social, historical, political, religious and cultural contexts that shaped the content, structure and themes of the plays.		
2.0	Skills		
2.1	Analyze samples of significant works of drama from each period.	-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
2.2	Distinguish between the dramaturgy of the West and that of other cultures and countries.		
2.4	Apply effective research strategies using appropriate sources, and MLA research systems of documentation in all assigned work.		
2.3	Evaluate dramatic elements used in plays to form effective arguments.		
2.5	Assess critically the contexts of the studied plays, (read or performed) while drawing on their historical and socio-cultural milieu.		
3.0	Values		
3.1	Demonstrate ethical practice through presenting original arguments in oral and written academic work.	- 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.		
3.3	Demonstrate independent learning abilities in research, reasoning and argumentation during active engagement with the primary texts.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Term paper or exam	9	20%
2	Seminar Presentations	2,4,7, 10,12,14	25%
3	Task forms	3, 11, 15	15%
4	Final exam	16	40%
Total			100%

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

E. Student Academic Counseling and Support

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

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ol style="list-style-type: none"> 1. Text of plays assigned by the Professor 2. Gainor, Ellen, Stanton Garner Jr. and Martin Puchner. Eds. <i>The Norton Anthology of Drama</i>. (Vol. 1 & 2). New York: Norton, 2009. 3. Jacobus, Lee A. <i>The Bedford Introduction to Drama</i>. Boston: St. Martin Press, 2018. 4. Rush, David. <i>A Student Guide to Play Analysis</i>. Carbondale: Southern Illinois UP, 2005.
Essential Reference Materials	<ol style="list-style-type: none"> 1. Barnet, Sylvan. <i>Types of Drama: Plays and Contexts</i>. New York: Longman, 2001. 2. Boal, Augusto. "Aristotle's Coercive System of Tragedy". <i>Theatre of the Oppressed</i>. London: Pluto Press, 2000. 1-52. 9. 3. Bradley, A.C. Lecture IX / Macbeth. <i>The Wheel of Fire</i>. http://www.gutenberg.org/files/16966/16966-h/16966-h.htm. 329-366. 4. Butler, Judith. Chapter 1. <i>Antigone's Claim</i>. New York: Columbia University Press, 2000. 1-26. 5. Chekov, Anton. <i>The Cherry Orchard</i>. Bedford Introduction to Drama. Lee A. Jacobus. Boston: St. Martin Press, 1993. 6. Fischer-Litche, Erika. "Ritual Theatre". <i>History of European Drama and Theatre</i>. London: Routledge, 2002. 8-32. 7. Elam, Keir. <i>The Semiotics of Theatre and Drama</i>. 6th edition. London: Routledge, 2010. 8. Henn, T.R. "The Harvest of Tragedy". <i>Harvest of Tragedy</i>. London: Methuen, and 1961. 284- 295. 9. Kaufman, Walter. "Tragedy Today". <i>Tragedy and Philosophy</i>. Princeton: Princeton UP. 1969. 309-358. 10. Knight, G Wilson. "The Shakespearean Metaphysics". <i>The Fire of Wheel</i>. USA: Meridian, 1964. 257-269. 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. <i>The Birth of Tragedy and Other Writings</i>. Ed. Raymond Geuss and Ronald Speirs. Trans. Ronald Speirs. UK: CUP, 1999. 14-28. 13. Steiner, George. <i>The Death of Tragedy</i>. New York: Open Road, 1980. 14. Williams, Raymond. <i>From Ibsen to Eliot</i>. London: Chatto and Windus, 1952.
Electronic Materials	<ol style="list-style-type: none"> 1. Saudi Digital Library 2. https://www.citationmachine.net/ 3. https://www.bibme.org/
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms Audio/Video Conferencing Rooms University Main Libraries Public Libraries
Technology Resources (AV, data show, Smart Board, software, etc.)	University's Official Cloud Server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.

Item	Resources
	<ul style="list-style-type: none"> - Blackboard and Cisco WebEx - Data show - Projectors, Smart Boards and Speaker
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect)
Effectiveness of Assessment	<ul style="list-style-type: none"> • Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> • Students • Faculty • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct)
Learning Resources & Facilities	<ul style="list-style-type: none"> • Students • Faculty 	<ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect)

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

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	College Council
Reference No.	Minutes (22)
Date	19/8/1441

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Course Specifications (Postgraduate Degree)

Course Title:	Critical Theory
Course Code:	ENG 656
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

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A. Course Identification

1. Credit hours:	3 Hours
2. Course type	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
3. Level/year at which this course is offered:	Level 2 / Year 1
4. Pre-requisites for this course (if any)	
ENG 606- ENG 607- ENG 608- ENG 609	
5. Co-requisites for this course (if any):	
None	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32
2	Laboratory/Studio	-
3	Seminars	16
4	Others (assignments, study, presentations, exams, reports):	48
Total		96

*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

B. Course Objectives and Learning Outcomes

1. Course Description

LIT 611 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 21st 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.

2. Course Main Objective

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.

3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	Knowledge and Understanding <i>By the end of the course students will be able to:</i>	
1.1	Demonstrate comprehensive knowledge of various critical approaches and advanced literary theories.	K1
1.2	Demonstrate a working knowledge of the conventions of research papers in literary theory.	K1
1.3	Identify trends and the cross-disciplinary nature of literary theories.	K2
2	Skills <i>By the end of the course students will be able to:</i>	
2.1	Use various theoretical parameters in the analysis of literary and cultural texts.	S1
2.2	Employ supporting material from a variety of sources to validate oral and written arguments.	S2
2.3	Write scholarly research papers on literary theory that show original thought.	S3
3	Values <i>By the end of the course students will be able to:</i>	
3.1	Demonstrate ethics of research in literary theory;	V1
3.2	Demonstrate ability to conduct independent research in literary theory.	V4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	➤ Introduction and Orientation	3
2	➤ Classical criticism	3
3	➤ Russian formalism & structuralism ➤ Assignment 2: research specific aspects of a chosen text using Russian formalism and structuralism.	3
4	➤ New Criticism and post-structuralism ➤ Assignment 3: research specific aspects of a chosen text using New Criticism and post-structuralism.	3
5	➤ Gender studies,	3

