



نموذج الخطة الدراسية بنظام الفصول الثلاثة

م		الكلية /المعهد	القسم	المرحلة	التخصص			(التخصص الدقيق (إن وجد	
المعلومات باللغة العربية		كلية اللغات والترجمة	اللغة الانجليزية	الدكتوراه	الادب الانجليزي			الادب الانجليزي	
المعلومات باللغة الإنجليزية		College of Languages and Translation	English Language and Literature	Doctor of Philosophy	English Literature			English Literature	
. الخطة الدراسية									
رمز المقرر	رقم المقرر	اسم المقرر باللغة العربية	اسم المقرر باللغة الإنجليزية	رمز المقرر بالإنجليزي	عدد الوحدات التدريسية	القسم المشارك في تقديم (المقرر (إن وجد	اجباري أو اختياري	رقم ورمز المتطلب السابق	
الفصل (المستوى) الأول									
نجل	7105	طرق البحث في الأدب الإنجليزي	Research Methods in English Literature	ENG 7105	4	-	اجباري	-	
نجل	7124	المسرحية والشعري القرنين السادس عشر والسابع عشر	Elizabethan and Jacobean Drama and Poetry	ENG 7124	4	-	اجباري	-	
الفصل (المستوى) الثاني									
نجل	7122	الرواية في القرن الثامن عشر	Eighteenth Century Fiction	ENG 7122	4	-	اجباري	نجل7105 نجل7124	
نجل	7123	الشعر والمسرحية في القرن الثامن عشر والعصر الرومانسي	Neo-Classical and Romantic Drama and Poetry	ENG 7123	4	-	اجباري	نجل7105 نجل7124	
الفصل (المستوى) الثالث									
نجل	7132	الرواية في العصر الفيكتوري	Victorian Fiction	ENG 7132	4	-	اجباري	نجل7122 نجل7123	
نجل	7135	الأدب الأفريقي الأمريكي	African American Literature	ENG 7135	4	-	اجباري	نجل7122 نجل7123	
الفصل (المستوى) الرابع									
نجل	7232	الرواية البريطانية والأمريكية المعاصرة	Contemporary British and American Fiction	ENG 7232	4	-	اجباري	نجل7132 نجل7135	
نجل	7234	المسرح البريطاني والامريكي المعاصر	Contemporary British and American Drama	ENG 7234	4	-	اجباري	نجل7132 نجل7135	
الفصل (المستوى) الخامس									
نجل	7228	الإسلام في الأدب الإنجليزي	Islam in English Literature	ENG 7228	4	-	اجباري	نجل7232 نجل7234	

- يضاف جدول منفصل لكل مسار (إن وجد)

- يدرج المزيد من المستويات، ومن الصفوف في كل مستوى عند الحاجة



نجل 7232	اجباري	-	4	-	4	ENG 7233	Contemporary British and American Poetry	الشعر البريطاني والأمريكي المعاصر	7233	نجل
نجل 7234										
رقم ورمز	اجباري	القسم المشارك في	عدد الوحدات التدريسية			رمز المقرر	اسم المقرر باللغة الإنجليزية	اسم المقرر باللغة العربية	رقم المقرر	رمز المقرر
المتطلب السابق	أو اختياري	تقديم المقرر (إن وجد)	المجموع	عملي	نظري	بالإنجليزي				
الفصل (المستوى) السادس										
نجل 7228	اجباري	-	4	-	4	ENG 7236	Literary Critical Theory and Postmodernism	النظريات النقدية الأدبية وما بعد الحداثة	7236	نجل
نجل 7233										
نجل 7228	اجباري	-	4	-	4	ENG 7238	English Literature and Culture	الأدب الإنجليزي والثقافة	7238	نجل
نجل 7233										
الفصل (المستوى) السابع										
نجل 7236	اجباري	-	0	-	0	ENG 7301	Comprehensive Exams	الاختبار الشامل	7301	نجل
نجل 7238										
الفصل (المستوى) الثامن										
نجل 7301	اجباري	-	18	-	18	ENG 7399	Dissertation	الرسالة	7399	نجل
توصية مجلس الكلية										
		رقم الجلسة:								
		تاريخ الجلسة:								
		توقيع عميد الكلية /المعهد:								
		التاريخ:								
توصية مجلس القسم										
		رقم الجلسة:								
		تاريخ الجلسة:								
		توقيع رئيس القسم:								
		التاريخ:								



Program Specifications (Postgraduate Degree)

Program Name: Doctor of Philosophy in English Literature
Qualification Level: PhD, Level 8
Department: English Language and Literature
College: College of Languages and Translation
Institution: Imam Mohammad Ibn Saud Islamic University



Content

A. Program Identification and General Information.....	3
B. Mission, Goals, and Learning Outcomes.....	6
C. Curriculum	10
D. Thesis and Its Requirements (if any).....	14
E. Student Admission and Support:	14
F. Teaching and Administrative Staff	17
G. Learning Resources, Facilities, and Equipment.....	18
H. Program Management and Regulations.....	19
I. Program Quality Assurance	21
j. Specification Approval Authority.....	25



A. Program Identification and General Information

1. Program Main Location:

University Campus (Male): Imam Mohammad Ibn Saud Islamic University – College of Languages and Translation – Building Number 308

University 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.)

The impetus for initiating the PhD program in English Literature was to meet career prospects in both the internal and external environments.

Internal Environment:

1. The College of Languages and Translation offers undergraduate and graduate programs in English Language and Literature; therefore, building upon the levels of the existing program expands the potential for graduate enrollment and simultaneously meets the goals of the university and college as outlined in the mission statement.
2. Hired faculty members in the department who want to pursue their careers in the academia need a PhD degree in the field of literature to advance their professional status.
3. Scholarship opportunities can be accomplished internally.

External Environment:

1. PhD programs in Literature are limited in the region. Therefore, introducing a competitive program in Literature studies is key to provide professionals in the field to teach and produce quality research in prestigious universities locally and internationally.
2. The PhD program serves the workforce outside the academia by ensuring high-performance members that are empowered with advanced skills that contribute to government institutions, public and private sectors.



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. Partnerships with peer PhD 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:</p> <p>Research Partners</p> <ol style="list-style-type: none"> 1. Prince Nayef Institute for Research and Consultation 2. King Abdullah bin Abdulaziz 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. King Abdullah Institute for Translation and Arabization 7. Saudi Association of Languages and Translation (SAOLT) 8. The Literature, Publishing and Translation Commission 	
7. Total Credit Hours for Completing the Program:	66 Hours



8. Professional Occupations/Jobs:

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

Academic Careers

- Academic Governance and Leadership
- University Administrative Positions
- Researcher
- Academic Consultant
- Academic Quality Assurance
- Specialized University Faculty (teaching advanced literature courses)
- Supervising postgraduate research on literary studies.
- 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

Public and Private Sectors:

- Government Advisors
- Foreign Affairs
- Political Analysts
- Technical Writers
- Editors
- Public Relations
- Think Tanks
- Intelligence Agencies
- Problem-Solving Experts
- Writing/Editing Consultants
- Cultural Advisors or Bilingual Advisors.



9. Major Tracks/Pathways (if any): None

Major Track/Pathway	Credit Hours (For each track)	Professional Occupations/Jobs (For each track)
N/A		

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 Mission:

Mission:

The provision of systematic historical, theoretical and critical studies in English Literature to develop a high-level of critical thinking and analytical skills required for academic research, teaching excellence, intercultural competence and to advance a career in the academia or other non-academic fields.

2. Program Goals:

1. To promote the study of English literary texts and topics more closely, critically, and comprehensively covering the period from the Elizabethan Age to the present expanding students' existing knowledge in English Literature.
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 provide consultancy to professionals in the field
4. To build in graduates' profound insights in literary analysis using literary theory, or current emerging theories that are linked to interdisciplinary research.
5. To train students to use a wide range of appropriate information and communication technology to investigate issues and communicate conclusions and recommendations.
6. To enable students to employ what they learn by providing deep insights into the aspects of the Western personality and Western thinking styles; skills that help in the fields of dialogue with the West.
7. To equip students with up-to-date knowledge of research paradigms in literature to help them progress to autonomous study in the phase of proposal design and results in a dissertation that contributes to knowledge in the field.
8. To encourage students to develop patterns of ethically correct professional behavior combined with leadership skills to meet the requirements of their career prospects.



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

The PhD Program mission is in perfect harmony with the mission of the College of Languages and Translation (CLT) as shown in the table below.

Program	Department	College	University
The provision of systematic historical, theoretical and critical studies in English Literature to develop a high-level of critical thinking and analytical skills required for academic research, teaching excellence, intercultural competence and to advance a career in the academia or other non-academic fields.	The mission of the English department is to prepare students for careers in language studies, literature, and translation through a rigorous curriculum, critical thinking, research, and community engagement.	Providing outstanding educational programs for students of high quality that equip them with the necessary cognitive and research skills in the fields of English language, literature, linguistics, and translation, supported by Islamic values to assist them in developing the community in academic, research, and professional fields.	Offering high-quality academic programs and conducting high-impact research through a stimulating environment, well-governed administrative systems, advanced technology, sustainable resources, and effective partnerships to achieve competitive outputs that would meet the needs of the labor market and contribute in building knowledge economy and serving the local and global community.

The mission of the Program, Department, College, and University are aligned in their commitment to producing highly skilled professionals in the field of language studies, literature, and translation through a rigorous curriculum, critical thinking, research, and community engagement. All levels share the goal of preparing graduates who are well-versed in theoretical and applied aspects of language studies, teaching, and research, with the ability to participate in international research and linguistic community services. The Department and College's focus on Islamic values and community development complement the University's mission to contribute to the knowledge economy and serve the local and global community through high-quality academic programs and impactful research. The program, department, college and university share the common goals of building knowledge, conducting research, and serving the community.

The program promotes the comprehensive critical study of literary texts to build profound insights in literary analysis using literary theory.	language studies, literature, and translation	cognitive and research skills in the fields of English language	Building Knowledge
The program prepares students to conduct scholarly research that contributes to knowledge in the field.	research	academic, research,	Conducting high impact research
The program prepares highly qualified ethical members who can contribute to national developments as they pursue careers in teaching, education and influential governmental, public or private sectors.	community engagement.	assist them in developing the community	serving the local and global community

4. Graduate Attributes:

The PhD program in literature strives to achieve the following graduate attributes:

1. Expertise

- a. Acquires an in-depth understanding of a substantial body of knowledge which is at the forefront in their field of learning.
- b. Recognizes the changing disciplinary environment and knows how to critically analyze knowledge within and across their discipline to integrate knowledge effectively in an interdisciplinary context.

2. Teaching Excellence

Communicates knowledge of the discipline for the education of others.

3. Self-directed and Lifelong Learning

- a. Operates independently showing autonomous initiative to acquire knowledge, explore new areas in the discipline, and accomplish clearly defined goals.
- b. Applies key rhetorical skills based on valid knowledge when presenting suggestions or during discussions to persuade viewpoints or achieve aims.
- c. Proactive when handling difficulties in research or other professional activities.

4. High-performance (Transferrable) Skills

Competency in a broad range of capabilities in addition to discipline related expertise to function efficiently in an academic or any work environment. These skills include problem solving, communicating effectively, time management, using sound information and communication technology, creative and critical thinking.

5. Ethical Practice

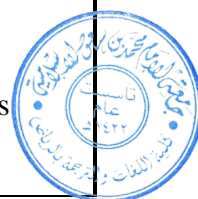
Adheres to ethical conduct in research committing to truth and accuracy, allocating credit and authorship to avoid plagiarism.

6. Societal and Cultural Competence

Appreciates diverse cultural perspectives and engages actively, ethically, and respectfully in different environments; academic or other public or private sectors of society.

7. Research Excellence

- a. Utilizes comprehensive knowledge to design, conduct and manage research at a level of originality and quality.
- b. Applies research methodologies, and theoretical perspectives effectively.
- c. Communicates and explains complex concepts and research ideas to diverse audiences in a logical and articulate form.



8. Team work and Leadership

- Works effectively in a collaborative environment through a willingness to interact, reflect and acknowledge others' views.
- Demonstrates effective leadership qualities in team environments, and works to achieve mutual goals.

5. Program Learning Outcomes*

Knowledge and Understanding

Upon graduation students will be able to:

K1	Demonstrate comprehensive knowledge of the English genres of fiction, poetry, and drama by writers from various cultures and historical eras.
K2	Identify the latest developments in literary criticism including emerging issues and research techniques.
K3	Explain the role of social, political, cultural and (inter)national foundations in shaping the context of literary production and the emergent ideological dimensions.

Skills

Upon graduation students will be able to:

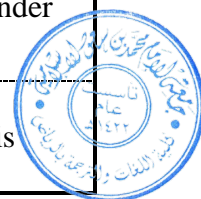
S1	Examine critically any form of discourse, literary and non-literary, using close reading and analysis of texts.
S2	Carry out major research appropriate to the discipline using skills that include scholarly information retrieval to synthesize data, accurate citation of sources and use of bibliographical conventions.
S3	Compose essays and sophisticated research that includes appropriate critical terminology, persuasive arguments, and interdisciplinary connections to contribute to new knowledge in any area or genre of English literature
S4	Generate ideas, alternative perspectives, and information during literary analysis of texts produced in different historical periods and the role of context in studying them.
S5	Integrate new technology in research methods and benefit from other international studies.

Values

Upon graduation students will be able to:

V1	Conduct research in accord with the ethical standards and best practices of the discipline. (e.g. rational vs. intentional quotations, avoiding sweeping generalizations, research misconduct—fabrication, falsification, plagiarism, use personal opinions only with evidence...etc.)
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 the academic and professional spheres.
V4	Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations. (e.g. research questions, thesis design, interdisciplinary connections ...etc).

* 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	12	48	73%
	Elective	-		
Graduation Project (if any)				
Thesis (if any)		1	18	27%
Field Experience (if any)				
Others (....)				
Total		13	66	100%

* Add a table for each track (if any)

2. Program Courses:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours
Level 1	ENG 7105	Research Methods in English Literature	Required	-	4
	ENG 7124	Elizabethan and Jacobean Drama and Poetry	Required	-	4
Level 2	ENG 7122	Eighteenth Century Fiction	Required	ENG 7105 ENG 7124	4
	ENG 7123	Neo-Classical and Romantic Drama and Poetry	Required	ENG 7105 ENG 7124	4
Level 3	ENG 7132	Victorian Fiction	Required	ENG 7122 ENG 7123	4
	ENG 7135	African American Literature	Required	ENG 7122 ENG 7123	4
Level 4	ENG 7232	Contemporary British and American Fiction	Required	ENG 7132 ENG 7135	4
	ENG 7234	Contemporary British and American Drama	Required	ENG 7132 ENG 7135	4
Level 5	ENG 7228	Islam in English Literature	Required	ENG 7232 ENG 7234	4
	ENG 7233	Contemporary British and American Poetry	Required	ENG 7232 ENG 7234	4
Level 6	ENG 7236	Literary Critical Theory and Postmodernism	Required	ENG 7228 ENG 7233	4
	ENG 7238	English Literature and Culture	Required	ENG 7228 ENG 7233	4
Level 7	ENG 7301	Comprehensive Exams	Required	ENG 7236 ENG 7238	0
Level 8	ENG 7399	Dissertation	Required	ENG 7301	18

* 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



[Hyperlink for all courses specifications](#)

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)

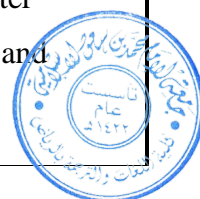
Program Learning Outcomes												
Course code & No.	Knowledge and understanding			Skills					Values			
	K1	K2	K3	S1	S2	S3	S4	S5	V1	V2	V3	V4
ENG 7105	P	P	P	P	P	P	P		P	P		
ENG 7124	P	P	P	P	P	P	P		P	P	P	P
ENG 7122	P	P	P	P		P		P	P			P
ENG 7123	P	M	P	P	M	P	M	M	M	M	M	M
ENG 7132	M	M	M	M	M	M	M	M	M	M	M	M
ENG 7135	P	M	P	P	P	P	P		M	M	M	M
ENG 7232	M	M	M	P	P	M	P	M	M	M		M
ENG 7234	M	M	M	M	M	M	P	M	M	M	M	M
ENG 7228	M	M	M	M	M	M	M	M	M	M	M	M
ENG 7233	P	P	P	P	P	M	M	M	M	M	M	M
ENG 7236	M	P	M	M	M	M	M	M	M	M	M	M
ENG 7238	P	P	P	P	M	M	M	M	M	M	M	M
ENG 7301	M	M	M	M	M	M	M	M	M	M	M	M
ENG 7399	M	M		M		M		M	M		M	M

* Add a table for each track (if any)

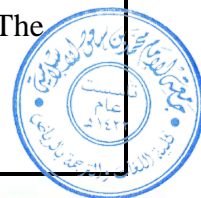
5. Teaching and Learning Strategies to Achieve Program Learning Outcomes

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

The teaching-learning strategies for doctoral candidates of the program focus on aspects of professionalism in addition to research to achieve its program learning outcomes. These outcomes form the basis of the program in all levels of study. Along with the traditional way of teaching using teacher centered approaches, doctoral candidates are required to be involved in a more advanced level of analysis and understanding. This is achieved by placing greater emphasis on learner-centered approaches. 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 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. Experiential learning
<p>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.</p> <p>The extracurricular component comprises a set of community-oriented activities enriching students acquired academic knowledge and skills.</p>	
<p>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.</p>	
<p>Indirect Assessment of Program Learning Outcomes:</p>	
<p>Program Directors and Course coordinators select appropriate methods of teaching and learning based on the specified Learning Outcomes and link these also with different ways of assessment. The methods of Evaluation address the program's intended learning outcomes. The Program Board and directors, chaired by the Vice-Dean of Graduate Studies Office will undertake general surveys/audits of the range of teaching methods, students' satisfaction and staff satisfaction to identify potential areas for development and, where necessary. The Head of the Program will ensure that such information is appropriately collected and discussed with all the concerned parties.</p>	
<p>Direct Assessment of Program Learning Outcomes:</p>	
<p>Assessing the program learning outcomes directly to gauge the level of their achievement includes the following procedures:</p> <p>A) Following-up with the relevant KPIs which include:</p> <ul style="list-style-type: none"> • Presence of subject coordinators • Double verification of electronically entered marks by colleagues in the program. The Chairman of each department verifies students' grades by cross-checking with the course tabulation sheet. 	



- Peer review of subjective assessment of short exams, assignments, research papers, reports, presentations, or practical and field performance records wherever applicable.
- Instructors submit a course portfolio at the end of the term with samples of graded papers and copies of the other works delivered by the students.
- Professional benchmarking (for evaluating program markers of accomplishment or KPIs for e.g., completion rates of comprehensive exam, interviews, dissertation defenses, nominal-time for program completion)
- Establishing an "assessment unit" to oversee and regulate the conduction of the evaluation procedures with the following responsibilities:
 - a) Assessment blueprinting of all students' accomplished works and coverage of student learning outcomes (CLOs) as per NCAAA Course specification (C.S.)
 - b) Item analysis
 - c) Analysis of obtained results and record them in course reports

B) Student Assessment Methods:

Assessing the PLOs depend on diverse evaluation methods as specified in the course specifications for the CLOs of each course. The choice of strategy depends on the content of a course and how it best measures each domain of learning.

- Formative diagnostic assessment (i.e. progress achievement testing)
- Formal summative assessment (i.e. final achievement in-class testing)
- Graded home assignments
- seminar discussions or presentations
- Self-editing tasks (e.g. in workshops, collaborations, using proof-reading skills...etc.)
- Student presentations (e.g.PPT)
- Portfolios (training, personal achievement, reflection...etc.)
- Long and short essays
- Research papers
- Book reports
- Precis writing
- Analytical reports
- Self-evaluations
- Collaborative work
- Peer assessment (monitored by instructor)
- External assessment (for evaluating the final dissertation)
- Dissertation (final defense)

[For more details, see here.](#)



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)

Arrangements for thesis registration and the supervisor assignment are made by the academic advising unit in the department in collaboration with the research unit at the college and other relevant units in the university.

To receive a PhD degree in English Literature, completion of a Doctoral thesis is a requirement. The following is a summary of the implemented process:

1. A specialized faculty member in the field of literature is appointed to supervise a student's thesis.
2. The student is required to investigate and choose a topic that is in line with current research interests in the field of English Literature,
3. After the approval of the topic the student writes a research proposal.
4. After the research proposal is accepted by the thesis supervisor, it is then to be approved by the department.
5. After approval of the department, the student registers for the thesis course.
6. The student then conducts the thesis under the supervision of the thesis supervisor who is available to direct and support the student in his/her completion of the Doctoral thesis required for graduation.

Details of the requirements and procedures are available in the *Unified Bylaws for Graduate Studies in Saudi Universities* from article 41 to 59

Thesis Registration Bylaws

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



University Enrolment Requirements:

1. Saudi nationality or an official grant on an exchange program if not a Saudi
2. A university degree obtained from a Saudi or other recognized university
3. Good behavior and medical fitness
4. Two letters of recommendation delivered by the candidate's former instructors
5. Employer's permission if applicable

NB: The candidate is not authorized to concurrently enroll in two programs

Department of English Enrolment Requirements:

1. Holding a BA and MA degrees in one of the following majors with a minimum GPA of (3.75 out of 5.00):
 - a. BA/MA in English Language
 - b. BA/MA in English Literature
 - c. BA/MA in English Language and Literature
 - d. BA/MA in English Language and Linguistics
 - e. BA/MA in English Language and Translation
2. At least 80 points in the Post-Graduate General Aptitude Test (Qiyas)
3. A minimum IELTS academic score equal to (7) or its TOEFL equivalent (especially in writing and reading skills)
4. A model of a student's research production, which can be either a paper presented to the MA courses or the MA thesis
5. A statement letter (written in English) on the purpose of the study
6. Passing the program admission test and admission interview
7. Selecting the best candidates having prior experience and training record in case of equal candidates' scores or excess in the number of applicants to the program
8. C.V.

2. Student Counseling Services

(academic, career, psychological and social)

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 provide assistance to 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.

[For more details, see here.](#)

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	2	<ul style="list-style-type: none"> - Recent publications in the field - Professional renown as academics - Recognized supervisory skills and contributions 	1	1	
Associate Professors	4	4	<ul style="list-style-type: none"> - Recent publications in the field - Professional renown as academics - Recognized supervisory skills and contributions 	2	2	
Assistant Professors	6	6	<ul style="list-style-type: none"> - Specialist background in literature - Combined profile (academic and professional experience in literature) 	3	3	
Lecturers	4	4	<ul style="list-style-type: none"> - Experience in tutorial work - Current enrollment in postgraduate programs 	2	2	
Teaching Assistants	4	4	<ul style="list-style-type: none"> - Experience in tutorial work - Current enrollment in postgraduate programs 	2	2	
Technicians and Laboratory Assistants	2	2	<ul style="list-style-type: none"> - Experience in equipment installation and maintenance 	1	1	
Administrative and Supportive Staff	2	2	<ul style="list-style-type: none"> - Student mentoring skills 	1	1	
Others (specify)						

2. Professional Development

2.1 Orientation for New Teaching Staff

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



At the beginning of every year, the QADU holds a welcome meeting for the new comers to introduce them to the premises of the college and its programs. Information booklets and a graphic poster are made available to provide data on such issues as staff members' affiliations and research interests.

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.)

- The Unit of Research Development and Promotion at the College is contemplating to upgrade the weekly seminar activity held at the Staff's meeting to a publication forum connected to the university research structures.
- At the university level, the program aspires to benefit from the opportunities offered by the University Scholarship Program chaired by the Deanship of Higher Studies.
- 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 quality assurance culture in the College perceives the necessity to organize professional teaching workshops and training sessions throughout the semester in various fields of teaching and learning.
- The Quality Assurance and Development Unit at the College collaborates with IMSIU Educational Development Center to offer training programs on campus in teaching strategies and equipment and software use to all faculty members. Organized training sessions for faculty members, both males and females, are maintained to update teaching methodology and the use of technology in the classrooms. Responsible parties are Deanship for Development of University Education, CLT Professional Development Committee and CLT Quality Assurance Unit Committee.

G. Learning Resources, Facilities, and Equipment

1. Learning Resources.

Policies and Procedure for providing and quality assurance of 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 subscript 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

Policies and Procedure for providing and quality assurance of Facilities and Equipment (Library, laboratories, medical facilities, classrooms, etc.).

The college has all the necessary conditions for the program in terms of libraries, medical center and lecture rooms to ensure the success of the program. The medical center of the university is accessible to all students irrespective of their levels and offers high quality medical services. 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. The availability of enough space for teaching makes it possible to offer lectures during convenient time for students without any pressure.

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

Much attention is being paid to issues of health and safety standards to better the environmental quality of the campus. The university has an excellent geographical location in that it is relatively far away from the over crowdedness and pollution of the city. The campus will soon be part of the state's big environmental project that is meant "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/>). Such project will be much to the advantage of PhD students.



H. Program Management and Regulations

1. Program Management

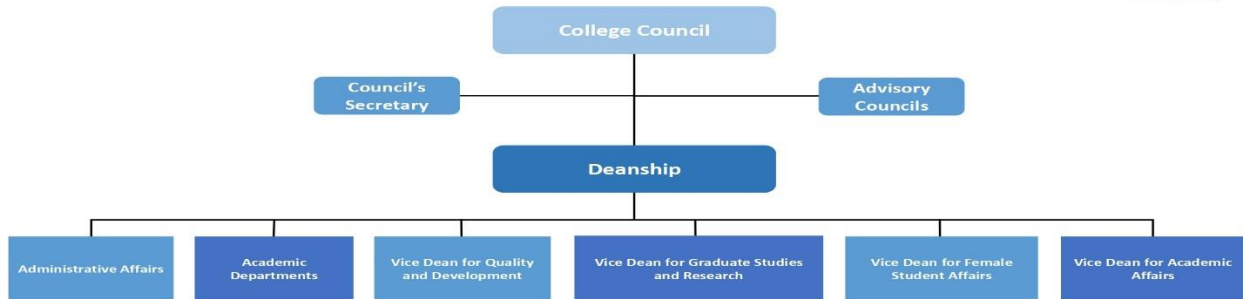
1.1 Program Structure

(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.

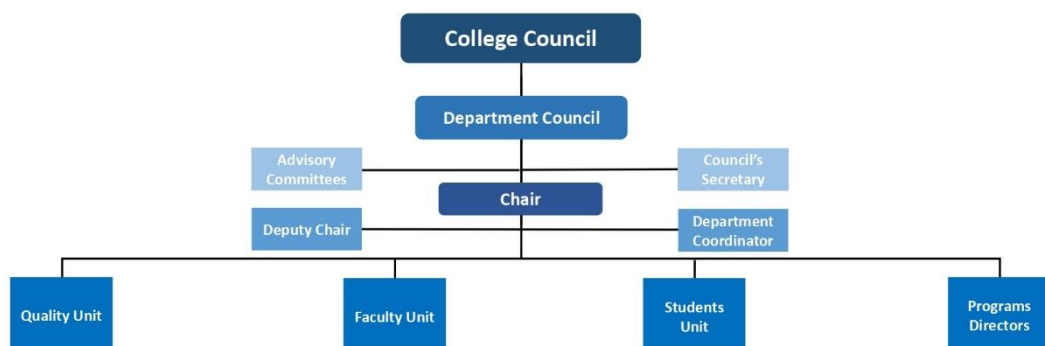
College Organizational Chart



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.

Department of English Organizational Chart



مصدر: كلية اللغات والترجمة

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.)

It has been the policy of the university, as well as the college of language and translation to work with stakeholders, most notably students, alumni, staff, community groups, industry and professionals and government in order to improve together the quality of the courses, the quality of the resources, the quality of technology and equipment that support the delivery of the courses, the quality of the academic staff, the quality of the students, who enroll in programs, and the quality of the graduates being produced. The stakeholders' feedback is taken on board in decision-making procedures and is translated into a number of measures that benefit both students and programs.

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](#)

I. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

[See the Quality Assurance Manual.](#)

2. Program Quality Monitoring Procedures

Program quality monitoring procedures are done based on annual reviews and planning for improvement as follows:

1. The program provides a unified course specification for each of the courses.
2. The course specifications are written in view of the "National Qualification Framework."
3. The course specifications are to be observed by all instructors of the different sections in both the male and female campuses.
4. A subject coordinator and a course convener are appointed (from both the male and the female campuses) for each subject and each course to ensure that the new specification is followed.
5. A unified policy concerning textbooks, scope, and depth of coverage of content, exams, and marking rubrics are established.
6. Each instructor writes a course report for each course he/she is teaching
7. Teaching staff from the male and female sections have participation in monitoring program quality through surveys distributed to them to evaluate the program almost every semester



or annually. Upon their evaluation plans for improvement, action plans are initiated for areas of weaknesses.

[See the Program Quality Monitoring Procedures.](#)

3. Arrangements to Monitor Quality of Courses Taught by other Departments.

NA

4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)

NA

5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).

NA

6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes

The PLOs are assessed periodically and systematically. The results are then used for improvements in the program. These procedures include:

- 1- **Direct assessment methods:** students' achievement of the PLOs is assessed using the mapping matrix. Course evaluations of higher-level courses in the curriculum that are mapped as (A) Advanced, are used to assess the students' level of achievement of the PLOs.
- 2- **The course learning outcomes:** Assessment of the CLOs supports the assessment of the PLOs. The course specifications of the program include a table which maps each CLO to its compatible PLO. The CLOs are assessed by specialized faculty members teaching the course.
- 3- **Course Reports:** course reports record the level of achievement for each CLO. The CLO results are then aligned with their complementary PLOs to calculate the overall level of achievement of the programs PLOs.
- 4- **The Annual Program Report (APR):** The Quality Unit collect the data from the course report and add the results in the APR. These results summarize the overall achievements and are the basis for decision making processes in the program.
- 5- **Dissemination of the APR:** The APR is published and shared with all faculty and discussed in the Department Council. Accordingly, the strengths, weaknesses, and priorities for improvement are determined and added in the action plan to be implemented.
- 6- **Key Performance Indicators:** The NCAAA Key Performance Indicators (KPIs) for Graduate Programs contribute in assessment of the PLOs via specified surveys and reports.
- 7- **Surveys:** Feedback on the overall quality of the program, its performance and assessment results are collected from stakeholders: faculty, students and employers. These surveys include:
 - Current students and graduates of the program.

- Graduate Satisfaction Surveys
- Student Experience Survey
- Employers, Advisory Committee, and other related stakeholders Surveys

8- **The Action Plans:** the established action plans for improvement are based on the PLOS and KPIs assessment results. Prior to implementation the processes in these plans are discussed and then approved in the College Council. The program administration and the Quality Unit, then form committees and collaborate with the concerned units in the college and university to implement all actions for improvement.

9- **Documentation:** The department administration and quality unit monitor all processes. All data related to improvements are documented as evidence of performance that ensure the PLOs have been systematically assessed to close the quality loop in this area.

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	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
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)
Efficient teaching	Students, faculty peers, independent reviewers, alumni	Surveys, peer classroom observation	End of term
Efficient learning	Students, employers	Surveys and statistical KPI Analysis Sheet	End of term

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 six-year span.

Note: The PhD Program in English Literature will be implemented in the beginning of the academic year of 2021. 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	75%	Quantitative indicators (annual statistics; KPI Excel Sheet)	Forthcoming (After program implementation)

No	KPIs Code	KPIs	Target (100 %)	Measurement Methods	Measurement Time
		program operational plan objectives			
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
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	4 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

No	KPIs Code	KPIs	Target (100 %)	Measurement Methods	Measurement Time
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





Course Specifications (Postgraduate Degree)

Course Title:	Elizabethan and Jacobean Drama & Poetry
Course Code:	ENG 7124
Program:	Doctor of Philosophy in English Literature
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification.....	3
B. Course Objectives and Learning Outcomes	3
1. Course Description	3
2. Course Main Objective	4
3. Course Learning Outcomes	4
C. Course Content.....	5
D. Teaching and Assessment	6
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	6
2. Assessment Tasks for Students	7
E. Student Academic Counseling and Support	7
F. Learning Resources and Facilities	8
1. Learning Resources	8
2. Educational and research Facilities and Equipment Required	9
G. Course Quality Evaluation	9
H. Specification Approval Data	9

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 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	35	70 %
2	Blended	15	30 %
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	35 hours
2	Laboratory/Studio	-
3	Seminars	15 hours
4	Others (Course assignments, presentations, exams, reports):	*50 hours
Total		100

*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 is designed to survey and analyze two types of genres in literature— poetry and drama, produced during the Elizabethan and Jacobean periods. It aims to familiarize students with developments in poetry and drama focusing on the poets, dramatists, and selected literary works that reflect the conventions of these periods, the emergent approaches and their socio-political convergences. The course is roughly chronological in its choice of plays and poems as the development of each genre from “Elizabethan” to “Jacobean” times will generally guide the reading. Therefore, for drama, the course will include the common conceptions about tragedy and comedy, plays which treat questions such as man and the universe, the divine order versus the human order, and the conventions of public and the private theaters. Technical aspects such as the theater, the audience, the players, the theatrical and dramatic

conventions will also be discussed. Similarly, in poetry, the sonnet tradition, its development from Italian origins to its distinctive transformations in the courtly culture of Elizabethan England will be explored. The course also considers how love poetry or amatory verse became a way to discuss religion, politics, history, as well as love itself. Thereafter, the trend of the metaphysical school and poets such as Donne, Marvell and others will also be referred to. In short, the course attempts to combine a close reading of selected plays and poems examining texts not only as literary artifacts but as cultural artifacts representing the social, political and historical contexts of the Elizabethan and Jacobean times.

2. Course Main Objective

The main objective of the course is to for students to define, explain, outline, evaluate and analyze issues within Elizabethan and Jacobean literary texts especially drama and poetry.

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	Recognize the major playwrights and poets of the Elizabethan and Jacobean times and the range of their work.	K 1
1.2	Define the dramatic aspects (the Universal Order, the divine status of the king, the players, the Globe Theater...etc.) and the trends in poetry (themes, schools, type of poetic forms...etc.) that were prominent during the time.	K 1
1.3	Identify critical theories that can develop a relevant thesis that is supported and sustained.	K 2
1.4	Explain the diversity of these plays and poems which are outcomes of the literary, cultural, religious, social, political and historical contexts of the period.	K 3
2	Skills <i>By the end of the course students will be able to:</i>	
2.1	Interpret the ideological structures that inform poetry and drama of the Elizabethan and Jacobean times.	S 1
2.2	Develop papers or essays in the context of an argumentative essay and using the appropriate academic research skills.	S 2
2.3	Apply literary theory to critically respond to works of these playwrights and poets while considering the critical arguments of others and with a coherent understanding of these texts social and cultural contexts.	S 3
2.4	Analyze effectively textual detail in poetry and in theatrical practice to initiate new perspectives and critical discussion.	S 4
3	Values <i>By the end of the course students will be able to:</i>	
3.1	Demonstrate academic integrity when writing essays, assignments and research papers.	V 1
3.2	Work effectively in teams to exchange theoretical knowledge and research skills.	V 2

Course Learning Outcomes (CLOs)		Aligned PLOs*
3.3	Exhibit professional behavior in study and coursework which include being punctual and committed when performing tasks.	V 3
3.4	Exercise independent powers of reason and argument, both oral and written, through an active engagement with the primary texts	V 4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the social, historical and political context of the Renaissance-Elizabethan and Jacobean period	4
Drama:		
2-3	Everyman Kyd: The Spanish Tragedy Marlowe: The Jew of Malta/ Tamburlaine the Great, I & II	4
4	Ben Jonson: Volpone/ The Alchemist/ Every Man in His Humour Webster: The White Devil Beaumont & Fletcher: Philaster	4
5-6	Shakespeare: selections from Shakespeare's comedies, tragedies, historical plays, dramatic romances, and Roman plays Comedy and Tragedy: As You Like It/ The Merchant of Venice /King Lear/ Hamlet/ Othello	4
7	Shakespeare Excerpts from Dramatic Romances, Historical plays and Roman plays: The Tempest/ The Winter's Tale /Richard II/ Henry IV Parts I & II /Antony & Cleopatra/ Julius Caesar	4
Poetry:		
8	The beginnings of the English Sonnet: selections of "Elizabethan Sonnet sequences" William Shakespeare's 154 sonnet sequence Philip Sidney's <i>Astrophil and Stella</i>	4
9	Edmund Spenser's sonnet series <i>Amoretti</i> Excerpts from Edmund Spenser's epic <i>The Faerie Queene</i>	4
10	The Cavalier poets: courtly themes of beauty, love, and loyalty Selections from Robert Herrick, Richard Lovelace, Sir John Suckling, and Thomas Carew.	4
11	Metaphysical Poetry: John Donne's early poems: social and religious satires, erotic poetry, elegies Selections from Donne's later poetry: <i>Holy Sonnets</i>	4
12	The Metaphysical poets: Selections from George Herbert, Henry Vaughan, Abraham Cowley, Richard Crashaw, and Andrew Marvell.	4
13	Final Exam	
Total		40