	➤ Assignment 4: research specific aspects of a chosen text using Gender studies.	
6	➤ Psychoanalysis, ➤ Assignment 5: Students analyze a chosen text using psychoanalysis.	3
7	➤ Deconstruction, ➤ Assignment 6: Students analyze a chosen text using deconstruction	3
8	➤ Mid-Term Exam	3
9-10	➤ Phenomenology & hermeneutics,	6
11	➤ reader-response theory, ➤ Assignment 7: Students analyze a chosen text using reader-response theory.	3
12	➤ Race and ethnicity studies,	3
13	➤ Post-colonial theories ➤ Assignment 8: Students analyze a chosen text using Post-colonial theory	3
14	➤ cultural studies.	3
15	➤ Students' presentations	3
16	➤ Final Exam	
Total		45

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Demonstrate comprehensive knowledge of various critical approaches and advanced literary theories	Lecture PPT presentation Data show Seminars debates.	➤ Presentations and participation ➤ Term papers ➤ Mid-term test ➤ Final exam
1.2	Identify trends and cross-disciplinary nature of literary theories.		
1.3	Demonstrate comprehensive knowledge of the conventions of research papers in literary theory.		
2.0	Skills		
2.1	Use various theoretical parameters in the analysis of literary and cultural texts.	Lecture Debates Seminar	➤ Presentations and participation ➤ Term papers ➤ Mid-term test ➤ Final exam
2.2	Write scholarly research papers on literary theory.		
3.0	Values		
3.1	Demonstrate ethics of research in literary theory;	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.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Presentations and participation	2 nd week onward	20%
2	Term assignments	2 nd week onward	20%
3	Mid-term exam or paper	12 th week	20%
4	Final Exam	16 th week	40%

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

E. Student Academic Counseling and Support

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

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counselling case by case. For example, students requiring in-depth individual counselling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.

Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none">- Class Notes- Leitch, Cain, Finke, Johnson, McGowan, and Williams, eds. <i>The Norton Anthology of Theory and Criticism</i>. 2nd ed. New York: W.W. Norton & Co., 2010.- Eagleton, Terry. <i>Literary Theory</i>. 3rd ed. Minneapolis: University of Minnesota Press, 2008.- Stoker, Bram. <i>Dracula. A Norton Critical Edition</i>. Ed. Auerbach and Skal. NY: W. W. Norton & Co, 1996.
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Essential Reference Materials	- E. D. Hirsch, <i>Validity in Interpretation</i> . New Haven: Yale University Press, 1967.
Electronic Materials	Saudi Digital Library <ul style="list-style-type: none"> • https://www.citationmachine.net/ • https://www.bibme.org/
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom – Libraries
Technology Resources (AV, data show, Smart Board, software, etc.)	The university's official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple: <ul style="list-style-type: none"> - Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc. - Blackboard and Cisco WebEx - Data show Projectors, Smart Boards and Speakers
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect)
Effectiveness of Assessment	<ul style="list-style-type: none"> • Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> • Students • Faculty • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct)
Learning Resources & Facilities	<ul style="list-style-type: none"> • Students • Faculty 	<ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect)

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

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	College Council
Reference No.	Minutes (22)
Date	19/8/1441

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Course Specifications (Postgraduate Degree)

Course Title:	Comparative Literature
Course Code:	ENG 657
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

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A. Course Identification

1. Credit hours:	3 Hours
2. Course type	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
3. Level/year at which this course is offered:	Level 2 / Year 1
4. Pre-requisites for this course (if any): ENG 606- ENG 607- ENG 608- ENG 609	
5. Co-requisites for this course (if any): None	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32 hours
2	Laboratory/Studio	-
3	Seminars	16 hours
4	Others (private study, assignments, presentations, exams, reports)	*48 hours
Total		96

*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

B. Course Objectives and Learning Outcomes

1. Course Description

LIT 612 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.

2. Course Main Objective

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.

3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	Knowledge and Understanding <i>By the end of the course students will be able to:</i>	
1.1	Demonstrate comprehensive knowledge of the comparative methods and approach.	K1
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	Skills <i>By the end of the course students will be able to:</i>	
2.1	Use the comparative approach and methods in reading, analyzing, and interpreting literary texts, figures, and theories.	S1
2.2	Analyze how “literature” as a discipline has interacted with conceptions of national identity.	S1
2.3	Apply effective research strategies using appropriate sources, and MLA research systems of documentation in all assigned work.	S2
2.4	Assess how literary works respond to or were influenced by major historical, social, cultural and political issues and events.	S3
2.5	Use their understanding of the limitations of that discipline to hone their own research interests.	S4
3	Values <i>By the end of the course students will be able to:</i>	
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
3.3	Demonstrate ability to conduct independent research in comparative literature;	V4

* Program Learning Outcomes

غدير امين مالكي

C. Course Content

No	List of Topics	Contact Hours
1	➤ Introduction and Orientation	3
2	➤ Comparative Literature: Definition and Scope ➤ Assignment 1: research specific aspects of comparative literature	3
3	➤ French and American Schools ➤ Assignment 2: comparing and contrasting French to American Schools of literature.	3
4	➤ New Comparative Literature ➤ Assignment 3: research specific aspects of New Comparative Literature	3
5	➤ World Literatures ➤ Assignment 4 comparing and contrasting world literatures.	3
6	➤ Reception, Influence, Analogy etc. ➤ Assignment 5: Students analyze the reception, influence and analogy of writers, texts, theories, and literatures.	3
7	➤ Thematology ➤ Assignment 6: Students analyze recurrent themes in various texts, writers, genres.	3
8	➤ Mid-Term Exam	3
9-10	➤ Genres	3
11	➤ Epoch, Period, Movement etc. ➤ Assignment 7: Students compare and contrast various Epochs, Periods, Movements etc.	6
12	➤ Mutual Illumination of the Arts	3
13	➤ Literature and Psychology/Mythology/Sociology etc.	3
14	➤ Students' presentations	6
15		
16	➤ Final Exam	
Total		48

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Demonstrate comprehensive knowledge of the comparative methods and approach.	Lecture PPT presentation Data show Seminars debates.	➤ Presentations and participation
1.2	Identify the major issues in various theories of Comparative Literature.		➤ Term papers
1.3	Identify the methodological problems in the practice of comparative literature.		➤ Mid-term test ➤ Final exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.0	Skills		
2.1	Use the comparative approach and methods in reading, analyzing, and interpreting literary texts, figures, and theories.	Lecture Debates Seminar	➤ Presentations and participation ➤ Term papers ➤ Mid-term test ➤ Final exam
2.2	Analyze how “literature” as a discipline has interacted with conceptions of national identity.		
2.3	Use their understanding of the limitations of that discipline to hone their own research interests.		
2.4	Compose written work that uses the comparative approach and articulates how literary works respond to or were influenced by major historical, social, cultural and political issues and events.		
3.0	Values		
3.1	Demonstrate ethics of research in comparative literature;	Individual or group seminars Presentations	Observation Self-report 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.		
3.2	Demonstrate ability to conduct independent research in comparative literature;		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Presentations and participation	2 nd week onward	20%
2	Term assignments	2 nd week onward	20%
3	Mid-term exam or paper	12 th week	20%
4	Final Exam	16 th week	40%
Total			100%

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

E. Student Academic Counseling and Support

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

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counselling case by case. For example, students requiring in-depth individual counselling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and

provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.

4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The *Special Needs Unit* in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> - Class Notes - Bassnett, Susan. <i>Comparative Literature: A Critical Introduction</i>. Oxford: Blackwell, 1993. - Damrosch David, Natalie Melas, Mbongiseni Buthelezi. <i>The Princeton Sourcebook in Comparative Literature</i>. Princeton: Princeton UP, 2009. - Weisstein, Ulrich. <i>Comparative Literature and Literary Theory: Survey and Introduction</i>. Tr. William Riggan. Bloomington: Indiana UP, 1973.
Essential Reference Materials	<ul style="list-style-type: none"> - Guillen, Claudio 1993: <i>The Challenge of Comparative Literature</i>. Cambridge. - Prawar SS 1973: <i>Comparative Literature Studies</i>. Duckworth. - Stalknett NP et al. 1951: <i>Comparative Literature</i>. Carbondolle. - Spivak, Gayatri Chakravorty 2005: <i>Death of a Discipline</i>. Seagull. - Wellek, Rene and Austin Warren 1963: <i>Theory of Literature</i>. Harmondsworth.
Electronic Materials	<ul style="list-style-type: none"> • Saudi Digital Library • https://www.citationmachine.net/ • https://www.bibme.org/
Other Learning Materials	

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2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms Audio/Video Conferencing Rooms University Main Libraries Public Libraries
Technology Resources (AV, data show, Smart Board, software, etc.)	University's Official Cloud Server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc. - Blackboard and Cisco WebEx - Data show - Projectors, Smart Boards and Speaker
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> Students Peer Reviewers Faculty External Reviewers Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect)
Effectiveness of Assessment	<ul style="list-style-type: none"> Students Faculty Curriculum Committee Assessment Committee External Reviewers Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> Students Faculty Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct)
Learning Resources & Facilities	<ul style="list-style-type: none"> Students Faculty 	<ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect)

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

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	College Council
Reference No.	Minutes (22)
Date	19/8/1441

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Course Specifications (Postgraduate Degree)

Course Title:	Readings in American Literature
Course Code:	ENG 658
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

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غدير امين مالكي

A. Course Identification

1. Credit hours:	3 Hours
2. Course type	<input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective
3. Level/year at which this course is offered:	Level 2/ Year 1
4. Pre-requisites for this course (if any):	ENG 606- ENG 607- ENG 608- ENG 609
5. Co-requisites for this course (if any):	None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75 %
2	Blended	12	25 %
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32 hours
2	Laboratory/Studio	-
3	Seminars	16 hours
4	Others (Course assignments, presentations, exams, reports):	*48 hours
Total		96

*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

B. Course Objectives and Learning Outcomes

1. Course Description
<p>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.</p>

2. Course Main Objective

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

3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	Knowledge and Understanding <i>By the end of the course students will be able to:</i>	
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
1.2	Recognize the development of characteristic forms or styles of expression used in American literary texts during different historical periods in different regions.	K1
1.3	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
1.4	State and the historical, cultural and political contexts that shaped literary production in America.	K3
1.5	Discuss the diversity of cultures present in American writings and the authors expressions of experience.	K4
2	Skills <i>By the end of the course students will be able to:</i>	
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
2.2	Write a paper on a topic in American literature using MLA style and a variety of sources that shows original thought, research, and an 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 approaches to literature.	S4
3	Values <i>By the end of the course students will be able to:</i>	
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
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

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the course: American myths of origin; Adamic myths; Multiculturalism; Puritanism; Unitarianism; Transcendentalism.	3
2	The Colonial Period (17th century) Colonial writings, Religious writings, Puritan beliefs. Journal: William Bradford: Excerpts from: <i>Of Plymouth Plantation</i> (1630 - 1651) Puritanical Superstition: Cotton Mather: <i>Wonders of the Invisible World</i> (1693) Poetry: Anne Bradstreet: <i>The Tenth Muse, lately Sprung up in America</i> (1650)	3
3	Early National Period (18th century period) Autobiography: Benjamin Franklin's <i>Autobiography</i> (1771 -1790) Poetry: Phillis Wheatley: <i>Poems on Various Subjects, Religious and Moral</i> (1773) Philip Freneau: "The House of Night," (1779, revised 1786) "The Wild Honey Suckle" (1786) Drama: Thomas Godfrey: <i>The Prince of Parthia</i> (1767)	3
4	Early National Period (18th century period) cont'd Novel: William Hill Brown: <i>The Power of Sympathy</i> (1789) Slave Narrative: Olaudah Equiano: <i>The Interesting Narrative</i> (1789)	3
5	An Emerging Literature (19th century period) Short Stories: Washington Irving: "The Legend of Sleepy Hollow," "Rip Van Winkle." (1819-1820) Novel: James Fenimore Cooper: <i>The Last of the Mohicans</i> (1826)	3
6	The Romantic Period 1830-1870 (19th century period) cont'd Edgar Allan Poe: Selections from his short stories; the poem "The Raven." The upper-class Brahmins: Selections of works from Henry Wadsworth Longfellow, Oliver Wendell Holmes Transcendentalist's Philosophy: Ralph Waldo Emerson: Excerpts of his essays and poems.	3
7	The Romantic Period 1830-1870 (19th century period) cont'd Novel: Nathaniel Hawthorne: <i>The Scarlet Letter</i> (1850) or <i>The House of the Seven Gables</i> (1851) Novella: Herman Melville: <i>Moby Dick</i> (1851)	3
8	The Romantic Period 1830-1870 (19th century period) cont'd Poetry: Walt Whitman: <i>Leaves of Grass</i> (1855) Emily Dickinson: Selections of her poems	3
9	Realism and Naturalism (1870 to 1910) Samuel Clemens: <i>The Adventures of Tom Sawyer</i> (1876), or <i>Adventures of Huckleberry Finn</i> (1885) Stephen Crane: <i>Maggie: A Girl of the Streets</i> (1893) or <i>The Red Badge of Courage</i> (1895)	3
10	Realism and Naturalism (1870 to 1910) cont'd Poetry: Paul Laurence Dunbar: "We Wear the Mask," "Sympathy" Novel: Henry James: <i>Washington Square</i> (1880), or <i>A Portrait of a Lady</i> (1881) Short story: Kate Chopin: "The Story of an Hour"	3
11	The Modern Period 1910-1945 (20th century) The American Dream: (selections from different genres) F. Scott Fitzgerald, <i>The Great Gatsby</i> (1925), John Steinbeck, <i>Of Mice and Men</i> (1937).	3