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	Recognize the major playwrights and poets of the Elizabethan and Jacobean times and the range of their work.	1.Lectures 2.Seminar Discussions: Tutor and Student-based 3.Debates	1.Individual and group presentations 2.Research reports 3.Critical essays 4.Creative portfolio Annotated bibliographies
1.2	Define the dramatic aspects (the Universal Order, the divine status of the king, the players, the Globe Theater...etc.) and the trends in poetry (themes, schools, type of poetic forms...etc.) that were prominent during the time.		
1.3	Write fully developed essays in which a relevant thesis is supported and sustained.		
1.4	Explain the diversity of these plays and poems which are outcomes of the literary, cultural, religious, social, political and historical contexts of the period.		
2.0	Skills		
2.1	Interpret the ideological structures that inform poetry and drama of the Elizabethan and Jacobean times.	1. Lectures 2. Seminar Discussions: Tutor and Student-based 3. Debates	1. Individual and group presentations 2. Research reports 3. Critical essays 4. Creative portfolio 5. Annotated bibliographies
2.2	Develop papers or essays in the context of an argumentative essay and using the appropriate academic research skills.		
2.3	Apply literary theory to critically respond to works of these playwrights and poets while considering the critical arguments of others and with a coherent understanding of these texts social and cultural contexts.		
2.4	Analyze effectively textual detail in poetry and in theatrical practice to initiate new perspectives and critical discussion.		
3.0	Values		
3.1	Demonstrate academic integrity when writing essays, assignments and research papers.	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 in teams to exchange theoretical knowledge and research skills.		
3.3	Exhibit professional behavior in study and coursework which include being punctual and committed when performing tasks.		
3.4	Exercise independent powers of reason and argument, 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	Presentations	Weekly	10%
2	Seminars	Weeks 2, 3,4,6	10%
3	Portfolio (essays, reflections, annotated bibliographies)	Week 7,8,9,10	10%
4	Midterm Exam	Week 5	10%
5	Research Paper	Week 11,12	20%
	Final Exam	Week 13	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	All texts in the course plan and as assigned by the instructor
Essential Reference Materials	<ol style="list-style-type: none"> 1. Barbour, Reid, <i>Literature and Religious Culture in Seventeenth-Century England</i>. Cambridge: CUP, 2001. 2. Bradshaw, Brendan & Peter Roberts, <i>British Consciousness and Identity: The Making of Britain: 1533-1707</i>. Cambridge: CUP, 1998. 3. Chu Chu, Hsiang and Ching His Perng, <i>Metatheater in Elizabethan and Jacobean Drama: Four Forms of Theatrical Self-Reflexivity</i>. London: Edwin Mellen, 2008. 4. Daems, Jim, <i>Seventeenth-Century Literature and Culture</i>. New York: Viva Books, 2008. 5. Evans, G., <i>Elizabethan Jacobean Drama: The Theater in Its Time</i>. London: A & C Black, 1989. 6. Mathew, Timothy W, <i>The Impact of Militarism and Social Mobility on the Construction of Masculinity in Elizabethan and Jacobean Drama</i>. London: Edwin Mullen, 2008. 7. Skantze, P.A., <i>Stillness in Motion in the Seventeenth-Century Theater</i>. New York: Routledge, 2007. 8. Tomlinson, T B. <i>A Study of Elizabethan and Jacobean Tragedy</i>. Cambridge: Cambridge University Press, 2011. 9. Bloom, Clive. <i>Jacobean Poetry and Prose: Rhetoric, Representation and the Popular Imagination</i>. London: MacMillan Press, 1988. 10. Spenser, Edmund. <i>The Shorter Poems</i>. London: Penguin, 2000. Print. 11. Hyland, Peter. <i>An Introduction to Shakespeare's Poems</i>. Basingstoke: Palgrave Macmillan, 2003. 12. Burrow, Colin. <i>Metaphysical Poetry</i>. London: Penguin Books, 2010. 13. Crofts, Thomas. <i>The Cavalier Poets: An Anthology</i>. Newburyport: Dover Publications, 2012. 14. Bates, Catherine. <i>A Companion to Renaissance Poetry</i>. , 2018.
Electronic Materials	Saudi Digital Library
Other Learning Materials	EBR: Electronic Book Review(http://www.electronicbookreview.com)

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 Speakers
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 ()
Date	



Course Specifications (Postgraduate Degree)

Course Title:	Research Methods in English Literature
Course Code:	ENG 7105
Program:	Doctor of Philosophy in English Literature
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification	3
B. Course Objectives and Learning Outcomes.....	3
1. Course Description	3
2. Course Main Objective	4
3. Course Learning Outcomes	4
C. Course Content	4
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students	5
E. Student Academic Counseling and Support	6
F. Learning Resources and Facilities	6
1. Learning Resources.....	6
2. Educational and research Facilities and Equipment Required	7
G. Course Quality Evaluation	7
H. Specification Approval Data	8

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 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	30	75%
2	Blended	10	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	30
2	Laboratory/Studio	-
3	Seminars	10
4	Others- (library, research, close-reading, course assignments and activities):	40*
Total		80

*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 is an initiation to research tasks in English Literature. It covers a number of topics ranging from essays, seminar papers, term papers, and the like, to the forthcoming dissertation project towards the end of the program. It introduces students to the main research style in English Literature ("MLA Style" the Modern Language Association). Alongside familiarizing students with the major research paradigms in literary studies, they are trained to adopt a set of research habits with regard to term and research paper writing. Students will acquire skills in formulating persuasive arguments by evaluating literary texts and related sources, and use theoretical approaches to validate the line of reasoning adopted. Students will be exposed to central concepts about information retrieval, data collection methods and techniques, corpus analysis methods and tools, research design and management, and ethical standards of research in English literature. The course contains a theoretical component administered through formal instruction as well as an experiential component to be acquired through hands-on research tasks and projects.

2. Course Main Objective

The main objective of this course is for students' to successfully conduct qualified literary research practices to generate different forms of written work throughout the program.

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 various research method skills.	K1
1.2	Identify the latest developments in research techniques.	K2
1.3	Explain the goals of literary research.	K3
2	Skills <i>By the end of the course students will be able to:</i>	
2.1	Examine researchable problems in English literature and choose among alternative approaches to literary research;	S1
2.2	Carry out a range of literary research methods and tools;	S3
2.3	Compose literary research in a variety of written formats.	S3
2.4	Use information technology effectively benefiting from applications, websites and information that facilitate research activity.	S5
3	Values <i>By the end of the course students will be able to:</i>	
3.1	Conduct research in accord with ethics of research in English literature.	V1
3.2	Demonstrate ability to conduct independent research investigations in English literature.	V4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction: Foundations of literary research and literary scholarship.	4
2	Definitions of Research - Mandatory Steps in Research Types of literary Research / Research and Self Discipline	4
3	The MLA Style Guide: Research Design and Citation Norms Intensive Practice of MLA Text Formatting in Literary Research	4
4	Formulation of Literary Research Problem: Identification of literary problems Narrowing down the literary problem, Factors to be considered for literary problem selection.	4
5	Midterm	4
6	Using Resources Effectively Strategies for Literature Search, Referencing, Paraphrasing, Summarizing	4

7	Using Resources Effectively How to benefit from bibliographies in sources.	4
8	Academic Standards and Ethics Plagiarism: How to avoid plagiarism	4
9-10	Structuring your Argument: Editing, reviewing and finalizing	4
11-12	Workshop: Applying Theoretical Approaches Intensive Practice of applying theory in Literary Research	4
13	Final Exam	
Total		40

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 various research method skills.	Lecture PPT presentation Data show Seminars debates.	Term paper Group discussions Oral questions and answers Midterm Exam
1.2	Identify the latest developments in research techniques.		
1.3	Explain the goals of literary research.		
2.0	Skills		
2.1	Examine researchable problems in English literature and choose among alternative approaches to literary research;	Lecture Debates Seminar	Individual presentations, Annotated bibliography, Research papers Midterm Exam
2.2	Carry out a range of literary research methods and tools;		
2.3	Compose literary research in a variety of written formats.		
3.0	Values		
3.1	Conduct research in accord with ethics of research in English literature;	Individual or group seminars Presentations	Observation Self-report Management in individual or group work
3.2	Demonstrate ability to conduct independent research investigations in English literature;		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Seminar Presentations & Participation	2 nd week onward	10%
2	Term Assignments	2 nd week onward	10%
3	Midterm Essay	5 th week	20%
4	Final Essay	11 th & 12 th week	20%

#	Assessment task*	Week Due	Percentage of Total Assessment Score
5	Final Exam	Week 13	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.
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 - Correa, Delia Da Sousa. <i>The Handbook to Literary Research</i>. 2nd edition, Routledge, 2010. - Griffin, Gabriele. <i>Research Methods for English Studies</i> 2nd Edition, Edinburgh University Press, 2013. - Klarer, Mario. <i>An Introduction to Literary Studies</i>. 3rd edition, Routledge, 2004. - <i>MLA Handbook</i>, 8th edition, 2016.
Essential Reference Materials	<p>Booth, W. C, Colomb and G.G Williams. <i>The Craft of Research</i>, 4th edition, Chicago University Press, 2008.</p> <p>Godfrey, Jeanne. <i>How to Use Your Reading in Your Essays</i>. 2nd ed. Palgrave MacMillan, 2013.</p>

	<p>Greetham, Bryan. <i>How to Write Better Essays</i>. 3rd ed. Palgrave MacMillan, 2013.</p> <p>Pears, Richard and Graham Shields, <i>Cite Them Right: The Essential Referencing Guide</i>. 9th ed. Palgrave MacMillan, 2010.</p> <p>Pickering, Michael. <i>Research Methods for Cultural Studies</i>, Edinburgh University Press, 2008.</p>
Electronic Materials	<p>Saudi Digital Library</p> <ul style="list-style-type: none"> • https://www.citationmachine.net/ • https://www.bibme.org/
Other Learning Materials	MLA Research Guide

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 cloud.imamu.edu.sa - 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)

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 ()
Date	



Course Specifications (Postgraduate Degree)

Course Title:	Eighteenth Century Fiction
Course Code:	ENG 7122
Program:	Doctor of Philosophy in English Literature
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A.	3
B. Course Objectives and Learning Outcomes	3
1. Course Description	3
2. Course Main Objective	3
3. Course Learning Outcomes	3
C. Course Content	4
D. Teaching and Assessment	4
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	4
2. Assessment Tasks for Students	4
E. Student Academic Counseling and Support	5
F. Learning Resources and Facilities	5
1. Learning Resources	5
2. Educational and research Facilities and Equipment Required	5
G. Course Quality Evaluation	5
H. Specification Approval Data	6

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 2/ Year 1
4. Pre-requisites for this course (if any):	
ENG 7124, ENG 7105	
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	30	75%
2	Blended	10	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	30
2	Laboratory/Studio	-
3	Seminars	10
4	Others- (library, research, close-reading, course assignments and activities):	40*
Total		80

*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 deals critically with the Eighteenth-century phenomenon known as “The Rise of the Novel.” A thorough study and discussion of several novels from this century will be complemented by presentations on the historical, theoretical, and literary contexts of these works. Selections of late-seventeenth and eighteenth-century fiction writers as Daniel Defoe, Samuel Richardson, Henry Fielding, Tobias Smollett, Jonathan Swift, Laurence Sterne, Jane Austen and topics such as sentiment and sociability, the gothic, and abolitionism and other aspects prevalent during the age will be included in the readings. This period, in which the novel is often said to “rise,” was also a period of radical social change. Colonial expansion, an incipiently capitalist economy, and the division of public and private spheres all drive literary examinations of what it means to be an individual. As we think about what makes the novel

the novel, we will also take account of the social and historical context of early fiction. We will be exploring the relationships among literacy, genre, gender, economics, colonialism, metropolitan social realignments, and notions of the self in eighteenth-century fiction and its readership.

2. Course Main Objective

The main objective of this course is for doctoral students to effectively scrutinize English fiction in the 18th century using advanced critical skills in reading, analysis, and theory.

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	Define a thorough knowledge of some recent critical developments in Eighteenth-century fiction.	K1
1.2	Discuss the terms, trends, and themes used in Eighteenth-century fiction to introduce critical arguments or perspectives.	K2
1.3	Identify the critical ideas of re-reading and interpretation of Eighteenth-century fiction.	K3
1.4	Describe literary studies of Eighteenth-century fiction as an outcome of the social, political, and historical contexts	K3
2	Skills: <i>By the end of the course students will be able to:</i>	
2.1	Analyze fictional texts using the critical skills of close reading	S1
2.2	Employ critical skills to read, assess and write papers, referencing from of a range of critical works about Eighteenth-century fiction.	S2
2.3	Apply appropriate critical terminology related to Eighteenth-century fiction.	S3
2.4	Illustrate an ability to apply theoretical perspectives to fictional texts in the Eighteenth century	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 self-discipline, inner motivation, and display an appreciation of the cultural, political and social contexts of Eighteenth-century fiction.	V3
3.4	Illustrate self-creativity, intellectual independence and proactive decision-making in complex academic and professional situations.	V4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the course Daniel Defoe, <i>Robinson Crusoe</i>	4
2	Seminar: New interpretations of Defoe's novel using interdisciplinary approaches, recent theories, or unconventional perspectives	4
3	Samuel Richardson, <i>Clarissa</i> Henry Fielding, <i>Tom Jones</i>	4
4	Seminar presentations: Richardson and Fielding	4
5-6	Tobias Smollett, <i>Humphrey Clinker</i> Jonathan Swift, <i>Gulliver's Travels</i> and <i>A Modest Proposal</i>	4
7	Critical Reports and Reflections: the works of Swift & Smollett	4
8	Laurence Sterne, <i>Tristram Shandy</i>	4
9	Critical discussion: interdisciplinary approaches	4
10	Jane Austen, <i>Emma</i> and <i>Northanger Abbey</i> Jane Austen, <i>Northanger Abbey</i>	4
11-12	Seminar Discussion: Jane Austen	4
13	Final Exam	
Total		40

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	Define a thorough knowledge of some recent critical developments in Eighteenth-century fiction.	✓ lectures, ✓ tutor-led seminars ✓ student-led seminars, ✓ tutorials, ✓ workshops. ✓ conduct independent library research, ✓ regular tutorial meetings and critical discussion of Eighteenth-century fiction.	➤ Extended essays ➤ shorter essays; ➤ annotated bibliography on Eighteenth-century fiction; ➤ critical research review on Eighteenth-century fiction; ➤ reports on workshop tasks; ➤ oral presentations on Eighteenth-century fiction
1.2	Discuss the terms, trends, and themes used in Eighteenth-century fiction to introduce critical arguments or perspectives.		
1.3	Identify the critical ideas of re-reading and interpretation of Eighteenth-century fiction.		
1.4	Describe literary studies of Eighteenth-century fiction as an outcome of the social, political, and historical contexts		
2.0	Skills		
2.1	Analyze fictional texts using the critical skills of close reading	✓ Tutor-led seminars, ✓ Student-led seminars ✓ Workshops on Eighteenth-century fiction,	➤ Extended essays on Eighteenth-century fiction ➤ Oral presentations on Eighteenth-century fiction
2.2	Employ critical skills to read, assess and write papers, referencing from of a range of critical works about Eighteenth-century fiction.		

2.3	Apply appropriate critical terminology related to Eighteenth-century fiction.	✓ Regular presentations on Eighteenth-century fiction.	➤ Group and individual projects on Eighteenth-century fiction,
2.4	Illustrate an ability to apply theoretical perspectives to fictional texts in the Eighteenth century	✓ Critical discussion on Eighteenth-century fiction.	➤ Workshop tasks & presentations on Eighteenth-century fiction.
3.0	Values		
3.1	Demonstrate responsibility in writing innovative research papers in accord with ethical standards.	✓ advanced training in the use of information technology to support research in Eighteenth-century fiction; ✓ Group and individual discussion on Eighteenth-century fiction	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 self-discipline, inner motivation, and display an appreciation of the cultural, political and social contexts of Eighteenth-century fiction.		
3.4	Illustrate self-creativity, intellectual independence and proactive decision-making in complex academic and professional situations.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Short essays, Extended essays	Weeks 2, 4, 6	5%
2	Annotated bibliography	weekly	5%
3	Oral presentations (PPT)	weekly	10%
4	Group and individual projects/seminar Workshop tasks & presentations	3 rd , 5 th , 7 th ,	10%
6	Research papers/ Book reports/Precise writing	8 th	10%
7	Term paper	10 th	10%
8	Research Paper	11 th & 12 th	10%
	Final Exam	Week 13	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	<p>Class Notes</p> <ol style="list-style-type: none"> 1) Armstrong, Nancy, <i>Desire and Domestic Fiction</i>. Oxford: OUP, 1990. 2) Copeland, Edward & Juliet McMaster (eds.), <i>The Cambridge Companion to Jane Austen</i>. Cambridge: CUP, 1998. 3) Davis, Leonard, <i>Factual Fiction: The Origins of the English Novel</i>. Philadelphia: University of Pennsylvania, 1996. <p>Doody, Margaret, <i>The True Story of the Novel</i>. New Jersey: Rutgers UP, 2000.</p>
Essential Reference Materials	<ol style="list-style-type: none"> 1. Greene, Donald, <i>The Age of Exuberance</i>. New York: Random House, 1976. 2. Kettle, Aronold, <i>An Introduction to the English Novel</i>. (Part 1) London: Hutchinson, 2007 3. McKeon, Michael, <i>The Origins of the English Novel, 1660-1740</i>. Maryland: The Johns Hopkins UP, 2002.

	<p>4. Monaghan, David (ed.), (New Casebooks) Jane Austen: Emma. Basingstoke: Macmillan, 2001.</p> <p>5. Richetti, John, The English Novel in History: 1700-1800. New York: Routledge, 1998.</p> <p>6. Watt, Ian, The Rise of the Novel. California: CUP, 2001.</p>
Electronic Materials	<ul style="list-style-type: none"> • https://ecf.humanities.mcmaster.ca/ • https://www.gale.com/intl/primary-sources/eighteenth-century-collections-online
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms/ Demonstration Rooms
Technology Resources (AV, data show, Smart Board, software, etc.)	<p>- Access to Microsoft Office 365 Software, platforms and applications via Imam University's official cloud server: cloud.imamu.edu.sa</p> <p>Examples are: Microsoft Office, OneDrive, Microsoft Teams, SharePoint Microsoft Forms, Kaizala, etc.</p> <p>-Blackboard</p> <p>Cisco WebEx</p> <p>-AV</p> <p>-Data show</p> <p>-Smart Board</p>
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 ()
Date	



Course Specifications (Postgraduate Degree)

Course Title:	Neo-Classical and Romantic Drama and Poetry
Course Code:	ENG 7123
Program:	Doctor of Philosophy in English Literature
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification.....	3
B. Course Objectives and Learning Outcomes	3
1. Course Description	3
2. Course Main Objective	3
3. Course Learning Outcomes	4
C. Course Content.....	4
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	5
2. Assessment Tasks for Students	6
E. Student Academic Counseling and Support	6
F. Learning Resources and Facilities	7
1. Learning Resources	7
2. Educational and research Facilities and Equipment Required	8
G. Course Quality Evaluation	8
H. Specification Approval Data	9

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 2 / Year 1
4. Pre-requisites for this course (if any):	
ENG 7124- ENG 7105	
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	35	70 %
2	Blended	15	30 %
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	35
2	Laboratory/Studio	-
3	Seminars	15
4	Others (library, research, close-reading, course assignments and activities):	50*
Total		100

*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 is designed to cover the poetry of the Neo-Classical Age and the Romantic Age within the context of the literary, cultural, religious and political developments of the period. Through a reading of major texts students will investigate key ideas literary/poetic styles, major literary conventions and formal qualities of Neoclassical and Romantic writing. The course traces the rise of sentiment and the cult of sensibility linked to romanticism and the gradual shift away from Neoclassicism.
2. Course Main Objective
The main objective of this course is for students to acquire an in-depth understanding of the intellectual basis and formal elements of Neoclassical and Romantic poetry.

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	Discuss the neoclassical and Romantic literary movement, its main figures (canonized/sub canonized) and literary characteristics.	K1
1.2	State several critical approaches to poetry including the recent critical trends.	K2
1.3	Recognize the historical, social, cultural & political context of each poetic tradition that formulates the specific characteristics of the poetic texts.	K3
2	Skills <i>By the end of the course students will be able to:</i>	
2.1	Analyze critically the works of the selected writers of neoclassical and romantic periods considering the influences of the contexts in which they were written and read.	S1
2.2	Employ the appropriate skills used in literary research.	S2
2.3	Generate well written essays, and research papers about neoclassical or romantic poetry using critical arguments, multiple sources, theoretical knowledge and/or interdisciplinary approaches.	S3
2.4	Interpret texts in relation to their historical and cultural contexts and correlate their own perceptions in their oral discussions or written work.	S4
2.5	Demonstrate an ability to use technology in research.	S5
3	Values <i>By the end of the course students will be able to:</i>	
3.1	Follow academic ethical practices when composing arguments in essays, research papers and oral discussions.	V1
3.2	Perform effectively in collaborative course work.	V2
3.3	Adhere to deadlines, and manage time to distribute course work consistently throughout the semester.	V3
3.4	Communicate ideas independently using powers of reason and argument in both oral and written work and through an active engagement with the primary texts.	V4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction: The 18 th century in literature: social, historical and literary survey.	4
2	Augustan/neo-classical literary principles, major literary forms, satire, mock-heroic poetry. Mock-heroic and satire: John Dryden. *Sample texts: <i>Absalom and Achitophel</i> / <i>Mac Flecknoe</i> Mock-heroic and satire: Alexander Pope. *Sample text: <i>The Rape of the Lock</i>	4
3	Seminar Presentation	4

4	Introduction: Looking Forward to the Romantic Movement (accounts of revolution, the influence of philosophical theories, the role of periodicals as a cultural medium, the importance of ideas of Empire and the Orient, the representation of landscape...etc) Romantic poetry and poets, Romantic aesthetic theory and poetic practice, the Poetry of Sensibility vs Neoclassicism: Characteristics and theories of neoclassical poets and their poetry	4
5	William Blake. *Sample texts: <i>Songs of Innocence and Songs of Experience</i> , <i>The Marriage of Heaven and Hell</i> , <i>The Mental Traveler</i> . William Wordsworth. *Sample texts: <i>Lucy Poems</i> , "Michael", "Ode: Intimations of Immortality", "Resolution and Independence", "The Prelude", <i>The Excursion</i> , <i>Surprised by Joy</i> Samuel T. Coleridge. *Sample texts: <i>The Rime of the Ancient Mariner</i> "Dejection and Ode", "Christabel", "Frost at Midnight", "Kubla Khan", "The Pains of Sleep", "The Eolian Harp."	4
6	Seminar presentation: Any topic related to First-Generation Romantics either on; romantic poetic theories & practice; using interdisciplinary approaches ...etc.	4
7	Lord Byron. *Sample texts: "When We Two Parted", "She Walks in Beauty", "Prisoner of Cillon", "Child Harold's Pilgrimage", "Manfred."	4
8	P.B. Shelley. *Sample texts: <i>Alaster</i> , <i>Ode to the West Wind</i> , <i>To a Skylark</i> , <i>Prometheus Unbound</i> , <i>Cenci</i> , <i>Ozymandias</i>	4
9-10	John Keats. *Sample texts: "Ode to Grecian Urn", "La Belle Dame Sans Merci", "Ode to Melancholy", "Ode to a Nightingale", "To Autumn."	4
11-12	Seminar Presentation: Any topic related to the Second-Generation Romantics.	4
13	Final Exam or Final Research Paper	
Total		40

*The texts in the course description are some examples. Any text that is representative of the age and the poet can be used.

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	Discuss the neoclassical and Romantic literary movement, its main figures (canonized/sub canonized) and literary characteristics.	1.Lectures 2.Seminar Discussions: Tutor and Student-based 3.Workshop	1.Individual and group presentations 2.Research reports 3.Critical essays 4.Creative portfolio 5.Annotated bibliographies
1.2	State several critical approaches to poetry including the recent critical trends.		
1.3	Recognize the historical, social, cultural & political context of each poetic tradition that formulates the specific characteristics of the poetic texts.		
2.0	Skills		
2.1	Analyze critically the works of the selected writers of neoclassical and romantic periods	1. Lectures	

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	considering the influences of the contexts in which they were written and read.	2. Seminar Discussions: Tutor and Student-based 3. Debates 4. Critical Reviews/Reports	1.Individual and group presentations 2.Research reports 3.Critical essays 4.Creative portfolio
2.2	Employ the appropriate skills used in literary research.		
2.3	Generate well written essays, and research papers about neoclassical or romantic poetry using critical arguments, multiple sources, theoretical knowledge and/or interdisciplinary approaches.		
2.4	Interpret texts in relation to their historical and cultural contexts and correlate their own perceptions in their oral discussions or written work.		
2.5	Demonstrate an ability to use technology in research.		
3.0	Values		
3.1	Follow academic ethical practices when composing arguments in essays, research papers and oral discussions.	1. Individual or group seminars 2. Presentations 3. Tutorial 4. Formative Feedback 5. Attending Workshops	1.Observation 2.Punctuality 3.Management in individual and group work 4.Self-report
3.2	Perform effectively in collaborative course work.		
3.3	Demonstrate responsibility by adhering to deadlines, and managing time to distribute course work consistently throughout the semester.		
3.4	Communicate ideas independently using powers of reason and argument in both oral and written work and 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	2 nd week onward	10%
2	Creative Portfolio (Reports, reflections, critical essays)	2 nd week onward	10%
3	Midterm Exam or Essay	Week 5	20%
4	Research Paper	Week 11 & 12	20%
5	Final Exam	Week 13	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	1) Abrams, M.H., <i>The Mirror and the Lamp</i> . Oxford: OUP, 1971. 2) Bloom, Harold (ed.), <i>Romanticism and Consciousness</i> . New York: Norton, 1970. 3) Brooks, Cleanth, <i>The Well-Wrought Urn</i> . Florida: Harcourt Brace, 1970. 4) Butt, J., <i>The Augustan Age</i> . London: Hutchinson, 1962. 5) DeMan, Paul, <i>The Romantic Predicament</i> . Edinburgh: University of Edinburgh Press, 2010.
Essential Reference Materials	6) Frye, Northrop (ed.), <i>Blake: A Collection of Critical Essays</i> . New Jersey: Prentice-Hall, 1966. 7) Jack, Ian, <i>Augustan Satire</i> . Oxford: OUP, 1967. 8) Mack, Maynard, <i>Alexander Pope</i> . New York: Norton, 1986. 9) Miner, Earl, <i>Dryden's Poetry</i> . California: UCP, 1971. 10) Nicholson, Colin, <i>Alexander Pope: Essays for the Tercentenary</i> . Cambridge: Harvard University Press, 1988. 11) Peterfreund, S., <i>Shelley among Others: The Play of the Interest and the Idea of Language</i> . Maryland: The Johns Hopkins University Press, 2001.

	12) Rogers, Pat (ed.), <i>The Cambridge Companion to Alexander Pope</i> . Cambridge: CUP, 2008.
Electronic Materials	
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> - Access to Microsoft Office 365 Software, platforms and applications via Imam University's official cloud server: cloud.imamu.edu.sa Examples are: Microsoft Office, OneDrive, Microsoft Teams, SharePoint Microsoft Forms, Kaizala, etc. -Blackboard Cisco WebEx -AV -Data show -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 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 ()
Date	



Course Specifications (Postgraduate Degree)

Course Title:	Victorian Fiction
Course Code:	ENG 7132
Program:	Doctor of Philosophy in English Literature
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

<u>A. Course Identification</u>	3
<u>B. Course Objectives and Learning Outcomes</u>	3
1. Course Description	3
2. Course Main Objective	3
3. Course Learning Outcomes	3
<u>C. Course Content</u>	4
<u>D. Teaching and Assessment</u>	4
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	4
2. Assessment Tasks for Students	4
<u>E. Student Academic Counseling and Support</u>	5
<u>F. Learning Resources and Facilities</u>	5
1. Learning Resources	5
2. Educational and research Facilities and Equipment Required	5
<u>G. Course Quality Evaluation</u>	5
<u>H. Specification Approval Data</u>	6

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 1
4. Pre-requisites for this course (if any):	
ENG 7122- ENG 7123	
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	30	75%
2	Blended	10	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	30
2	Laboratory/Studio	-
3	Seminars	10
4	Others: (preparing for presentations, debates, assignments, seminars, research, and independent and private study).	40*
Total		80

*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 surveys a wide range of novels which were undoubtedly the dominant cultural form of the Victorian period. Students will study texts by writers such as Dickens, Thackeray, George Eliot, Charlotte and Emily Brontë, Thomas Hardy and others. Students will explore the rich heterogeneity of the Victorian novel through close examination of the texts that cover themes that illuminate a number of the important conceptual developments of the age such as realism, the industrial novel, Victorian gothic, horror, adventure, fantasy, science fiction and empire. The course also outlines the different critical and theoretical approaches that have been influential to Victorian fiction. As Students gain familiarity with such critical practices, the course aims to develop their own sense of how to build literary critical arguments about texts. Within the course of examining these texts, students will also distinguish between the 18th century novel and the Victorian novel. On such layers of exploration students consider the ways in which the cultural, social and political values of Victorian Britain are both encoded and contested in the novels of the age.</p>

2. Course Main Objective

The main objective of this course is to develop in students a deeper critical appreciation of Victorian novels as they place texts in their political, historical, economic and social contexts and further hone their skills in critical analysis, close reading, and research.

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	Discuss the emergence of the novel genre, its themes, techniques and trends that shaped its development throughout the 19 th century.	K1
1.2	Explain a variety of critical and theoretical approaches that are relevant to the content and context of the novels and enrich the reading and analysis of the selected texts.	K2
1.3	Describe the characteristics of Victorian fiction as a complex outcome of the social, historical, political, economic and intellectual backgrounds of the period.	K3
2	Skills <i>By the end of the course students will be able to:</i>	
2.1	Evaluate critical arguments about the novels at hand drawing from a variety of resource material correctly and effectively to incorporate them into their own arguments.	S1
2.2	Compose comprehensive, logical and coherent arguments based on evidence in their course work assignments, seminar presentations and research.	S2
2.3	Demonstrate in analysis an understanding of the social, political, historical and cultural contexts of these texts.	S3
2.4	Apply the appropriate research methodology in any form of written work.	S4
2.5	Use appropriate communication technologies relevant to the University learning environment.	S5
3	Values <i>By the end of the course students will be able to:</i>	
3.1	Demonstrate an ability to abide by ethical standards when conducting research and academic tasks.	V1
3.2	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in teams to exchange theoretical knowledge, research proficiencies, and professional skills	V2
3.3	Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres	V3
3.4	Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic situations related to the course content.	V4

* Program Learning Outcomes

C. Course Content

No:	List of Topics	Contact Hours
* Along with the study of the thematic aspects, the following are some suggested critical considerations to be used when appropriate to the context and content of the novel: Reading Empire, Colonialism, Imperialism, Orientalism, Marxism, Capitalism, Social Satire, Race theory, Feminism/Gender Studies...etc.		
1.	Introduction: The heterogeneity of Victorian fiction; its many genres; its diverse modes of publication; its various overlapping and sometimes antithetical aims (such as to entertain, instruct, satire social norms or issues, record abuses, instigate reform, indoctrinate, express visions and versions of characters...etc.)	4
2.	Two novels by Charles Dickens Suggested novels: <i>Bleak House</i> , <i>Little Dorrit</i> , <i>David Copperfield</i> , <i>Our Mutual Friend</i>	4
3.	William M. Thackeray: <i>Vanity Fair</i>	4
4.	Seminar Presentation	4
5 - 6	Two novels by George Eliot: Suggested novels: <i>Middlemarch</i> , <i>Daniel Deronda</i> , <i>The Mill on the Floss</i> , <i>Adam Bede</i>	4
7 - 8	Charlotte Bronte: <i>Jane Eyre</i> or <i>Villette</i> Emily Bronte: <i>Wuthering Heights</i>	4
9	Seminar Presentation	4
1 0	Two novels by Thomas Hardy Suggested novels: <i>The Mayor of Casterbridge</i> , <i>Jude the Obscure</i> , <i>Tess of the D'Urbervilles</i> , <i>The Return of the Native</i>	4
1 1	Samuel Butler: <i>The Way of All Flesh</i> or <i>Erewhon</i> Anthony Trollope: <i>The Way We Live Now</i>	4
1 2	William Morris: <i>A Dream of John Ball</i> or <i>The Water of the Wondrous Isles</i>	4
13	Final Exam or Research Paper	
Total		40

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	Discuss the emergence of the novel genre, its themes, techniques and trends that shaped its development throughout the 19 th century.	1.Lectures 2.Seminar Discussions: Tutor and Student-based 3.Debates 4.Tutorials	1.Individual and group presentations
1.2	Explain a variety of critical and theoretical approaches that are relevant to the content and context of the novels and enrich the reading and analysis of the selected texts.		2.Research reports
1.3	Describe the characteristics of Victorian fiction as a complex outcome of the social, historical, political, economic and intellectual backgrounds of the period.		3.Critical essays
			4.Creative portfolio
			5.Annotated bibliographies
			6.Tests
2.0	Skills		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.1	Evaluate critical arguments about the novels at hand drawing from a variety of resource material correctly and effectively to incorporate them into their own arguments.	1. Lectures 2. Seminar Discussions: Tutor and Student-based 3. Debates 4. Tutorials	1. Individual and group presentations 2. Research reports 3. Critical essays 4. Creative portfolio 5. Annotated bibliographies 6. Tests
2.2	Compose comprehensive, logical and coherent arguments based on evidence in their course work assignments, seminar presentations and research.		
2.3	Demonstrate in analysis an understanding of the social, political, historical and cultural contexts of these texts.		
2.4	Apply the appropriate research methodology in any form of written work.		
2.5	Use appropriate communication technologies relevant to the University learning environment.		
3.0	Values		
3.1	Demonstrate an ability to abide by ethical standards when conducting research and academic tasks.	1. Individual or group seminars 2. Presentations 3. Tutorial 4. Formative Feedback 5. Attending Workshops	1. Observation 2. Punctuality 3. Management in individual and group work 4. Self-report
3.2	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in teams to exchange theoretical knowledge, research proficiencies, and professional skills		
3.3	Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres		
3.4	Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic situations related to the course content.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Annotated Bibliography	3 rd	10%
2	Critical Essays	7 th	10%
3	Seminar Presentations	4 th , 6 th , 8 th	10%
4	Midterm Exam or Essay	5 th	20%
5	Research Paper	11 th & 12 th	10%
6	Final exam	Week 13	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 assistance.
2. The college also has a **Student Affairs Unit** that specifically handles students social and medical excuses.
3. Postgraduate students on registration are appointed academic advisors who meet students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice that may improve their educational experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four hours depending on their teaching loads. 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.
5. 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.
6. Talented and gifted students are encouraged to participate in research activities, active seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	All novels in the course content table. Sutherland, John. <i>The Longman Companion to Victorian Fiction</i> . New York: Routledge Taylor & Francis, 2016.
Essential Reference Materials	<ol style="list-style-type: none">1. Bodeen, Donald V.(ed.), <i>A Critical Study of Charles Dickens: Humor, Satire, and Talks of the Victorian Era</i>. New York: Dominant, 2009.2. Connor, Steven (ed.). <i>Longman Critical Reader: Charles Dickens</i>. New York: Longman, 2007.3. Gillooly, Eileen and Deirdre David (eds.), <i>Contemporary Dickens</i>. Ohio: Ohio State University Press, 2008.4. Morgentaler, Goldie, <i>Dickens and Heredity</i>. London: Macmillan, 2000.5. Peck, John (ed.), (New Casebooks) <i>Dickens: David Copperfield and Hard Times</i>. Basingstoke: Macmillan, 2001.6. --- (New Casebooks) <i>George Eliot: Middlemarch</i>. Macmillan, 2002.7. Sanders, Andrew, <i>Charles Dickens</i>. Oxford: OUP, 2002.8. Stoneman, Patsy, <i>Emily Bronte: Wuthering Heights</i>. New York: Columbia UOP, 2002.9. Tambling, Jeremy (ed.), (New Casebooks) <i>Dickens: Bleak House</i>. Basingstoke, Macmillan , 2003.

	<p>10. Blake, Andrew. <i>Reading Victorian Fiction</i>. New York: St Martin's Press, 1989.</p> <p>11. Gilbert, Sandra M., and Susan Gubar. <i>The Madwoman in the Attic: the Woman Writer and the Nineteenth-Century Literary Imagination</i>. Yale University Press, 2020.</p> <p>12. Marx, Karl, and Friedrich Engels. <i>The Communist Manifesto</i>. Origami Books, 2020.</p> <p>13. Meyer, Susan. "Colonialism and the Figurative Strategy of Jane Eyre." <i>Macropolitics of Nineteenth-Century Literature</i>, 1991, doi:10.9783/9781512800371-008.</p> <p>14. Said, Edward W. <i>Culture and Imperialism</i>. Vintage Digital, 2014.</p> <p>15. Said, Edward W. <i>Orientalism</i>. W. Ross MacDonald School, Resource Services Library, 2006.</p> <p>16. Spivak, G. C. <i>Can the Subaltern Speak?</i> Colbert B., 1998.</p> <p>17. Warhol, Robyn R. "Double Gender, Double Genre in Jane Eyre and Villette." <i>Studies in English Literature, 1500-1900</i>, vol. 36, no. 4, 1996, p. 857., doi:10.2307/450979.</p> <p>18. Alderson, D 1998, <i>Mansex Fine: Religion, Manliness and Imperialism in Nineteenth-Century British Culture</i>, Manchester University Press, Manchester.</p> <p>19. Argyros, E 1999, <i>Without Any Check of Proud Reserve: Sympathy and Its Limits in George Eliot's Novels</i>, Peter Lang, New York.</p> <p>20. Baumgarten, M & Daleski, H (eds) 1998, <i>Homes and Homelessness in the Victorian Imagination</i>, AMS, New York.</p> <p>21. Beer, G 2000, <i>Darwin's Plots: Evolutionary Narrative in Darwin, George Eliot and Nineteenth-Century Fiction</i>, 2nd edn, Cambridge University Press, Cambridge.</p> <p>22. Byerly, A 1997, <i>Realism, Representation and the Arts in Nineteenth-Century Literature</i>, Cambridge University Press, Cambridge.</p> <p>23. Campbell, M 1999, <i>Rhythm and Will in Victorian Poetry</i>, Cambridge University Press, Cambridge.</p> <p>24. Dolin, T 1997, <i>Mistress of the House: Women of Property in the Victorian Novel</i>, Ashgate, Brookfield.</p> <p>25. Gilbert, P 1997, <i>Disease, Desire and the Body in Victorian Women's Popular Novels: Reading, Contagion, and Transgression</i>, Cambridge University Press, Cambridge.</p> <p>26. Wolfreys, J & Robbins, R 2000, <i>Victorian Gothic: Literary and Cultural Manifestations in the Nineteenth Century</i>, Palgrave, Basingstoke.</p> <p>27. Munns, Jessica, et al. <i>A Cultural Studies Reader: History, Theory, Practice</i>. Longman, 1995.</p>
Electronic Materials	<p>http://www.victorianweb.org/</p> <p>https://sdl.edu.sa/sdlportal/en/publishers.aspx</p>
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms/ Demonstration Rooms/Labs
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> - Access to Microsoft Office 365 Software, platforms and applications via Imam University's official cloud server: cloud.imamu.edu.sa Examples are: Microsoft Office, OneDrive, Microsoft Teams, SharePoint Microsoft Forms, Kaizala, etc. -Blackboard Cisco WebEx -AV -Data show -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 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 ()
Date	



Course Specifications (Postgraduate Degree)

Course Title:	African American Literature
Course Code:	ENG 7135
Program:	Doctor of Philosophy in English Literature
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification	3
B. Course Objectives and Learning Outcomes.....	3
1. Course Description	3
2. Course Main Objective	3
3. Course Learning Outcomes	4
C. Course Content	5
D. Teaching and Assessment	6
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	6
2. Assessment Tasks for Students	7
E. Student Academic Counseling and Support	7
F. Learning Resources and Facilities	8
1. Learning Resources.....	8
2. Educational and research Facilities and Equipment Required	8
G. Course Quality Evaluation	8
H. Specification Approval Data	9

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 1
4. Pre-requisites for this course (if any):	
ENG 7122 – ENG 7123	
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	35	70%
2	Blended	15	30%
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	35
2	Laboratory/Studio	
3	Seminars	15
4	Others (Exams, presentations, weekly reports, reflective responses)	50*
Total		100

*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 introduces students to the writings of literary figures of African descent in North America. Students examine and critically study the themes, content, and structure of African American writing from the late 18th century up through the modern period. The course introduces Slave Narratives in the 18th and 19th Centuries and their role in paving the way to abolition movement in addition to the impact of the Harlem Renaissance on 20th century literary forms. Encompassing array of genres and forms, students also examine black writings from mid-20th century to present. Major authors include Frederick Douglass, Ralph Ellison, W.E.B. Du Bois, James Baldwin, Langston Hughes, Alice Walker, Ed Bullins, Rita Dove, Nikki Giovanni, Ishmael Reed, and Toni Morrison.