	Disillusionment of a lost generation: Ernest Hemingway: <i>The Sun Also Rises</i> (1926) or <i>A Farewell to Arms</i> (1929)	
12	The Modern Period 1910-1945 (20th century) Innovative forms: Stream of consciousness: William Faulkner: <i>The Sound and the Fury</i> (1929), Virginia Woolf: <i>Mrs. Dalloway</i> (1925)	3
13	The Modern Period 1910-1945 (20th century) cont'd Racism: Richard Wright, <i>Native Son</i> (1940); Zora Neale Hurston, <i>Their Eyes Were Watching God</i> (1937) Harlem Renaissance: selections from the works of Countee Cullen, Langston Hughes, Claude McKay	3
14	The Modern Period 1910-1945 (20th century) cont'd Drama: selection of works by Eugene O'Neill, Thornton Wilder, and Susan Glaspell, Elmer Rice.	3
15	The Modern Period 1910-1945 (20th century) cont'd Poetry: selections from the poems of Robert Frost, Carl Sandburg, William Carlos Williams, E.E. Cummings. Ezra Pound, Hilda Doolittle.	3
16	Revision and final exams.	3
Total		48

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge 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.	-Lectures (audiovisual media, PowerPoint) - Class discussions -Seminars -Problem-Inquiry-based learning	-Seminar presentations -Advanced organizers (Brainstorming, Mind Maps) -Essays (critical analysis, compare & contrast) -Weekly assignments - Term Paper - Final exam
1.2	Recognize the development of characteristic forms or styles of expression used in American literary texts during different historical periods in different regions.		
1.3	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.		
1.4	State and the historical, cultural and political contexts that shaped literary production in America.		
1.5	Discuss the diversity of cultures present in American writings and the authors expressions of experience.		
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.	-Lectures (audiovisual media, PowerPoint) - Class discussions -Seminars -Problem-Inquiry-based learning	-Seminar presentations -Advanced organizers (Brainstorming, Mind Maps) -Essays (critical analysis, compare & contrast) -Weekly assignments - Term Paper
2.2	Write a paper on a topic in American literature using MLA style and a variety of sources that shows original thought, research, and an ability to assimilate and synthesize the ideas of others on the topic.		
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.		

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

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Seminar Presentations (outlines, essays, or reports)	3, 7, 10, 14	20%
2	Annotated Bibliographies	weekly	10%
3	Class activities (editing, writing reports, discussions, mind maps)	weekly	15%
4	Essays	5, 8, 11	15%
5	Final Exam or Research Paper	16	40%
	Total		100%

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

E. Student Academic Counseling and Support

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

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.

4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The *Special Needs Unit* in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ol style="list-style-type: none"> 1. The selections of fiction/non-fiction, plays and poems stated in the course content will be chosen by the professor. 2. The Norton Anthology of American Literature, vols. A, B, C, d, & E. 6th edition, edited by Nina Baym, et al, 2003
Essential Reference Materials	<ol style="list-style-type: none"> 1. Crane, Gregg. <i>The Cambridge Introduction to the Nineteenth Century American Novel</i>. Cambridge University Press, New York, 2007. 2. Miller, Perry. <i>The New England Mind</i>. Harvard University Press, Cambridge, Mass., 1983. 3. Bercovitch, Sacvan. Gen. Ed. <i>The Cambridge History of American Literature</i>. Cambridge Mass.: CUP, 1999. 4. Gray, Richard. <i>A History of American Literature</i>. New York: Blackwell, 2004. 5. Lauter, Paul, et al. ed. <i>The Heath Anthology of American Literature</i>. Volume 1 &2. New York: Heath, 1990. 6. Abel, Darrel. <i>Ruined Eden of the Present: Hawthorne, Melville, and Poe: Critical Essays in Honor of Darrel Abel</i>. eds. G.R. Thompson and Virgil L. Lokke. West Lafayette: Purdue UP, 1981. 7. Barrish, Phillip. <i>American Literary Realism: Critical Theory and Intellectual Prestige, 1880-1995</i>. Cambridge: Oxford U P, 2001. 8. Bell, Michael Davitt. <i>The Problem of American Realism</i>. Chicago: U of Chicago P, 1993. 9. Belluscio, Steven J. <i>To Be Suddenly White: Literary Realism and Racial Passing</i>. Columbia, MO: U of Missouri P, 2006. 10. Buell, Lawrence. <i>Literary Transcendentalism: Style and Vision in the American Renaissance</i>. Ithaca, NY: Cornell University Press, 1986. 11. Chase, Richard. <i>The American Novel and Its Tradition</i>. Garden City, N. Y.: Doubleday Anchor, 1957. 12. Elliot, Emory., and Cathy N. Davidson, eds. <i>The Columbia History of the American Novel</i>. New York: Columbia University Press, 1991.

	<p>13. Myerson, Joel, ed. <i>The Transcendentalists: A Review of Research and Criticism</i>. New York: Modern Language Association, 1984.</p> <p>14. Lewis, R. W. B. <i>The American Adam: Innocence, Tragedy, and Tradition in the Nineteenth Century</i>. Chicago: University Chicago Press, 1955.</p> <p>15. Pizer, Donald. <i>Realism and Naturalism in Nineteenth Century American Fiction</i>. Carbondale: Southern Illinois U P, 1966.</p> <p>16. Warren, Joyce W., ed. <i>The (Other) American Tradition: Nineteenth-Century Women Writers</i>. New Brunswick, NJ: Rutgers University Press, 1993</p> <p>17. Winter, Molly Crumpton. <i>American Narratives: Multiethnic Writing in the Age of Realism</i>. Baton Rouge, LA: Louisiana State UP, 2007.</p> <p>18. White, Barbara a., <i>American Women's Fiction, 1790-1870: A Reference Guide</i>. New York: Garland Pub., 1990.</p>
Electronic Materials	Saudi Digital Library
Other Learning Materials	<p>Web Sites, Facebook, Twitter, etc.</p> <p>EBR: Electronic Book Review(http://www.electronicbookreview.com)</p>

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms Audio/Video Conferencing Rooms University Main Libraries Public Libraries
Technology Resources (AV, data show, Smart Board, software, etc.)	Cloud server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc. - Blackboard and Cisco WebEx - Data show - Projectors, Smart Boards and Speaker
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> Students Peer Reviewers Faculty External Reviewers Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect)
Effectiveness of Assessment	<ul style="list-style-type: none"> Students Faculty Curriculum Committee 	<ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	<ul style="list-style-type: none"> Assessment Committee External Reviewers Quality Assurance Unit 	➤ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> Students Faculty Quality Assurance Unit 	➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct)
Learning Resources & Facilities	<ul style="list-style-type: none"> Students Faculty 	➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect)

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

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	College Council
Reference No.	Minutes (22)
Date	19/8/1441



Course Specifications (Postgraduate Degree)

Course Title:	Readings in Contemporary Literary Fiction
Course Code:	ENG 659
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

غدير امين مالكي

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غدير امين مالكي

غدير امين مالكي

A. Course Identification

1. Credit hours:	3 Hours
2. Course type	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
3. Level/year at which this course is offered:	Level 2/ Year 1
4. Pre-requisites for this course (if any):	
ENG 606- ENG 607- ENG 608- ENG 609	
5. Co-requisites for this course (if any):	
None	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32 hours
2	Laboratory/Studio	-
3	Seminars	16 hours
4	Others (Course assignments, presentations, exams, reports):	*48 hours
Total		96

*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

B. Course Objectives and Learning Outcomes

1. Course Description
<p>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.</p>
2. Course Main Objective
<p>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.</p>

3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	Knowledge and Understanding <i>By the end of the course students will be able to:</i>	
1.1	Show a developed knowledge and understanding of literature of the twentieth century including its formal and stylistic diversity and critical reception.	K1
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 English by writers from different cultural backgrounds.	K4
2	Skills <i>By the end of the course students will be able to:</i>	
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
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 articulate 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.	S4
3	Values <i>By the end of the course students will be able to:</i>	
3.1	Conduct research in accord with the ethical standards and best practices of the discipline.	V1
3.2	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in group projects and presentations.	V2
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

* Program Learning Outcomes

C. Course Content

No	List of Topics <i>Note: Instructor has the discretion to assign either two novels from each theme or use excerpts from multiple novels.</i>	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? Text: <i>Literature and Society, 3rd Edition</i> , Annas and Rosen, eds (pp. 577-899).	3
2	a. 1. Suggested novels: <i>We</i> (1921), Zamyatin, Yevgeny; <i>Brave New World</i> (1931), Aldous Huxley	3

3	a. 2. Suggested novel: <i>Lord of the Flies</i> (1954) Golding, William.	3
4	Seminar presentation	3
5	B. Identity & Postcolonial Themes: 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? How is traditional colonial discourse subverted? How does a character's/narrator's point of view affect the story?	3
6	b. 1. Suggested novels: <i>Heart of Darkness</i> (1899); <i>Under Western Eyes</i> (1911), Conrad; <i>Things Fall Apart</i> (1958), Achebe, Chinua, <i>A Bend in the River</i> (1979), Naipaul, V.S; <i>Midnight Children</i> (1981), Rushdie, Salman.	3
7	b. 2. Suggested novels: <i>The Stranger</i> (1942), Camus, Albert; <i>Catcher in the Rye</i> (1951), Salinger, J.D; <i>Secret Life of Bees</i> (1964), Kidd, Sue Monk. Joseph.	3
8	Seminar presentation	3
9	C. Men, Women & Relationships: 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?	3
10	c. 1. Suggested novels: <i>Their Eyes were Watching God</i> (1937), Hurston, Zora Neale; <i>I know why the Caged Bird sings</i> (1969), Angelou, Maya; <i>Color Purple</i> (1982), Walker, Alice. Texts: <i>Literature and Society, 3rd Edition</i> , Annas & Rosen, eds. (pp. 221-578);	3
11	c. 2. Suggested novels: <i>Handmaid's Tale</i> (1985), Atwood, Margaret; <i>The Invisible Man</i> (1952), Ellison, Ralph.	3
12	Seminar presentation	3
13	D. War: 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?	3
14	d. 1. Suggested novels: <i>All Quiet on the Western Front</i> (1929), Remarque, Erich Maria; <i>Farewell to Arms</i> (1929), Hemingway, Ernest; <i>Johnny Got his Gun</i> (1938), Trumbo, Dalton; <i>Catch 22</i> (1961), Heller, Joseph.	3
15	d. 2. Student seminar presentation on one of the suggested novels: <i>The Quiet American</i> (1953), Greene, Graham; <i>Dispatches</i> (1977), Herr, Michael; <i>Going after Cacciato</i> (1978), O'Brien, Tim; <i>Midnight Clear</i> (1982), Wharton, William; <i>Fallen Angels</i> (1988), Myers, Walter Dean; <i>Things they Carried</i> (1990), O'Brien, Tim.	3
16	Exams or Research Paper	3
Total		48