2. Course Main Objective

The main objective of this course is for students to survey the historical and political factors that created a body of literature designated as African-American. This includes:

- 1- Understanding the multiple influences on and within the African American expression
- 2- Recognizing other strands of literary writings that do not usually belong to the mainstream English literature in Northern America.
- 3- Distinguishing the variety of thematic and structural production that characterizes the African American cultural representations which enhances the students' knowledge about the different ethnic presence of other communities and literary groups in American 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	State the range and variety of the African American writings from the 18 th century to the present (slave narratives, poetry, fiction, short stories) and the ways that this literature responds to historical, political and social events.	K1
1.2	Describe related and recent critical theories used in research that apply to African-American literary texts.	K2
1.3	Recognize the historical, social, and cultural contexts that shaped the making of African American Literature.	K3
2	Skills <i>By the end of the course students will be able to:</i>	
2.1	Analyze African American literary works, its associated terms and major themes, as catalytic agents in the ongoing discussion of race and ethnicity of American society.	S1
2.2	Compose research and essays that abide by the academic formatting guidelines for scholarly research.	S2
2.3	Distinguish the relationship between African American literature and other American literature within the context of the United States in their written work or discussions.	S3
2.4	Deduce interdisciplinary connections to contribute to new knowledge in the field of African American literature through ongoing research as well as considering the historical, political and cultural contexts.	S3
2.5	Evaluate African American literary terms, themes, strategies, and issues to introduce perspectives that are relevant to the works being studied.	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	Display individual responsibility and academic professionalism when performing course related tasks through self-regulated learning, conforming to deadlines and time management.	V3
3.4	Perform quality work in research questions and research design that reflect intellectual independence and creativity.	V4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the historical and political backdrop of African American presence and literature in Northern America.	4
2	Slavery and Abolition: Writing the Way to Freedom (1746-1865) Phillis Wheatley: Preface, "On Being Brought from Africa to America" Frederick Douglass, from <i>Narrative of the Life of Frederick Douglass</i> (preface and chapters 1–2 and 7–10) Harriet Jacobs: from <i>Incidents in the Life of a Slave Girl</i> (excerpt)	4
3	Literature of the Reconstruction (1865-1919) Booker T. Washington. <i>Up from Slavery</i> (autobiography) W.E.B Du Bois: "Criteria of Negro Art" (essay) Paul Laurence Dunbar: "We Wear the Mask" - "Sympathy" - "Worn Out" - "An Ante-Bellum Sermon".	4
4	Harlem Renaissance I James Weldon Johnson: "The Creation" Marcus Garvey: "Africa for the Africans" - "The Future as I see it" Alain Locke: "The New Negro" Countee Cullen: "Heritage"	4
5	Harlem Renaissance II Langston Hughes: "The Negro Artist and the Racial Mountain" - "The Negro Speaks of Rivers" - "The Weary Blues" Zora Neale Hurston: <i>Color Struck</i> (1926 play)	4
6	Zora Neale Hurston: <i>Their Eyes Were Watching God</i> (1937 novel)	4
7	Realism, Naturalism, Modernism(1940-1960) Richard Wright: "The Ethics of Living Jim Crow" (Essay) Ralph Ellison: <i>Invisible Man</i> (1952 novel) Gwendolyn Brooks: "We Real Cool" - "A Song in the Front Yard" James Baldwin: <i>Sonny's Blues</i> (1957 short story) Lorraine Hansberry: <i>A Raisin in the Sun</i> (1959 play)	4
8	Toward Civil Rights & the Present - The Black Arts Era. (1960-1975) Amiri Baraka: <i>Dutchman</i> (1964 play) Ed Bullins: <i>The Electronic Nigger</i> (1967play) Ernest J.Gaines: <i>The Sky Is Gray</i> (1963 short story) Larry Neal: "The Black Arts Movement" (1968 Essay) Mari Evans: "I am A Black Woman."	4
9-10	Literature since 1975 – I Toni Morrison: "Rootedness: The Ancestor as Foundation" (Essay) Alice Walker: "On Stripping Bark from Myself" - "In Search of Our Mother's Gardens." Albert Murray: <i>Train Whistle Guitar</i> (1975 novel) Toni Morrison: <i>Sula</i> (1973 novel) - <i>Song of Solomon</i> (1977 novel)	4
11-12	Literature since 1975 – II Maya Angelou: "And Still I Rise." Paule Marshall: "The Making of a Writer." Nikki Giovanni: "Legacies" Ishmael Reed: "Points of View" - "A Secretary of Spirits" Rita Dove: "Parsley"- "Reunion 2005"	4
13	Final Exam	
Total		50

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	State the range and variety of the African American writings from the 18 th century to the present (slave narratives, poetry, fiction, short stories) and the ways that this literature responds to historical, political and social events.	-Lecture -PPT presentation -Data show -seminars -debates.	-Term paper -Short essay
1.2	Describe related and recent critical theories used in research that apply to African-American literary texts.		-Group discussions. -Oral questions and answers
1.3	Recognize the historical, social, and cultural contexts that shaped the making of African American Literature.		-Research reports
2.0	Skills		
2.1	Analyze African American literary works, its associated terms and major themes, as catalytic agents in the ongoing discussion of race and ethnicity of American society.	-Lecture -debates -seminar	Weekly reports (Book reports, article responses...etc.) Individual presentations, Annotated bibliography, Research papers
2.2	Compose research and essays that abide by the academic formatting guidelines for scholarly research.		
2.3	Distinguish the relationship between African American literature and other American literature within the context of the United States in their written work or discussions.		
2.4	Deduce interdisciplinary connections to contribute to new knowledge in the field of African American literature through ongoing research as well as considering the historical, political and cultural contexts.		
2.5	Evaluate African American literary terms, themes, strategies, and issues to introduce perspectives that are relevant to the works being studied.		
3.0	Values		
3.1	Demonstrate responsibility in writing innovative research papers in accord with ethical standards.	-Individual or group seminars -Presentations -Analytical thinking, logical reasoning and inquiry during group discussions	-Observation -Self-report -Management in individual or group work
3.2	Work effectively in teams to exchange theoretical knowledge and research skills.		
3.3	Display individual responsibility and academic professionalism when performing course related tasks through self-regulated learning, conforming to deadlines and time management.		
3.4	Perform quality work in research questions and research design that reflect intellectual independence and creativity.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Presentations	2 nd week onward	10%
2	Critical Essays	2 nd week onward	20%
3	Term Paper	Week 6	10%
4	Research Paper	Week 11&12	20%
5	Finals	Week 13	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	Gates Jr., Henry Louis, and Smith, Valerie A. <i>The Norton Anthology of African American Literature</i> . 3rd ed. New York: W.W. Norton, 2014. (Two Volume Set)
Essential Reference Materials	Bloom, Harold. <i>Major Black American Writers Through the Harlem Renaissance</i> . New York: Chelsea House Publishers, 1995. Print. King, Lorraine, and Shirley Moody-Turner. <i>Contemporary African American Literature: The Living Canon</i> . Bloomington: Indiana University Press, 2013. Print.
Electronic Materials	Saudi Digital Library https://sdl.edu.sa/SDLPortal/en/A-ZDataBases.aspx
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.)	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)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		➤ 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 ()
Date	



Course Specifications (Postgraduate Degree)

Course Title:	Contemporary British and American Drama
Course Code:	ENG 7234
Program:	Doctor of Philosophy in English Literature
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

<u>A. Course Identification</u>	3
<u>B. Course Objectives and Learning Outcomes</u>	3
1. Course Description	3
2. Course Main Objective	3
3. Course Learning Outcomes	3
<u>C. Course Content</u>	4
<u>D. Teaching and Assessment</u>	4
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	4
2. Assessment Tasks for Students	4
<u>E. Student Academic Counseling and Support</u>	5
<u>F. Learning Resources and Facilities</u>	5
1. Learning Resources	5
2. Educational and research Facilities and Equipment Required	5
<u>G. Course Quality Evaluation</u>	5
<u>H. Specification Approval Data</u>	6

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 4 / Year 2
4. Pre-requisites for this course (if any):	ENG 7132, ENG 7135
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	35	70%
2	Blended	15	30%
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	35
2	Laboratory/Studio	-
3	Seminars	15
4	Others (Presentations, essays, exams)	50*
Total		100

B. Course Objectives and Learning Outcomes

1. Course Description

This course helps students examine a wide variety of some of the most important contemporary British and American plays. These plays have had a strong impact on Western culture and thought. The student is therefore required to familiarize himself with the political, cultural, economic and intellectual backgrounds of each of the plays he is studying and to form his own insights as to the way the dramatist reacts to his cultural, political and social environment and the economic conditions that prevail in his country. The course helps students to undertake advanced studies in order to further their knowledge of the dramatic forms of contemporary British and American Drama. It focuses in particular on the key element of this dramatic tradition: the narrative aspect of the drama. This key element is seen as a controlling as well as a creative factor within the evolution of the dramatic event. The course seeks to widen the student's understanding of drama and its traditions in Britain and America, and provides workshop opportunities for the student to research, through study, the particular skills and techniques associated with key stages in the development of contemporary British and

American drama. Moreover, the course offers opportunities to explore the particular challenges of dramatic forms within the contemporary British and American traditions.

2. Course Main Objective

The main objective of this course is for PhD students to acquire an advanced knowledge of contemporary British and American drama to critically appreciate, scrutinize, and interpret effectively these dramatic texts considering their historical, social, cultural and political contexts.

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	Define an in-depth knowledge of a range of forms of drama of the British and American traditions, as well as a sound knowledge of how these texts have been adapted in performance.	K1
1.2	Explain the range of styles used in dramatic texts and their relation to the demands of contemporary British and American dramatic texts.	K1
1.3	Discuss the strategies and theoretical perspectives used in researching the world of a play of contemporary British and American drama.	K2
1.4	Identify the range of social and political factors that have shaped contemporary British and American drama.	K3
2	Skills <i>By the end of the course students will be able to:</i>	
2.1	Analyze dramatic texts through assessing ideas from literary or non-literary sources.	S1
2.2	Examine the ways in which themes, ideas, and complex relationships between the character, the action, and space in a written dramatic text can be communicated to the reader/ audience as a performance.	S1
2.3	Use advanced skills of research specific to contemporary British and American drama.	S2
2.4	Analyze dramatic texts using the recognized methodologies of literary criticism and performance analysis to write essays, research papers, and other kinds of course work.	S3
2.5	Generate original, clear and coherent critical arguments about the production of meaning and effect by contemporary British and American dramas both on the page and in performance.	S4
2.6	Demonstrate an ability to use technology in research.	S5
3	Values: <i>By the end of the course students will be able to:</i>	
3.1	Demonstrate responsibility to abide with ethical standards in all academic work.	V1
3.2	Show a capacity to collaborate, lead and exchange ideas effectively in team work about contemporary British and American drama.	V2
3.3	Illustrate an ability to use personal learning skills appropriate to doctoral study in course work related to contemporary British and American drama.	V3

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
* Along with the study of the plays in general, broader issues will also frame the discussions and analysis determined by the context and content of the play. Two plays by each playwright will be studied.		
1	Introduction to Contemporary British Drama: The rise of the 'New Wave' and the 'Angry Young Men,'; the impact of historical events such as the break-up of the British Empire; the widespread challenges related to class, gender, racial, and sexual structures and norms; the influence of modern dramatists as Brecht and Beckett; censorship and scandal; the role of institutions such as the 'Royal Court Theatre'; trends such as 'in-yer face, verbatim theatre.	4
2	Tom Stoppard – British Caryl Churchill – British	4
3	Edward Bond – British Alan Ayckbourn – British	4
4	Kwame Kwei-Armah – British Brian Friel – British	4
5	Midterm	4
6-7	Introduction to Contemporary American Drama: The development and influences of contemporary theatre in North America; experimentation with form and content; expressing complexities of American life, identities, ethnicities and perspectives in contemporary American theatre; other voices- marginalized groups and ideologies in the U.S.; issues of class, race, gender, and sexual orientation.	4
8	Tina Howe – American Tony Kushner – American	4
9	Marsha Norman – American Lorraine Hansberry – American	4
10-11	Adrienne Kennedy – American Sam Shepard – American	4
12	David Mamet – American	4
13	Final Exam or Research Paper	
Total		40

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	Define an in-depth knowledge of a range of forms of drama of the British and American traditions, as well as a sound knowledge of how these texts have been adapted in performance.	✓ Lectures, ✓ Tutor-led seminars ✓ student-led seminars,	-Extended essays -Short essays; -Annotated bibliography
1.2	Explain the range of styles used in dramatic texts and their relation to the demands of contemporary British and American dramatic texts.	✓ tutorials, ✓ workshops ✓ Group and	-Critical research reviews
1.3	Discuss the strategies and theoretical perspectives used in researching the world of a play of contemporary British and American drama.	individual projects and investigations,	-Reports

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.4	Identify the range of social and political factors that have shaped contemporary British and American drama.	✓ Formal and informal presentations ✓ workshops	-Oral presentations
2.0	Skills		
2.1	Analyze dramatic texts through assessing ideas from literary or non-literary sources.	✓ Lectures	- Essays
2.2	Examine the ways in which themes, ideas, and complex relationships between the character, the action, and space in a written dramatic text can be communicated to the reader/ audience as a performance.	✓ Student-led seminars ✓ Regular individual tutorials, ✓ Workshops	-Reports -Oral presentations -project work
2.3	Use advanced skills of research specific to contemporary British and American drama.	✓ Group & individual projects	-Workshop review -Critical reviews
2.4	Analyze dramatic texts using the recognized methodologies of literary criticism and performance analysis to write essays, research papers, and other kinds of course work.	✓ Regular presentations ✓ Critical discussions	-Research Paper
2.5	Generate original, clear and coherent critical arguments about the production of meaning and effect by contemporary British and American dramas both on the page and in performance.	✓ Debates	
2.6	Demonstrate an ability to use technology in research.		
3.0	Values		
3.1	Demonstrate responsibility to abide with ethical standards in all academic work.	✓ Library research ✓ Oral presentations	-oral presentations
3.2	Show a capacity to collaborate, lead and exchange ideas effectively in team work about contemporary British and American drama.	✓ Research using information technology ✓ Drafting and revising	-Project work -Evaluation forms -Observation -Punctuality
	Illustrate an ability to use personal learning skills appropriate to doctoral study in course work related to contemporary British and American drama.	✓ Peer review ✓ Student-led seminar	

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Annotated Bibliography	Week1- 2	10%
2	Presentations	Weeks 3- 4	10%
3	Critical Essays	Weeks 5-6- 7	10%
4	Seminars Discussions' Report	Weeks 8- 9	10%
5	Midterm Exam or Essay	Week 10-11	10%
6	Research Paper or	Week 12	10 %
	Finals	Week13	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	<p>*Assigned Plays</p> <p>Bigsby, Christopher. <i>Contemporary American Playwrights</i>. Cambridge University Press, 2004.</p> <p>Goddard, Lynette. <i>Contemporary Black British Playwrights: Margins to Mainstream</i>. Palgrave Macmillan, 2015.</p>
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	<p>Holdsworth, Nadine and Mary Luckhurst. <i>A Concise Companion to Contemporary British and Irish Drama</i>. Blackwell, 2008.</p> <p>Kolin, Philip C. ed. <i>Contemporary African-American Women Playwrights</i>. Routledge, 2007.</p> <p>Lane, David. <i>Contemporary British Drama</i>. Edinburgh University Press, 2011.</p> <p>Saddik, Annette. <i>Contemporary American Drama</i>. Edinburgh University Press, 2007.</p>
Essential Reference Materials	<p>Boireau, Nicole. <i>Drama on Drama: Dimensions of Theatricality on the Contemporary British Stage</i>. Palgrave, 1988.</p> <p>Saddik, Annette J. <i>Contemporary American Drama</i>. Edinburgh Critical Guides to L, 2007.</p> <p>Clark, Barrett H. <i>The British and American Drama of Today: Outlines for Their Study</i>. Kessinger Publishing Co, 2007.</p> <p>Rees, Catherine. <i>Contemporary British Drama</i>. 1st edition. Red Globe Press, 2020.</p>
Electronic Materials	<ul style="list-style-type: none"> • https://www.dramaonlinelibrary.com/series/modern-plays-iid-13284
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms/ Demonstration Rooms
Technology Resources (AV, data show, Smart Board, software, etc.)	<p>- Access to Microsoft Office 365 Software, platforms and applications via Imam University's official cloud server: cloud.imamu.edu.sa</p> <p>Examples are: Microsoft Office, OneDrive, Microsoft Teams, SharePoint Microsoft Forms, Kaizala, etc.</p> <p>-Blackboard</p> <p>Cisco WebEx</p> <p>-AV</p> <p>-Data show</p> <p>-Smart Board</p>
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 ()
Date	



Course Specifications (Postgraduate Degree)

Course Title:	Contemporary British and American Fiction
Course Code:	ENG 7232
Program:	Doctor of Philosophy in English Literature
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

<u>A. Course Identification</u>	3
<u>B. Course Objectives and Learning Outcomes</u>	3
1. Course Description	3
2. Course Main Objective	3
3. Course Learning Outcomes	3
<u>C. Course Content</u>	4
<u>D. Teaching and Assessment</u>	4
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	4
2. Assessment Tasks for Students	4
<u>E. Student Academic Counseling and Support</u>	5
<u>F. Learning Resources and Facilities</u>	5
1. Learning Resources	5
2. Educational and research Facilities and Equipment Required	5
<u>G. Course Quality Evaluation</u>	5
<u>H. Specification Approval Data</u>	6

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 4 / Year 2
4. Pre-requisites for this course (if any):	ENG 7132, ENG 7135
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	30	75%
2	Blended	10	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	30
2	Laboratory/Studio	-
3	Seminars	10
4	Others (Course assignments, presentations, exams, reports):	40*
Total		80

*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 discusses postmodern British and North American fictions in the contemporary period which suggest a world in crisis often demarcated by the 2001 attacks on New York's Twin Towers, and their legacy of war, terrorism, and counter-terrorism. Students will be introduced to novels that address catastrophe scenarios, along with other equally urgent issues from climate change to the sociopolitical dynamics surrounding identity, national and gendered tensions. In each novel, students explore uses of the art form in which it is embedded to engage with the past and the present in order to imagine into existence or rather anticipate a more ethical future despite all the overwhelming odds. The course thus requires students to delve into the richness of the selected texts to explore, evaluate and critique contemporary fiction. Students will also be introduced to the recent trends in critical appreciation and the range of critical approaches that serve to develop their skills in academic criticism.