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge 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.	-Lectures (audiovisual media, PowerPoint) - class discussions - Seminars (Tutor& Student based) -Problem-Inquiry-based learning	-Brainstorming -Seminar presentation (as a report, outline, or essay) -Advanced organizers (Mind Maps) -Compare and contrast essays -Weekly assignments - Term Paper - Final exam
1.2	Identify the critical/theoretical discourse of this period and its relation to the studied texts.		
1.3	Discuss the terms, trends, and themes in contemporary fiction shaped by the contexts of its production to introduce critical arguments or perspectives.		
1.4	Recognize the content and context of modern fiction written in 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.	- 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.		
2.3	Apply effective research strategies using appropriate sources, and MLA research systems of documentation.		
2.4	Compose written work that articulate how the selected writers and their works respond to or were influenced by major historical, social, cultural and political issues and events.		
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.		
3.0	Values		
3.1	Conduct research in accord with the ethical standards and best practices of the discipline.	-Student Seminar presentations -Class discussion, peer/group work -project-oriented or collaborative learning activities - Feedback and reporting	-Observation records -Evaluation forms - quizzes -in class oral discussions & writings -assignment records -timely drafts
3.2	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in group projects and presentations.		
3.3	Show individual responsibility for learning through being punctual, managing course work, reading assigned material and meeting deadlines.		
3.4	Demonstrate independent competence in reasoning and argumentation, both oral and written, through an active engagement with the primary texts.		

2. Assessment Tasks for Students

#	Assessment task	Week Due	Percentage of Total Assessment Score
1	Seminar Presentations (outlines, essays, or reports)	4, 8,12,15	20%
2	Annotated Bibliographies	weekly	10%
3	Class activities (editing, writing reports, discussions, mind maps)	weekly	20%
4	Essays	6, 10	10%
5	Final Exam or Research paper	16	40%
	Total		100%

E. Student Academic Counseling and Support

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

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none">• All novels assigned by the Professor• Annas, Pamela J, and Robert C. Rosen. <i>Literature and Society: An Introduction to Fiction, Poetry, Drama, Nonfiction</i>. Upper Saddle River, N.J: Pearson/Prentice Hall, 2007.
Essential Reference Materials	<ol style="list-style-type: none">1. Eaglestone, Robert. <i>Contemporary Fiction: A Very Short Introduction</i>. Oxford: Oxford University Press, 2013.2. Morrison, Jago, <i>Contemporary Literature</i> (London: Routledge, 2001).3. Hungerford, Amy. "On the Period Formerly Known As Contemporary." <i>American Literary History</i>. 20 (2008): 410-419.

	<p>4. Bourdieu, Pierre. <i>The Rules of Art: Genesis and Structure of the Literary Field</i>. Cambridge: Polity Press, 2016.</p> <p>5. Brouillette, Sarah. <i>Postcolonial Writers in the Global Literary Marketplace</i>. 2011.</p> <p>6. Blamires, H. <i>Twentieth-Century English Literature</i>. London: Macmillan, 1991.</p> <p>7. Gray, Martin. <i>A Dictionary of Literary Terms</i>. London: Longman, 1992.</p> <p>8. Bradbury, Malcolm. <i>The Modern British Novel</i>. London: Penguin, 2001.</p> <p>9. Dodsworth, Martin, ed. <i>The Twentieth Century</i>. London: Penguin, 1994.</p> <p>10. Williams, Linda R, ed. <i>The Twentieth Century: A Guide to Literature from 1900 to the Present Day</i>. London: Bloomsbury, 1992</p> <p>11. Stevenson, Randall. <i>Reading the Times: Temporality and History in Twentieth-Century Fiction</i>. S.I.: Edinburgh Univ Press, 2019.</p> <p>12. Blake, Ann, Leela Gandhi, and Sue Thomas. <i>England Through Colonial Eyes in Twentieth-Century Fiction</i>. Basingstoke: Palgrave, 2002.</p> <p>13. Parker, Peter, and Frank Kermode. <i>A Reader's Guide to the Twentieth-Century Novel</i>. New York: Oxford University Press, 1995.</p> <p>14. MacGowan, Christopher J. <i>The Twentieth-Century American Fiction Handbook</i>. Oxford: Wiley-Blackwell, 2011.</p>
Electronic Materials	Saudi Digital Library
Other Learning Materials	<p>Web Sites, Facebook, Twitter, etc.</p> <p>EBR: Electronic Book Review(http://www.electronicbookreview.com)</p>

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms Audio/Video Conferencing Rooms University Main Libraries Public Libraries
Technology Resources (AV, data show, Smart Board, software, etc.)	University's Official Cloud Server - Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc. - Blackboard and Cisco WebEx - Data show - Projectors, Smart Boards and Speaker
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> Students Peer Reviewers Faculty External Reviewers Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect)
Effectiveness of Assessment	<ul style="list-style-type: none"> Students Faculty Curriculum Committee Assessment Committee External Reviewers Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> Students Faculty Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct)
Learning Resources & Facilities	<ul style="list-style-type: none"> Students Faculty 	<ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect)

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

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	College Council
Reference No.	Minutes (22)
Date	19/8/1441

غدير امين مالكي

اعتماد
NCAAA

T15

Course Specifications (Postgraduate Degree)

Course Title:	Dissertation Proposal
Course Code:	ENG 701
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

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غدير امين مالكي

غدير امين مالكي

A. Course Identification

1. Credit hours:	4 Hours
2. Course type	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
3. Level/year at which this course is offered:	Level 3/ Year 2
4. Pre-requisites for this course (if any): None	
ENG 656- ENG 657- ENG 658- ENG 659	
5. Co-requisites for this course (if any):	
Electives	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	42	75%
2	Blended	16	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32
2	Laboratory/Studio	-
3	Seminars	32
4	Others (Self-study, Library search, Project work)	*64
Total		128

*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

B. Course Objectives and Learning Outcomes

1. Course 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, research proposal defense, 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, application for extension, and thesis defense skills. However,

research proposal design and defense skills remain pivotal tasks in this course. By the end of the semester, students are required to submit their proposal for final approval.

2. Course Main Objective

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

3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	Knowledge and Understanding <i>By the end of this course, students are expected to:</i>	
1.1	Acquire sufficient knowledge about the main components of a research proposal.	K1
1.2	Understand how to write a critical literature review, using well developed analytical and synthesis skills.	K2
1.3	Understand how to design research using sound research methods to address a research question(s)	K1, K2
2	Skills: <i>By the end of this course, students are expected to:</i>	
2.1	Formulate research questions and hypotheses.	S4
2.2	Write well-organized, clear and compelling research proposals.	S4
2.3	Select relevant data and methods of analysis to tackle the research question.	S2
2.4	Research using information-technology skills such as word processing and electronic data access information.	S5
3	Values: <i>By the end of this course, students are expected to:</i>	
3.1	Have a strong sense of the ethics of academia like honesty responsibility, and dedication to do research.	V1
3.2	Show big interest and readiness to learn and to engage in research projects.	V3
3.3	Show a sense of responsibility and commitment to learn, to achieve, and to come up with something original.	V4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to thesis proposal	4
2	Crafting the first Draft	4
3	Peer Review of the first Draft	4
4	Power point presentation of the first draft	4
5	Proposal critique (practice)	4
6	Crafting the second thesis proposal	4
7	Second proposal critique (practice)	4
8	Mid-term exam	4
9	Ethics discussion (general comments)	4
10	Conducting surveys	4

11	Conducting questionnaires	4
12	Questionnaire and survey analysis	4
13	Crafting the third proposal draft	4
14	Peer review of the final proposal	4
15	Proposal 3 critique (practice)	4
16	Proposal submission	4
Total		64

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Acquire sufficient knowledge about the main components of a research proposal.	- Blended learning - Learner-centered tasks - Use of interactive tasks with the help of peer coordination - Use of PPTs - Modeling through the use of the internet connection	-Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps, Compare and contrast table, Task forms, Question Prompts) -Weekly assignments - papers - presentations - Proposal submission
1.2	Understand how to write a critical literature review, using well developed analytical and synthesis skills.		
1.3	Understand how to design research using sound research methods to address a research question(s)		
2.0	Skills		
2.1	Formulate research questions and hypotheses.	Blended learning - Learner-centered tasks - Use of interactive tasks with the help of peer coordination - Use of PPTs - Modeling through the use of the internet connection	-Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps, Compare and contrast table, Task forms, Question Prompts) -Weekly assignments - papers - presentations - Proposal submission
2.2	Write well-organized, clear and compelling research proposals.		
2.3	Select relevant data and methods of analysis to tackle the research question.		
2.4	Research using information-technology skills such as word processing and electronic data access information.		
3.0	Values		
3.1	Have a strong sense of the ethics of academia like honesty responsibility, and dedication to do research.	-Blended learning - Learner-centered tasks - Class Discussions -Use of PPTs	-Observation -Self-report -Management in individual work - Submission of assigned work and Proposal
3.2	Show big interest and readiness to learn and to engage in research projects.		
3.3	Show a sense of responsibility and commitment to learn, to achieve, and to come up with something original.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Bi-weekly progress report	3,5,7,9,11,13,15	15 %
2	Presentations	5- 13	10 %
3	Home Assignments	6	15 %
4	Proposal 1	8	10 %
	Proposal 2	13	10 %
5	Final proposal submission	16	40%
Total			100%

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

E. Student Academic Counseling and Support

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

Below are the processes followed in the department for student counselling and support:

- 1 The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial advice.
- 2 The college also has a Student Affairs Unit that specifically handles students' social and medical excuses.
- 3 On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
- 4 Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
- 5 The Special Needs Unit in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.

- 6 Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Yvonne N. Bui. 2019. How to Write a Master's Thesis. London: SAGE Publications.
Essential Reference Materials	<p>John Biggam. 2015. Succeeding with Your Master's Dissertation. London: McGraw-Hill Education (UK)</p> <p>George Damaskinidis, Anastasia Christodoulou. 2019. Writing Research Proposals for Social Sciences and Humanities in a Higher Education Context. Cambridge Scholars Publishing.</p> <p>Ranjit Kumar. Research Methodology: A Step-by-Step Guide for Beginners. 2018. London: SAGE.</p> <p>Vinayak Bairagi, Mousami V. Munot · 2019. Research Methodology: A Practical and Scientific Approach. London: CRC Press.</p>
Electronic Materials	<p>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</p> <p>The (UC) Berkeley Proposal Workshop: http://globetrotter.berkeley.edu/DissPropWorkshop/</p> <p>Campbell, L. M. (Questions for assessing methods): http://www.nova.edu/~ron/campbell.html</p> <p>Frank Pajares' Proposal Elements Page (Education): http://www.emory.edu/EDUCATION/mfp/proposal.html</p> <p>Heath, A. W. The Proposal in Qualitative Research: http://www.nova.edu/ssss/QR/QR3-1/heath.html</p> <p>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.</p> <p>Penn State Office for Research Protections:</p> <p>Pagadala Suganda Devi. 2017. Research Methodology: A Handbook for Beginners. Notion Press.</p> <p>Thackrey, D. Proposal Writer's Guide: http://www.research.umich.edu/proposals/PWG/pwgcontents.html</p> <p>University of Connecticut Proposal Format Guide: http://www.gifted.uconn.edu/dpg/writdiss.html</p>

	<p>University of Minnesota Grant Writing Tools: http://www.gen.umn.edu/grants/tools.html</p> <p>Saudi Digital Library</p>
Other Learning Materials	<p>Dissertation Databases ProQuest OATD OpenThesis</p>

3. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> - Equipped Classrooms - Lecture rooms. - Computer labs. - University Main Libraries - Public Libraries
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> - University's Official Cloud server(Microsoft) - Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc. - Blackboard - Cisco WebEx - Data Show Projector. - Projecting podium. - Smart Board
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	NA