2. Course Main Objective

The main purpose of this course is for students to interpret complex contemporary literary fiction effectively 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	Describe the features of contemporary British and American fiction and the relevant critical terms that express the different genres, theories, thematic ranges and formal experimentations that were prominent.	K1
1.2	Explain a variety of critical and theoretical approaches that are relevant to the content and context of the novels and enrich the reading and analysis of the selected texts.	K2
1.3	Recognize the importance of the social, historical, political, economic and intellectual backgrounds of the period as frameworks for understanding the novel and the role of the Contemporary novelist.	K3
2	Skills <i>By the end of the course students will be able to:</i>	
2.1	Evaluate critical arguments about the novels at hand.	S1
2.2	Use a variety of resource material correctly and effectively to incorporate into their own arguments.	S2
2.3	Compose comprehensive, logical and coherent arguments based on evidence in their course work assignments, seminar presentations and research.	S3
2.4	Analyze information about the novels social, historical and cultural context to form new perspectives and add to knowledge in the field.	S4
2.5	Demonstrate an ability to use information technology skills in their assignments and course work.	S5
3	Values <i>By the end of the course students will be able to:</i>	
3.1	Show academic integrity in their course work, writing tasks and oral discussions.	V1
3.2	Interact effectively in a group, clarifying tasks, negotiating, or managing conflicts to achieve advanced research or creative tasks.	V2
3.3	Display responsibility by respecting to regulations, adhering to timelines, and managing course work effectively.	V3
3.4	Demonstrate confidence and creativity in the presentation of ideas, and in the communication and collaboration with others.	V4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to contemporary fiction: the transition from modern to postmodern: Certain thematic concerns: catastrophic experiences, engaging the past and the present, migration and exile, post realism, rationalism and irrationalism.	4

2	Apocalyptic, Doomsday Scenarios, fin de siècle, conspiracy theory, chaos theory. Suggested texts: Crichton. Michael. Jurassic Park (1990); Brown, Dan. <i>Angels and Demons</i> (2000); <i>The Road</i> (2006), McCarthy, Cormac Seminar Presentation: Close-reading and critical discussions	4
3	Post-9/11, warfare, anti-war protests, problems of terrorism. Suggested texts: <i>The Reluctant Fundamentalist</i> (2007), Hamid, Mohsin; <i>Falling Man</i> (2007), DeLillo, Don; <i>Netherland</i> (2008), O'Neill, Joseph; Seminar Presentation: Close-reading and critical discussions	4
4	Political engagements, war contexts, terrorism, survival. McEwan, Ian. <i>Saturday</i> . (2005) Seminar Presentation: Close-reading and critical discussions	4
5	Recreating traumatic events/experiences, the impact of catastrophic experiences, disturbing story-lines, life as a struggle, use of first-person narration. <i>Small Island</i> (2004), Levy, Andrea; <i>Let the Great World Spin</i> (2009), Colum McCann; <i>The Goldfinch</i> (2013), Tartt, Donna; Seminar Presentation: Close-reading and critical discussions	4
6	Representing torture <i>The Wasted Vigil</i> (2008), Aslam, Nadeem Seminar Presentation: Close-reading and critical discussions	4
7	Climate crisis, Natural disasters Suggested Texts: <i>Annihilation</i> (2014), VanderMeer, Jeff; <i>Animal's People</i> (2007), Sinha, Indra; <i>Flight Behaviour</i> (2012), Kingsolver, Barbara; <i>Solar</i> (2010), McEwan, Ian. Seminar Presentation: Close-reading and critical discussions	4
8	Alienation, immigration and exilic experience, the struggles of characters Suggested Texts: <i>The Brick Lane</i> (2003), Ali, Monica; <i>The Lost Child</i> (2015) Phillips, Caryl; <i>The Impressionist</i> (2002), Kunzru, Hari.	4
9	Seminar Presentation: Close-reading and critical discussions	4
10	Revision	4
11	Final Exam	
Total		40

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	Describe the features of contemporary British and American fiction and the relevant critical terms that express the different genres, theories, thematic ranges and formal experimentations that were prominent.	1. Lectures 2. Seminar Discussions: Tutor and Student-based	1. Individual and group presentations 2. Research reports
1.2	Explain a variety of critical and theoretical approaches that are relevant to the content and	3. Debates	3. Critical essays

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	context of the novels and enrich the reading and analysis of the selected texts.	4.Tutorials	4.Creative portfolio Annotated bibliographies
1.3	Recognize the importance of the social, historical, political, economic and intellectual backgrounds of the period as frameworks for understanding the novel and the role of the Contemporary novelist.		
2.0	Skills		
2.1	Evaluate critical arguments about the novels at hand.	1. Lectures 2.Seminar Discussions: Tutor and Student-based 3.Debates 4.Tutorials	1.Individual and group presentations 2.Research reports 3.Critical essays 4.Creative portfolio Annotated bibliographies
2.2	Use a variety of resource material correctly and effectively to incorporate into their own arguments.		
2.3	Compose comprehensive, logical and coherent arguments based on evidence in their course work assignments, seminar presentations and research.		
2.4	Analyze information about the novels social, historical and cultural context to form new perspectives and add to knowledge in the field.		
3.0	Values		
3.1	Show academic integrity in their course work, writing tasks and oral discussions.	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	Interact effectively in a group, clarifying tasks, negotiating, or managing conflicts to achieve advanced research or creative tasks.		
3.3	Display responsibility by respecting to regulations, adhering to timelines, and managing course work effectively.		
3.4	Demonstrate confidence and creativity in the presentation of ideas, and in the communication and collaboration with others.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Annotated Bibliography	2	10%
2	Seminar Presentations	4-6	15%
3	Critical Essays	3-7	15%
4	Midterm	5	20%
5	Written Exam or Research Paper	11	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.
- 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	All novels assigned by the Professor
Essential Reference Materials	<ol style="list-style-type: none"> 1. Peter Morey. "The Rules of the Game Have Changed": Mohsin Hamid's <i>The Reluctant Fundamentalist</i> and Post-9/11 Fiction. <i>Journal of Postcolonial Writing</i> 47:2 (2011): 135-46 2. Smith, Zadie. "Two Paths for the Novel." <i>New York Review of Books</i>. 3. Boxall, Peter. <i>Twenty-first-century Fiction: A Critical Introduction</i>. Cambridge: Cambridge University Press, 2013. 4. Catherine Morley. "'How Do We Write about This?': The Domestic and the Global in the Post-9/11 Novel." <i>Journal of American Studies</i> 45:4 2011. 717-31. 5. Hutcheon, Linda. "Historiographic Metafiction: The Pastime of Past Time." <i>A Poetics of Postmodernism: History, Theory, Fiction</i>. 6. Hungerford, Amy. <i>Making Literature Now</i>. 2016. 7. Morris, Pam. "Realism and Modernism." <i>Realism</i>. Routledge, 2003. 8. Graff, Gerald and Cathy Birkenstein. <i>They Say / I Say: The Moves that Matter in Academic Writing</i>. Norton, 2006. 9. Sword, Helen. <i>The Writer's Diet</i>. Auckland: Auckland UP, 2016. 10. Davis, Gregson. "Introduction." <i>Virgil's Eclogues</i>. Ed. and trans. Len Krisak. Philadelphia: U of Pennsylvania P, 2010. 11. Morris, Pam. "Introduction: What Is Realism?" <i>Realism</i>. Routledge, 2003. 12. <i>Virgil's Eclogues</i>. Trans. Len Krisak. Philadelphia: U of Pennsylvania P, 2010.

	<p>13. Rebecca L. Walkowitz, <i>Born Translated: The Contemporary Novel in the Age of World Literature</i> (2015)</p> <p>14. Pitcher, John. Introduction. <i>The Winter's Tale</i>. Methuen, 2010.</p> <p>15. Seamus Heaney. "Eclogues in Extremis." <i>Oxford Readings in Classical Studies: Vergil's Eclogues</i>. ed. Katharina Volk. Oxford: Oxford UP, 2008. 245-60.</p> <p>16. Childs, Peter, and James Green. "Zadie Smith." <i>Aesthetics and Ethics in Twenty-First Century British Novels: Zadie Smith, Nadeem Aslam, Hari Kunzru and David Mitchell</i>, Bloomsbury Academic, 2013, pp.31-60.</p> <p>17. Franzen, Jonathan. "Perchance to Dream: In an Age of Images, a Reason to Write Novels." <i>Harpers</i>, 1996.</p> <p>18. Toth, Josh, and Neil Brooks. "Introduction: A Wake and Renewed." <i>The Mourning After: Attending the Wake of Postmodernism</i>. Edited by Neil Brooks and Josh Toth, Rodopi, 2007, pp. 1-12.</p> <p>19. Esty, Jed. "Realism Wars." <i>Novel</i>, vol. 49, no. 2, 2016, pp. 316-42.</p>
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.)	Lecture rooms
Technology Resources (AV, data show, Smart Board, software, etc.)	Overhead projector, Speakers Smart Boards
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 Professional Development Unit 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"> Testing Committee Curriculum Committee Assessment 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"> External Reviewers Quality Assurance Unit 	➤ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> Quality Assurance Unit Curriculum and Testing 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 ()
Date	



Course Specifications (Postgraduate Degree)

Course Title:	Contemporary British and American Poetry
Course Code:	ENG 7233
Program:	Doctor of Philosophy in English Literature
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification	3
B. Course Objectives and Learning Outcomes.....	3
1. Course Description	3
2. Course Main Objective	3
3. Course Learning Outcomes	4
C. Course Content	4
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students	6
E. Student Academic Counseling and Support	6
F. Learning Resources and Facilities	6
1. Learning Resources.....	6
2. Educational and research Facilities and Equipment Required	7
G. Course Quality Evaluation	7
H. Specification Approval Data	8

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 5 / Year 2
4. Pre-requisites for this course (if any): ENG 7234, ENG 7232	
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	35	70 %
2	Blended	15	30%
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	35
2	Laboratory/Studio	-
3	Seminars	15
4	Others (Presentations, exams, reports, assignments):	50*
Total		100

*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 will explore British, American and Irish poets who represent aspects of the Modern Age. Students will examine some of the major poets through close reading of their most exemplary work in order to develop a rich and complicated sense of these poets and their poetic approaches that helped constitute modern poetry. The course also covers the social, political, economic, cultural and intellectual backgrounds of the poets and the poems and students are expected to be cognizant of such backgrounds. As the Modern age is fragmented and ramified, the course will not be confined to studying only the major poets but will also include a few minor poets who have made tangible contributions to Modern Poetry.

2. Course Main Objective

The main objective of this course is for students to acquire an in-depth knowledge of some of the major British, American and Irish poets of the Modern Age taking into account the relevant movements, poetic techniques, topics and theories linked to their poetry and the socio-political, cultural and historical context that framed their work.

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	Recognize the major modern Anglo-American and Irish poets, and a range of their work.	K1
1.2	Discuss the recent developments in the critical understanding of poetry of the modern age, including the research trends that have been or can be applied on modern poetic texts and their contexts.	K2
1.3	Explain the diversity of these poetic texts which are outcomes of the literary, cultural, religious, social, political and historical contexts of the period.	K3
2	Skills <i>By the end of the course students will be able to:</i>	
2.1	Examine in-depth the texts at hand considering the ideological structures that inform contemporary Anglo-American and Irish poetry.	S 1
2.2	Evaluate material from a variety of sources related to the texts and their contexts using critical and research skills in their spoken and written arguments.	S2
2.3	Write appropriate insights and arguments that are thorough, precise and original in their course work assignments, seminar presentations and research.	S 3
2.4	Analyze critically the works of these poets with a coherent understanding of their contexts, and with a full appreciation of all aspects that entail poetic analysis.	S 4
2.5	Use technology effectively to write assignments, research, or deliver presentations.	S 5
3	Values: <i>By the end of the course students will be able to:</i>	
3.1	Demonstrate academic integrity when writing essays, assignments and research papers.	V 1
3.2	Interact effectively in a group, clarifying tasks, negotiating, or managing conflicts to achieve advanced research or creative tasks.	V 2
3.3	Exhibit professional behavior in study and coursework which include being punctual and committed when performing tasks.	V 3
3.4	Demonstrate confidence and creativity in the presentation of ideas, and in the communication and collaboration with others in relation to the poems and poets of the age.	V 4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Overview and discussion of the Modern Age, the poetry, and poets. The literary, social, historical, and political contexts.	4
2	William Butler Yeats T.S Eliot	4
3	Thomas Hardy Philip Larkin	4
4	Seminar	4

5	Ted Hughes Seamus Heaney	4
6	William Carlos Williams Robert Frost	4
7	Seminar	4
8	Ezra Pound Sylvia Plath	4
9- 10	Langston Hughes Seminar	4
11- 12	Workshop	4
13	Final Exam	
Total		40

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	Recognize the major modern Anglo-American and Irish poets, and a range of their work.	1. Lectures 2. Seminar Discussions: Tutor and Student-based 3. Debates	1. Individual and group presentations 2. Research reports 3. Critical essays 4. Creative portfolio 5. Annotated bibliographies
1.2	Discuss the recent developments in the critical understanding of poetry of the modern age, including the research trends that have been or can be applied on modern poetic texts and their contexts.		
1.3	Explain the diversity of these poetic texts which are outcomes of the literary, cultural, religious, social, political and historical contexts of the period.		
2.0	Skills		
2.1	Examine in-depth the texts at hand considering the ideological structures that inform contemporary Anglo-American and Irish poetry.	1. Lectures 2. Seminar Discussions: Tutor and Student-based 3. Debates	1. Individual and group presentations 2. Research reports 3. Critical essays 4. Creative portfolio 5. Annotated bibliographies
2.2	Evaluate material from a variety of sources related to the texts and their contexts using critical and research skills in their spoken and written arguments.		
2.3	Write appropriate insights and arguments that are thorough, precise and original in their course work assignments, seminar presentations and research.		
2.4	Analyze critically the works of these poets with a coherent understanding of their contexts, and with a full appreciation of all aspects that entail poetic analysis.		
2.5	Use technology effectively to write assignments, research, or deliver presentations.		
3.0	Values		
3.1	Demonstrate academic integrity when writing essays, assignments and research papers.	1. Individual or group seminars 2. Presentations 3. Tutorial 4. Formative Feedback	1. Observation 2. Punctuality 3. Management in individual and group work 4. Self-report
3.2	Interact effectively in a group, clarifying tasks, negotiating, or managing conflicts to achieve advanced research or creative tasks.		
3.3	Exhibit professional behavior in study and coursework which include being punctual and committed when performing tasks.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.4	Demonstrate confidence and creativity in the presentation of ideas, and in the communication and collaboration with others in relation to the poems and poets of the age.	5. Attending Workshops	

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Presentations	Weekly	10%
2	Seminars	Weeks 4, 7, 9,10	20%
3	Portfolio (essays, reflections, annotated bibliographies)	Weeks 3, 6, 8	10%
4	Midterm Exam or Essay	Week 5	10%
5	Research Paper	Week 11& 12	10%
6	Final exam	Week 13	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	Ramazani, Jahan, et al. <i>The Norton Anthology of Modern and Contemporary Poetry</i> . W.W. Norton, 2003. <i>*The course depends on required readings of various references. Some of the recommended texts are stated in the essential references below.</i>
Essential Reference Materials	<ol style="list-style-type: none"> 1. Crowder, A.B., <i>Seamus Heaney: Poet, Critic, Translator</i>. London: Macmillan, 2007. 2. Lensing, George S., <i>Wallace Stevens and the Seasons</i>. Louisiana: Louisiana State University, 2001. 3. Lucas, John, <i>Starting to Explain: Essays on Twentieth Century British and Irish Poetry</i>. Nottingham: Trent Edition, 2003. 4. Makin, Peter, <i>Ezra Pound's Cantos</i>. New York: Oxford UP 2006. 5. Maxson, H.A., <i>On the Sonnets of Robert Frost: A Critical Examination Of the 37 poems</i>. New York: McFarland, 2005. 6. Moody, David, <i>The Cambridge Companion to T.S. Eliot</i>. Cambridge: CUP, 2001. 7. Orr, Leonard (ed.), <i>Yeats and Post-Modernism</i>. Syracuse, Syracuse University Press, 1991. 8. Regan, Stephen, <i>Philip Larkin: Contemporary Critical Essays</i>. London: Macmillan, 2002. 9. Steinberg, Gillian, <i>Philip Larkin and His Audiences</i>. London: Macmillan. 2010. Vendler, Helen, <i>Seamus Heaney</i> . New York: Harper Collins, 1998.
Electronic Materials	Saudi Digital Library https://sdl.edu.sa/SDLPortal/en/A-ZDataBases.aspx https://ug.imamu.edu.sa/sdl_login/
Other Learning Materials	Ramazani, Jahan, et al. <i>The Norton Anthology of Modern and Contemporary Poetry</i> . W.W. Norton, 2003. <i>*The course depends on required readings of various references. Some of the recommended texts are stated in the essential references below.</i>

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 Speakers
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 	➤ Student Surveys (Indirect)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	<ul style="list-style-type: none"> Faculty External Reviewers Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ 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 ()
Date	



Course Specifications (Postgraduate Degree)

Course Title:	Islam in English Literature
Course Code:	ENG 7228
Program:	Doctor of Philosophy in English Literature
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification	3
B. Course Objectives and Learning Outcomes.....	3
1. Course Description	3
2. Course Main Objective	4
3. Course Learning Outcomes	4
C. Course Content	4
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students	6
E. Student Academic Counseling and Support	6
F. Learning Resources and Facilities	7
1. Learning Resources.....	7
2. Educational and research Facilities and Equipment Required	8
G. Course Quality Evaluation	8
H. Specification Approval Data	8

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 5 / Year 2
4. Pre-requisites for this course (if any):	ENG 7234, ENG 7232
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	30	75 %
2	Blended	10	25 %
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	30
2	Laboratory/Studio	-
3	Seminars	10
4	Others (Study, Reflective responses, Research Essays, Presentations, Weekly Reports):	40*
Total		80

*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 historically traces the representation of Islam in English literature. Through a survey of the reception of Islam in Europe in general and in England in particular, the student will learn how and why English Literature represents the Muslim world. The course will then study certain representative works from English literature: poems, plays, and novels that cover the history of English literature from the Middle Ages to the present times. This course will give them a clear view as to how the representation of Islam shifted drastically post 9/11 and also influenced the role of Muslim female characters in this discourse. It will then give them a chance to see how some Muslims are working to reclaim their image in the same domain.