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect)
Effectiveness of Assessment	<ul style="list-style-type: none"> • Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct)
Extent of Achievement of	<ul style="list-style-type: none"> • Students • Faculty 	<ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Course Learning Outcomes	<ul style="list-style-type: none"> Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct)
Learning Resources & Facilities	<ul style="list-style-type: none"> Students Faculty 	<ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect)

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

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	College Council
Reference No.	Minutes (22)
Date	19/8/1441

غدير امين مالكي

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اعتماد
NCAAA

T15

Course Specifications (Postgraduate Degree)

Course Title:	MA Dissertation
Course Code:	ENG 799
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

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G. Course Quality Evaluation	8
H. Specification Approval Data	8

غدير امين مالكي

غدير امين مالكي

A. Course Identification

1. Credit hours:	6 Hours
2. Course type	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
3. Level/year at which this course is offered:	Level 4 / Year 2
4. Pre-requisites for this course (if any):	
ENG 701	
5. Co-requisites for this course (if any):	
NONE	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning		
5	Other (Independent Study)	96	100%

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	-
2	Laboratory/Studio	-
3	Seminars	-
4	Others (specify) 1. Self-study 2. Library search 3. Project work 4. Supervision	160
Total		160

B. Course Objectives and Learning Outcomes

1. Course Description

As a culmination of the MA program, this course is an extension of the course “Dissertation Proposal ENG 701,” 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.

2. Course Main Objective

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.

3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	Knowledge and Understanding <i>By the end of this course, students are expected to:</i>	
1.1	Know in depth the methods and theories in the respective field of study	K1
1.2	Understand the theoretical and practical sides of writing an MA dissertation	K2
1.3	Be familiar with the different stages in writing an MA dissertation	K1
2	Skills: <i>By the end of this course, students are expected to:</i>	
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 the research methods appropriate to literary research such as accurate citation of sources and use of bibliographical conventions.	S2
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	Values: <i>By the end of this course, students are expected to:</i>	
3.1	Understand and apply ethical standards of conduct in the collection and evaluation of data and other resources	V1
3.2	Show qualities of diligence, responsibility, patience and respect of deadlines	V3
3.3	Know how to deal with and to work with others and to be open to criticism and to take suggestions	V4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction: Planning the Dissertation	10
2	Private Study	10
3	Private Study	10
4	Workshop	10
5	Supervisory session 1	10
6	Private Study	10
7	Private Study	10

8	Private Study	10
9	Private Study	10
10	Private Study	10
11	Supervisory session 2 Submission of First Draft	10
12	Editing process and revision.	10
13	Editing process and revision.	10
14	Editing process and revision.	10
15	Editing process and revision.	10
16	Editing process and revision.	10
Total		160

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Know in depth the methods and theories in the respective field of study	-Learner-centered approach	-Formative Assessment
1.2	Understand the theoretical and practical sides of writing an MA dissertation	-Private Study -Workshop	-Editing -Progress Report
1.3	Be familiar with the different stages in writing an MA dissertation	-Supervisory Sessions	-Final Dissertation
2.0	Skills		
2.1	Communicate research concepts and contexts clearly and effectively both in writing and orally	Learner-centered approach Discussion Private Study Workshop Supervisory sessions	Formative Assessment -Editing -Progress Report -Final Dissertation
2.2	Plan and engage in an independent and sustained critical investigation and evaluation of a chosen research topic.		
2.3	Employ the research methods appropriate to literary research such as accurate citation of sources and use of bibliographical conventions.		
2.4	Apply theories and methods of study to research questions and collect analyze data		
2.5	Use information technology effectively in research activities.		
3.0	Values		
3.1	Understand and apply ethical standards of conduct in the collection and evaluation of data and other resources	Discussion Private Study	-Formative Assessment -Editing -Progress Report -Punctuality -Final Dissertation
3.2	Show qualities of diligence, responsibility, patience and respect of deadlines		
3.3	Know how to deal with and to work with others and to be open to criticism and to take suggestions		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Progress report	4, 6, 14	-
2	Chapter completion grade	6, 9, 12	-
3	Thesis defense	16	100 %
Total			100%

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

E. Student Academic Counseling and Support

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

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a Student Affairs Unit that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The Special Needs Unit in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> - Yvonne N. Bui. 2020. How to Write a Master's Thesis. London: SAGE Publications.
Essential Reference Materials	<ul style="list-style-type: none"> - Kate L. Turabian. 2018. A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth edition. London: The university of Chicago Press. - Lynn P. Nygaard (2017). Writing Your Master's Thesis: From A to Zen. London. Sage Publication. - Derek Swetnam and Ruth Swetnam (2015). Writing Your Dissertation. London. Hachette. - Paul Gruba, Justin Zobel. 2017. How To Write Your First Thesis. London: Springer.
Electronic Materials	<p>Saudi Digital Library</p> <p>Doing Your Master's Dissertation: From Start to Finish. 2015 https://books.google.com.sa/books?id=iivwaBOYc60C&printsec=frontcover&dq</p> <p>How to Write a Good Dissertation A guide for University Undergraduate Students. 2018 https://books.google.com.sa/books?id=j_tDwAAQBAJ&pg=PA83&dq=electronic+books</p> <p>A Thesis is Not a Diary and Other Myths 2019. https://www.google.com.sa/search?q=electronic+books</p> <p>Doing Your Master's Dissertation: From Start to Finish. 2015 https://books.google.com.sa/books?id=iivwaBOYc60C&printsec=frontcover&dq</p> <p>University of Minnesota Grant Writing Tools: http://www.gen.umn.edu/grants/tools.html</p>
Other Learning Materials	<p>Timeline Templates: https://www.officetimeline.com/timeline-template</p> <p>MLA Research Guide</p> <p>Dissertation Databases ProQuest OATD OpenThesis</p>

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> - Equipped Classrooms - Lecture rooms. - Computer labs. - University Main Libraries - Public Libraries
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> - University's Official Cloud server(Microsoft) - Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc. - Blackboard - Cisco WebEx - Data Show Projector. - Projecting podium. - Smart Board
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect)
Effectiveness of Assessment	<ul style="list-style-type: none"> • Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> • Students • Faculty • Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct)
Learning Resources & Facilities	<ul style="list-style-type: none"> • Students • Faculty 	<ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect)

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

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	College Council
Reference No.	Minutes (22)
Date	19/8/1441