2. Course Main Objective

The main objective of this course is for students to gain knowledge of the relations between Islam and the West through the medium of literature and define, evaluate, and analyze circumstances that emerge from clashes in religion or culture as well as trace the politics of misrepresentation.

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	Recognize the content of a broad range of texts of variety of genres, including journalism and films that represent Islamic culture and Islam in different historical periods in the past and present.	K1
1.2	Identify the critical theories and ideologies that emerged from the relationship of Islam and the West and the context of marginalization such as Orientalism, Imperialism, colonialism, and postcolonialism.	K2
1.3	Explain the role of literature as one of the forces that provokes misconceptions of the social, political and cultural practices of Muslims and Islam.	K3
2	Skills <i>By the end of the course students will be able to:</i>	
2.1	Examine literary texts meticulously for themes, ideas and meanings that denote or connote Islam or Islamic practice.	S1
2.2	Carry out research that highlights the topic of Islam in English literature using skills that synthesize information from different sources.	S2
2.3	Infer possible arguments about Islam in literature which can be supported and developed into a research paper that contributes to knowledge in the field.	S3
2.4	Interpret texts sensitive to textual and contextual cues.	S4
2.5	Use information technology effectively.	S5
3	Values: <i>By the end of the course students will be able to:</i>	
3.1	Demonstrate ethical practices in research and other academic work.	V1
3.2	Demonstrate creativity and intellectual independence in analyzing literary texts.	V4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Islam in the Middle Ages in Europe: Distorted western views. Excerpts from the texts: Norman Daniel's: <i>Islam and the West: The Making of an Image</i> John Tolan's: <i>Medieval Christian Perceptions of Islam: A Book of Essays.</i> David Blanks and Michael Frassetto: <i>Western Views of Islam in Medieval and Early Modern Europe: Perception of Other.</i>	4

2	Islam on the early modern English stage Christopher Marlowe: <i>Tamburlaine</i> (1588) Philip Massinger: <i>The Renegado</i> or <i>The Gentleman of Venice</i> (1630)	4
3	John Dryden: <i>Aureng-zebe</i> (1675) Samuel Johnson <i>Rasselas</i> (1759)	4
4	The Romantics and Victorians and the 'East' Shelley and Islam in "The Revolt of Islam" Lord Tennyson and Islam: "Recollections of the Arabian Nights". Robert Browning: <i>The Return of the Druses</i> or <i>Luria</i>	4
5	The 20th Century Texts by Joseph Conrad and his representations of Islam	4
6	E.M. Forster: <i>A Passage to India</i>	4
7-8	Consequence of 9/11: Terrorist writing Suggested Reading: John Updike in <i>Terrorist</i> .	4
9	Jess Walter's <i>The Zero</i>	4
10	Leila Aboulela: <i>Minaret</i> .	4
11-12	Texts written by Muslims in English: Counter discourse Randa Abdel-Fattah: <i>Does My Head Look Big in This?</i>	4
13	Final Exam or Research Paper	
Total		40

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	Recognize the content of a broad range of texts of variety of genres, including journalism and films that represent Islamic culture and Islam in different historical periods in the past and present.	1.Lectures 2.Seminar Discussions: Tutor and Student-based 3.Debates	1.Individual and group presentations
1.2	Identify the critical theories and ideologies that emerged from the relationship of Islam and the West and the context of marginalization such as Orientalism, Imperialism, colonialism, and postcolonialism.		2.Research reports
1.3	Explain the role of literature as one of the forces that provokes misconceptions of the social, political and cultural practices of Muslims and Islam.		3.Critical essays 4.Creative portfolio 5.Annotated bibliographies
2.0	Skills		
2.1	Examine literary texts meticulously for themes, ideas and meanings that denote or connote Islam or Islamic practice.	1. Lectures 2. Seminar Discussions: Tutor and Student-based 3. Debates	1. Individual and group presentations
2.2	Carry out research that highlights the topic of Islam in English literature using skills that synthesize information from different sources.		2. Research reports
2.3	Infer possible arguments about Islam in literature which can be supported and developed into a research paper that contributes to knowledge in the field.		3. Critical essays
2.4	Interpret texts sensitive to textual and contextual cues.		4. Creative portfolio

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.5	Use information technology effectively.		5. Annotated bibliographies
3.0	Values		
3.1	Demonstrate ethical practices in research and other academic work.	1. Individual or group seminars 2. Presentations 3. Tutorial 4. Formative Feedback 5. Attending Workshops	1. Observation 2. Punctuality 3. Management in individual and group work 4. Self-report
3.2	Demonstrate creativity and intellectual independence in analyzing literary texts.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Presentations	Weeks 2, 4, 6	10%
2	Creative Portfolio (essays, reports, reflections)	Week 8	10%
	Annotated Bibliography	Weeks 3, 7, 9	10%
3	Midterm Exam or Term Paper	Week 5	20%
4	Research	Week 11&12	10%
5	Final exam	Week 13	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.

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	1- Daniel, Norman. <i>Islam and the West: The Making of an Image</i> . Oxford: Oneworld, 2009.
Essential Reference Materials	1- Burton, Richard, and William Harvey. <i>Arabian Nights: The Book of a Thousand Nights and a Night</i> . Collector's Library Edition, 2011. 2- Tolan, John V. <i>Medieval Christian Perceptions of Islam: A Book of Essays</i> . New York: Garland, 1996. 3- Daniel, Norman. <i>Islam and the West: The Making of an Image</i> . Oxford: Oneworld, 2009. 4- Blanks, David R, and Michael Frassetto. <i>Western Views of Islam in Medieval and Early Modern Europe: Perception of Other</i> . 2016. 5- Bennett, Betty T, and Stuart Curran. <i>Shelley: Poet and Legislator of the World</i> . Baltimore, MD: Johns Hopkins University Press, 1996. 6- Culler, Arthur D. <i>The Poetry of Tennyson</i> . New Haven: Yale University Press, 1977. 7- Daniel, Norman. <i>Islam and the West: The Making of an Image</i> . Richmond: Oneworld, 2009. 8- Kabbani, Rana. <i>Imperial Fictions: Europe's Myths of Orient</i> . London: Saqi, 2008. 9- Marlowe, Christopher. <i>The Plays of Christopher Marlowe</i> . London: Oxford University Press, 1969. 10- Robinson, B. <i>Islam and Early Modern English Literature: The Politics of Romance from Spenser to Milton</i> . Place of publication not identified: Palgrave Macmillan, 2016. 11- Dryden, John, and George Saintsbury. <i>John Dryden</i> . New York: Hill and Wang, 1967. 12- Updike, John. <i>Terrorist: A Novel</i> . New York: Random House Trade Paperbacks, 2012. 13- Abdel-Fattah, Randa. <i>Does My Head Look Big in This?</i> New York: Orchard Books, 2007. 14- Aboulela, Leila. <i>Minarete</i> . Barcelona: Icaria, 2007.
Electronic Materials	Kidwai, Abdur R. Images of the Prophet Mohammad in English Literature., 2018. Internet resource.

Other Learning Materials	1- Said, Edward W. Covering Islam., 1981. 2- Lewis, Bernard. Islam and the West. New York: Oxford University Press, 1994.
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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 Speakers
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 ()
Date	



Course Specifications (Postgraduate Degree)

Course Title:	Literary Critical Theory and Postmodernism
Course Code:	ENG 7236
Program:	Doctor of Philosophy in English Literature
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification.....	3
B. Course Objectives and Learning Outcomes.....	3
1. Course Description.....	3
2. Course Main Objective.....	3
3. Course Learning Outcomes.....	4
C. Course Content.....	5
D. Teaching and Assessment.....	6
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	6
2. Assessment Tasks for Students.....	7
E. Student Academic Counseling and Support.....	7
F. Learning Resources and Facilities.....	7
1. Learning Resources.....	7
2. Educational and research Facilities and Equipment Required.....	8
G. Course Quality Evaluation.....	8
H. Specification Approval Data.....	9

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 6/ Year 2
4. Pre-requisites for this course (if any):	
ENG 7233, ENG 7228	
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	35	70 %
2	Blended	15	30 %
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	35
2	Laboratory/Studio	-
3	Seminars	15
4	Others (Study, Reflective responses, Research Essays, Presentations, Weekly Reports):	50*
Total		100

*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 seeks to introduce students to theory as part of an ongoing process of inquiry. It examines literary theories and explores both Modernism and Postmodernism in depth through a process that will trace their development in Europe and the United States. The central focus of the course will be theoretical with some applications to literary texts. Students are expected to study a wide range of theoretical material that will include the major theorists of the trends.

2. Course Main Objective

The main objective of this course is to provide students with how critical theories of modernist and postmodernist schools arise out of shared questions and problems, as well as cultural assumptions of the epoch. Therefore, the course has some sub-objectives to achieve this main objective. It attempts to:

- 1- Trace the development of the various literary theories of modernism and postmodernism.
- 2- Provide students with profound knowledge of the historical and cultural context of the literary theories under discussion.
- 3- Analyze literary theories in relation to illustrative literary texts.
- 4- Understand the relation between the concepts of the theories to those that precede them as well as the contemporary theoretical questions.

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 literary theories of modernism and postmodernism.	K 1
1.2	Identify the latest developments in literary theory and criticism.	K 1
1.3	Explain the role of social, political, cultural and (inter)national foundations in shaping the context of the various literary theories.	K 2
1.4	Demonstrate comprehensive knowledge of the literary theories of modernism and postmodernism.	K 3
2	Skills : <i>By the end of the course students will be able to:</i>	
2.1	Examine various texts critically, using the tenets and assumptions of the literary theories studied.	S 1
2.2	Compose essays and sophisticated research that includes appropriate use of different terminology of literary theories.	S 2
2.3	Generate ideas and alternative perspectives in analyzing literary texts from various perspectives of literary theories.	S 3
2.4	Use information technology effectively in their research, assignments and coursework.	S 5
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.	V 1
3.2	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in teams to exchange knowledge of the various literary theories	V 2
3.3	Demonstrate self-discipline, inner motivation, and professional behavior in study and coursework which include being punctual and committed when performing tasks.	V 3
3.4	Demonstrate autonomous creativity, intellectual independence and proactive decision-making in analyzing literary texts from the various lenses of literary theories.	V 4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to course and requirements. Reading 1 (R1): Course Package (CP): <i>A Primer on Postmodernism</i> , Stanley J. Grenz, Ch. 1-3.	4
2	R2: Postmodernism for Beginners (PFB), p. 1-34. R3/CP: Jean-Francois Lyotard, <i>"The Postmodern Condition: A Report on Knowledge."</i> R4/PFB , p. 34-40: Postmodernism and the (Post) Marxist Critique of "The Cultural Logic of Late Capitalism"	4
3	R5/CP: Max Horkheimer, "The End of Reason." R6/CP: Fredric Jameson, "The Cultural Logic of Late Capitalism." R7/PFB , p. 41-71, Jean Baudrillard and the Death of the Real.	4
4	R9/PFB , p. 72-92: Modernist/Postmodernist Architecture and Art Film: <i>Modern Marvels: Architectural Wonders.</i>	4
5	Term Paper or exam	4
6	R10/PFB , p. 93-6: Poststructuralism and Deconstruction. R10/CP: Michel Foucault, "The Subject and Power." R11/PFB , p. 96-107: Jacques Derrida.	4
7	R12/CP: Rorty, "Philosophy as a Kind of Writing: An Essay on Derrida" R13/CP: Derrida, "Differ a nce." R14/CP: Derrida, "Signature, Event, Context."	4
8	R15/PFB , p.108-114: Gilles Deleuze and Felix Guattari. R16/CP: Deleuze and Guattari, <i>A Thousand Plateaus: Capitalism and Schizophrenia</i> , ch. 1: Introduction: Rhizome. R17/PFB , p. 122-148: Postmodern Artifacts/Postmodern Environmentalism.	4
9	R18/CP: Donna Haraway, "Femaleman_Meets_Oncomouse."	4
10	Is Postmodernism, Post-apocalypse? Film: Cormac McCarthy's <i>The Road</i> .	4
11	Final Exam or Research Paper	
Total		40

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 literary theories of modernism and postmodernism.	Lecture-PPT presentation, Data show, seminars, debates.	Written exams Term paper Short essay Group discussions. Oral questions and answers Research reports
1.2	Identify the latest developments in literary theory and criticism.		
1.3	Explain the role of social, political, cultural and (inter)national foundations in shaping the context of the various literary theories.		
1.4	Demonstrate comprehensive knowledge of the literary theories of modernism and postmodernism.		
2.0	Skills		
2.1	Examine various texts critically, using the tenets and assumptions of the literary theories studied.	Lecture, debates, seminar	Weekly reports, Individual presentations, Annotated bibliography, Research papers
2.2	Compose essays and sophisticated research that includes appropriate use of different terminology of literary theories.		
2.3	Generate ideas and alternative perspectives in analyzing literary texts from various perspectives of literary theories.		
2.4	Use information technology effectively in their research, assignments and coursework.		
3.0	Values		
3.1	Demonstrate responsibility in writing innovative research papers in accord with ethical standards.	Training in research. Presentations Formative Feedback Attending Workshops	Observation Punctuality Management in individual and group work Self-reports
3.2	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in teams to exchange knowledge of the various literary theories		
3.3	Demonstrate self-discipline, inner motivation, and professional behavior in study and coursework which include being punctual and committed when performing tasks.		
3.4	Demonstrate autonomous creativity, intellectual independence and proactive decision-making in analyzing literary texts from the various lenses of literary theories.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Presentations	weekly	20%
2	Weekly reports	weekly	10%
3	Term paper	5-6	10%
4	Seminars or Presentations	7-8-9-10	
5	Research	11&12	20%
6	Final	Week 13	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.

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	Selection of Illustrative Critical Texts
	Powell, Jim, <i>Postmodernism for Beginners</i> . Village Station, NY: Writers and Readers Ltd., 1998.
Essential Reference Materials	Grenz, Stanley J. <i>A Primer on Postmodernism</i> . Grand Rapids, MI: William B. Eerdmans, 1996.

Electronic Materials	Saudi Digital Library https://sdl.edu.sa/SDLPortal/en/A-ZDataBases.aspx
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. - 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)	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 ()
Date	



Course Specifications (Postgraduate Degree)

Course Title:	English Literature and Culture
Course Code:	ENG 7238
Program:	Doctor of Philosophy in English Literature
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification	3
B. Course Objectives and Learning Outcomes.....	3
1. Course Description	3
2. Course Main Objective	4
3. Course Learning Outcomes	4
C. Course Content	5
D. Teaching and Assessment	6
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	6
2. Assessment Tasks for Students	7
E. Student Academic Counseling and Support	7
F. Learning Resources and Facilities	8
1. Learning Resources.....	8
2. Educational and research Facilities and Equipment Required	8
G. Course Quality Evaluation	10
H. Specification Approval Data	10

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 6 / Year 2
4. Pre-requisites for this course (if any):	
ENG 7233, ENG 7228	
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	35	70 %
2	Blended	15	30 %
3	E-learning		
4	Distance learning		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	35
2	Laboratory/Studio	-
3	Seminars	15
4	Others (Study, Projects, Research Essays, Presentations, Workshops, Reports):	50*
Total		100

*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 focuses on notable literary texts from around the world written in English or translated into English. The concept of a seemingly globalized culture directs the content of the course that resonates people's experiences from different cultures in an era where communication, travel, media and commerce have surpassed borders. However, the reality is far more complex. The course will also highlight issues such as displacement, immigration, marginalization and other themes that echo realities and experiences of non-Western cultures through literature. Students will examine how local and traditional cultural identities are expressed, negotiated and interrogated in selections of texts by writers of different cultural backgrounds residing in the west as well as Asian, Caribbean, Middle Eastern, and Canadian authors. Throughout, the clash between diverse cultures in the contemporary world will be a central focus.

2. Course Main Objective

The main objective of the course is for students to evaluate the cultural expressions represented in literary texts written in English by non-Western writers to examine the issues and concerns that they imply.

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	Recognize cultural and ethnic differences among various communities around the world in contemporary times.	K 1
1.2	Demonstrate an understanding of how culture effects perspectives and accordingly creates different expectations when read by different audiences (e.g., for scholarly, popular, literary, local or global purposes)	K1
1.3	Outline literary theories— its range of strategies in research, that investigate cultural implications in literature	K2
1.4	Identify the various patterns of thought, feeling and action that give insights into a culture and society through literature to appreciate the interaction between a literary work of art and its external context.	K 3
2	Skills: <i>By the end of the course students will be able to:</i>	
2.1	Analyze critically non-Western literary texts of different genres paying attention to details, tone, audience, latent meanings and other characteristics that signify the cultural assumptions they carry.	S 1
2.2	Synthesize research data from sources that relate to cultural studies and literature to develop cogent oral and written arguments.	S 2
2.3	Compose written work that draws conclusions and supportive evidence of either ignorance or change of perspectives, values or assumptions about literature and a variety of world cultures.	S 3
2.4	Compare texts from a variety of cultural contexts to draw conclusions about theme, focus, tone, voice, and other aspects of literary analysis.	S 4
2.5	Generate new perspectives and critical discussions through reflection and an understanding of the complex relationship between cultural practices and the themes they carry such as (power, hegemony, resistance, marginalization, exile, hope, tolerance, cross-cultural understanding...etc.)	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.	V 1
3.2	Work effectively in teams to exchange theoretical knowledge and research skills.	V 2
3.3	Demonstrate self-discipline, inner motivation, and professional behavior in study and coursework which include being punctual and committed when performing tasks.	V 3
3.4	Exercise independent powers of reason and argument, both oral and written, through an active engagement with the primary texts	V 4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction: The link between literature and culture; prominent themes in culture and literature—the philosophical, social and historical implications in local, global and popular contexts; the range of cultural studies and literary theoretical approaches.	4
2	Canadian Literature: Examples of possible texts: Novel: Dionne Brand, <i>What We All Long For: A Novel</i> (2005) Drama: Sharon Pollock, <i>The Komagata Maru Incident</i> (1992) Poetry: Cyril Dabydeen, “Multiculturalism” Lillian Allen, “Colors,” “I Fight Back,” “Unnatural causes”	4
3	Asian Literatures: South Asia, Southeast Asia and the Far East; diversity of literatures in Asia Examples of possible texts: Fiction: Haruki Murakami, <i>Kafka on the Shore</i> (2006) -Japanese Tash Aw, <i>The Harmony Silk Factory</i> (2006)- Malaysian Drama: Alia Bano, <i>Shades</i> (2009)- British/Pashtun Poetry: (Asian American Poets) Selected poems of :Vijay Seshadri, Kimiko Hahn or Victoria Chang	4
4	Asian Literatures: cont’d Selection of stories from <i>Literature from the "Axis of Evil": Writing from Iran, Iraq, North Korea and Other Enemy Nations: Words Without Borders Anthology</i> (2007)	4
5	Seminar Presentation: Making Connections: Asian & Western Literature	4
6	West Indian Literature Fiction: V.S Naipaul, <i>A Bend in the River</i> (1979) -British/Caribbean Drama: Earl Lovelace, <i>Jestina’s Calypso</i> Dennis Scott, <i>An Echo in the Bone</i> Poetry: Derek Walcott, Kendel Hippolyte, Lorna Goodinson, Edward Kamau Braithwaite	4
7	Seminar Presentation: The Caribbean and the concept of “New World Adams”?	4
8	Middle Eastern Literature: The wide range of voices and locations of Middle Eastern literature. Examples of possible texts: <i>The Epic of Gilgamesh</i> - Babylonian <i>The Corpse Washer</i> , Sinan Antoon (Iraq, shorter novel, self-translated) <i>Cities of Salt</i> , Abdelrahman Munif (Saudi) <i>Men in the Sun</i> , Ghassan Kanafani, <i>Salt Houses</i> , Hala Alyan (Palestinian)	4
9-10	Middle Eastern Literature: Arab American Literature: cont’d Selected novels, plays or poems by Arab American writers	4

11 - 12	Seminar Presentation: Globalization, Literature and Culture	4
13	Final Exam or Research Paper	
Total		40

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	Recognize cultural and ethnic differences among various communities around the world in contemporary times.	1. lectures, 2. tutor-led seminars 3. student-led seminars 4. tutorials, 5. Independent library research 6. Presentations 7. Workshops 8. Tutorial meetings 9. Critical discussion	1. Extended essays 2. Short essays 3. annotated bibliography 4. critical research review 5. Reports on workshop tasks 6. Oral presentations
1.2	Demonstrate an understanding of how culture effects perspectives and accordingly creates different expectations when read by different audiences (e.g., for scholarly, popular, literary, local or global purposes)		
1.3	Outline literary theories— its range of strategies in research, that investigate cultural implications in literature		
1.4	Identify the various patterns of thought, feeling and action that give insights into a culture and society through literature to appreciate the interaction between a literary work of art and its external context.		
2.0	Skills		
2.1	Analyze critically non-Western literary texts of different genres paying attention to details, tone, audience, latent meanings and other characteristics that signify the cultural assumptions they carry.	1. Tutor-led seminars, 2. Student-led seminars 3. Individual tutorials 4. Workshops 5. Group & individual projects 6. Presentations on Critical discussion	1. Oral presentations 2. Extended essays 3. Group and individual projects 4. Workshop tasks presentations
2.2	Synthesize research data from sources that relate to cultural studies and literature to develop cogent oral and written arguments.		
2.3	Compose written work that draws conclusions and supportive evidence of either ignorance or change of perspectives, values or assumptions about literature and a variety of world cultures.		
2.4	Compare texts from a variety of cultural contexts to draw conclusions about theme, focus, tone, voice, and other aspects of literary analysis.		
2.5	Generate new perspectives and critical discussions through reflection and an understanding of the complex relationship between cultural practices and the themes they		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	carry such as (power, hegemony, resistance, marginalization, exile, hope, tolerance, cross-cultural understanding...etc.)		
3.0	Values		
3.1	Demonstrate responsibility in writing innovative research papers in accord with ethical standards.	1. Training in research. 2. Presentations 3. Tutorial 4. Formative Feedback 5. Attending Workshops	1.Observation 2.Punctuality 3.Management in individual and group work 4.Self-reports
3.2	Work effectively in teams to exchange theoretical knowledge and research skills.		
3.3	Demonstrate self-discipline, inner motivation, and professional behavior in study and coursework which include being punctual and committed when performing tasks.		
3.4	Exercise independent powers of reason and argument, 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	Annotated bibliography	Weeks 2, 4	10%
2	Short essays	Weeks 3, 6	10%
3	Presentations	Weeks 7, 9	10%
4	Group and individual projects/seminar Workshop tasks & portfolio	Weeks 8, 10	10%
5	Midterm	Week 5	10%
	Seminars	Week 11-12	10%
6	Final Exam or Research	Week 13	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	*All literary texts assigned by the Professor
Essential Reference Materials	<ol style="list-style-type: none"> 1. Ames, Roger T. (ed.) with Thomas P. Kasulis and Wimal Dissanayake. <i>Self as Image in Asian Theory and Practice. South and Southeast Asian Literature in English</i>. Alexander Street Press. 2. Amrith, Sunil. <i>Migration and Diaspora in Modern Asia</i>. Cambridge University Press, 2011 3. Antonio Benítez-Rojo, <i>The Repeating Island: The Caribbean and the Postmodern Perspective</i>. Durham/London: Duke UP, 1996. 4. Arberry, A. J., 1958. <i>Classical Persian Literature</i>. London 5. Badawi, M. M., 1992. <i>Modern Arabic Literature</i>. Cambridge. 6. Bassnett, Susan Bassnett and Andre Lefevere, eds. <i>Translation, History and Culture</i>. 7. Beeston, A F. L. <i>The Cambridge History of Arabic Literature</i>. Cambridge: Cambridge University Press, 1983 8. Bhabha, Homi. <i>The Location of Culture</i>. London: Routledge, 2010 9. Bissoondath, Neil. "The Uses of Ethnicity" from <i>Selling Illusions: The Cult of Multi Culturalism in Canada</i>. Toronto: Penguin Random House, 2002. 10. Brah, Avtar. <i>Cartographies of Desire: Contesting Identities</i>. London: Routledge, 1996. 11. Braziel, Jana Evans and Anita Mannur, <i>Theorizing Diaspora: A Reader</i> Oxford: Wiley-Blackwell, 2003. 12. Brown, Judith. <i>Global South Asians: Introducing the Modern Diaspora</i> Cambridge: Cambridge UP, 2006. 13. Chow, Rey. <i>Writing Diaspora: Tactics of Intervention in Contemporary Cultural Studies</i> Bloomington, IN: Indiana UP, 1993. 14. Cohen, Robin. <i>Global Disaporas: An Introduction</i> London: Routledge, 2003. 15. Dalley, Stephanie, 1989. <i>Myths from Mesopotamia</i>. Oxford: Oxford 16. Davis, Dick, 1992. <i>The Legend of Seyavash</i>. Translated with an Introduction and Notes by Dick Davis. London: Penguin. 17. Fahamisha Patricia Brown, <i>Performing the Word: African American Poetry as Vernacular Culture</i>. New Brunswick /London: Rutgers UP, 1999. 18. Fanon, Frantz. "On National Culture," <i>The Wretched of the Earth</i>, Harmondsworth: Penguin, 1967 19. Foster, Benjamin R. 1995. <i>From Distant Days. Myths, Tales and Poetry from Ancient Mesopotamia</i>. Bethesda, Md: CDL Press 20. Frye, Northrop, and Robert D. Denham. <i>Northrop Frye on Culture and Literature: A Collection of Review Essays</i>. Ann Arbor, Mich: University Microfilms International, 1992. 21. Frye, Northrope. <i>The Bush Garden: Essays on the Canadian Imagination</i>. Concord: Anansi, 1997. 22. George, Andrew, 1999. <i>The Epic of Gilgamesh</i>. Harmondsworth: Penguin 23. Gikandi, Simon. <i>Maps of Englishness: Writing Identity in the Culture of Colonialism</i>. New York: Columbia University Press. 1996. 24. Goldberg, David Theo. <i>Multiculturalism: A Reader</i>. Blackwell Publishing, 1997. 25. Gunew, Sneja M. <i>Haunted Nations: the Colonial Dimensions of Multiculturalisms</i>. London and New York: Routledge, 2004. 26. Helen Gilbert and Joanne Tompkins, <i>Post-Colonial Drama: Theory, Practice, Politics</i>. London: Routledge, 1996

	<p>27. Helen Gilbert and Joanne Tompkins, <i>Post-Colonial Drama: Theory, Practice, Politics</i>. London/New York: Routledge, 1996.</p> <p>28. Hutchins W. M., trns., <i>Egyptian Tales and Short Stories</i>. Cairo: American University in Cairo Press. 1987.</p> <p>29. Jain, Anupama. <i>How to Be South Asian in America: Narratives of Ambivalence and Belonging</i>. Philadelphia: Temple UP, 2011.</p> <p>30. Jose, Nicholas. <i>Chinese Whispers, Cultural Essays</i>. Wakefield Press, Adelaide, 1995</p> <p>31. K.K. Chakravarty. <i>Indigeneity: Culture and Representation</i>. 2009.</p> <p>32. Keene, Donald. <i>Dawn to the West: Japanese Literature in the Modern Era, Poetry, Drama, Criticism</i>, Columbia University Press, 1998</p> <p>33. Keene, Donald. <i>Modern Japanese Literature</i>, Grove Press, 1956.</p> <p>34. Kratz, Ernst Ulrich. <i>Southeast Asian languages and literatures: a bibliographical guide to Burmese, Cambodian, Indonesian, Javanese, Malay, Minangkabau, Thai and Vietnamese</i>. 1996.</p> <p>35. Lowe, Lisa. <i>Immigrant Acts: On Asian American Cultural Politics</i>. Durham: Duke UP, 1996.</p> <p>36. Mair, Christian, ed. <i>The Politics of English as a World Language: New Horizons in Postcolonial Cultural Studies</i>. Amsterdam: Rodopi. 2003.</p> <p>37. Milani, Farzaneh, 1992. <i>Veils and Words: The Emerging Voices of Iranian Women Writers</i>. London.</p> <p>38. Miner, Earl Roy, Odagiri, Hiroko, and Morrell, Robert E., <i>The Princeton companion to classical Japanese literature</i>, Princeton, N.J.: Princeton University Press, 1985.</p> <p>39. Naipaul, V.S. <i>The Overcrowded Barracoon and Other Articles</i>. London: Deutsch, 1972.</p> <p>40. Nasta, Susheila. <i>Home Truths: Fictions about the South Asian Diaspora in Britain</i>. Basingstoke: Palgrave, 2002.</p> <p>41. Nothof, Anne F. (ed). <i>Sharon Pollock: Essays on her works</i>. Toronto: Guernica, 2000.</p> <p>42. Ostle, R. C. ed., 1991. <i>Modern Literature in the Near and Middle East</i>. London: Routledge.</p> <p>43. Quayum, Mohammad A., <i>Malaysian Literature in English: A Critical Reader</i>. Kuala Lumpur: Pearson Education. South and Southeast Asian Literature in English. Alexander Street Press. 2001.</p> <p>44. Richard D.E. Burton, <i>Afro-Creole: Power, Opposition, and Play in the Caribbean</i> Ithaca and London: Cornell University Press, 1997.</p> <p>45. Rogers, Amanda. <i>Performing Asian Transnationalisms: Theatre, Identity, and the Geographies of Performance</i>. Routledge. 2014.</p> <p>46. Rushdie, Salman. <i>Imaginary Homelands: Essays 1981-1991</i>. Cambridge: Granta, 1991.</p> <p>47. Ryan, Michael. <i>An Introduction to Criticism: Literature / Film / Culture</i>.</p> <p>48. Rypka, Jan. <i>History of Iranian Literature</i>. Dordrecht. 1968</p> <p>49. Said, Edward W. <i>Culture and Imperialism</i>. New York: Vintage. 1994.</p> <p>50. Sean Kelsey. <i>Inventing a Republic: The Political Culture of the English Commonwealth 1649-1653</i>. Manchester, 1997.</p> <p>51. Spivak, Gayatri Chakravorty. 'The Politics of Translation'</p> <p>52. Spivak, Gayatri Chakravorty. "How to read a culturally different book?" <i>Colonial Discourse, Post-colonial Theory</i>, ed, Francis Baker et al, pp 126-150.</p> <p>53. Storey, John (ed.) <i>Cultural Theory and Popular Culture: A Reader</i>. 2nd ed. Essex: Longman, 1998.</p> <p>54. Stuart Hall, "Cultural Identity and Diaspora"</p> <p>55. Talib, Ismail S. <i>The Language of Postcolonial Literatures: An Introduction</i>. London: Routledge. 2002.</p> <p>56. UP Foster, Benjamin R. 1993. <i>Before the Muses</i>. An Anthology of Akkadian Literature. Bethesda, Md: CDL Press</p> <p>57. Williams, Raymond. <i>Keywords: A Vocabulary of Culture and Society</i>. Rev. ed. New York: Oxford University Press, 1985.</p> <p>58. Young, Judy. "No Longer 'Apart'? Multiculturalism Policy and Canadian Literature," <i>Canadian Ethnic Studies</i> 33, no. 2 (2001):88–116.</p>
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. - 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)	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 ()
Date	



Course Specifications (Postgraduate Degree)

Course Title:	Comprehensive Exams
Course Code:	ENG 7301
Program:	Doctor of Philosophy in English Literature
Department:	Department of English Language & Literature
College:	College of Languages & Translation
Institution:	Al-Imam Mohammed bin Saud Islamic University

Table of Contents

A. Course Identification	3
B. Course Objectives and Learning Outcomes.....	3
1. Course Description	3
2. Course Main Objective	3
3. Course Learning Outcomes	4
C. Course Content	5
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students	7
E. Student Academic Counseling and Support	7
F. Learning Resources and Facilities	8
1. Learning Resources.....	8
2. Educational and research Facilities and Equipment Required	8
G. Course Quality Evaluation	8
H. Specification Approval Data	9

A. Course Identification

1. Credit hours:	**
2. Course type	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
3. Level/year at which this course is offered:	Level 7 / Year 3
4. Pre-requisites for this course (if any):	
ENG 7236 ENG 7238	
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)	210	100%

7. Actual Learning Hours (based on academic semester)

No	Activity		Learning Hours
1	Lecture		-
2	Laboratory/Studio		-
3	Seminars		-
4	Others:	Independent Learning Hours (Private Study, Editing, Close-reading, writing, researching— library visits, online resources, accessing database)	420
		Comprehensive Exams	
		Feedback and Feedforward	
Total			420

B. Course Objectives and Learning Outcomes

1. Course Description

This course is the final outcome of the PhD program coursework. Students will take the comprehensive exams in terms of theoretical content, methodological approaches, and research paradigms acquired from the taught courses in the program. The student benefits from regular and scheduled supervisory input throughout the course period. Supervisory work starts with guidance about the selection of the reading list of the student's main major. The student's is expected to engage in systematic self-study activities related to library search, intensive readings of primary and secondary sources, disciplined training in research methods and skills, and proficiency in academic writing.

2. Course Main Objective

In accordance with Article 40 of the Unified Regulations for Postgraduate Studies, after passing the required academic courses, the student shall perform a comprehensive written and oral examination conducted by a specialized committee in accordance with rules approved by

the relevant councils. The exams will be in the main major of the student and the student will be considered a candidate for the degree if he or she passes the exams from the first time. In case the student fails in the exams or in part of them, he/she will be given one chance during two semesters, and if the student fails again, he or she will not be considered a candidate for the degree. The student must pass the comprehensive exams before registering the dissertation course.

3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	Knowledge and Understanding: <i>By the end of the course, students should be able to:</i>	
1.1	Demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of current research in the discipline and in the chosen area of investigation	K1
1.2	Identify research gaps in existing knowledge structures, theoretical frameworks, and methodological approaches	K1
1.3	Correlate research approaches and methods with the research case at hand to reach optimal compatibility between content and method	K5
1.4	Position themselves within their area of investigation, research paradigm, and discursive practices in their field of specialism	K3
2	Skills <i>By the end of the course, students should be able to:</i>	
2.1	Evaluate independently information from original and secondary sources to develop new knowledge related to the topic of research in the discipline.	S1
2.2	Apply advanced research and bibliographic skills that adhere to the accepted norms of citation	S5
2.2	Generate new research hypotheses and test existing ones in order to conduct a robust research project	S5
2.3	Design an original dissertation that organizes and effectively communicates complex and abstract ideas in the specific field of investigation, using standard academic style in the field	S5
2.4	Formulate a self-sustained and critical literature review serving as a solid foundation for the theoretical argument and the data analysis in the dissertation	S4
2.5	Perform relevant modifications in accordance with supervisory feedback	S2
2.6	Articulate clear and plausible research findings supported by cogent theoretical arguments derived from the literature	S5
2.7	Use skills of information technology facilitating the research process (software packages, concordancers, quantitative corpus analysis tools, etc.)	S6
3	Values: <i>By the end of the course, students should be able to:</i>	
3.1	Demonstrate the readiness and ability to abide by ethical standards and deal with ethical dilemmas in research	V1
3.2	Demonstrate self-confidence in defending their personal contribution within the limits of modesty (during the final oral defense)	V2
3.3	Exercise initiative in organizing and pursuing a large-scale supervised research,	V3

Course Learning Outcomes (CLOs)		Aligned PLOs*
	while accepting full accountability for outcomes.	
3.4	Demonstrate the ability for innovative and autonomous learning, self-evaluation and an advanced and intellectually mature capacity to question assumptions, distinguish between fact and opinion, and be proactive in taking decisions and reaching conclusions	V4

* Program Learning Outcomes

C. Course Content

NO	List of Topics	Contact Hours
1	Reading List Selection	21
2	Documentation: Resources and Techniques	21
3	Documentation: Resources and Techniques Cont'd.	21
4	Independent Learning Hours (Private Study, Editing, Close reading)	21
5	Independent Learning Hours cont'd (writing, researching—library visits)	21
6	Independent Learning Hours cont'd (online resources, accessing database)	21
7	Academic Writing for Comprehensive Exams	21
8	Comprehensive Exams Feedback	21
9	Comprehensive Exams Feedforward	21
10	Oral Exams Discussion	21
Total		210

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 systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of current research in the discipline and in the chosen area of investigation	<ul style="list-style-type: none"> - Minimal supervisory input in periodic sessions (direct or distant contact) - Intensive self-study activities guided by supervisor - Peer input during doctoral days organized on a quarterly basis by the program committee 	<ul style="list-style-type: none"> - Periodic supervisory feedback on partial tasks (chapters, sections...) - Final oral defense (viva voce examination) - External validation of research instruments by specialist faculty
1.2	Identify research gaps in existing knowledge structures, theoretical frameworks, and methodological approaches		
1.3	Correlate research approaches and methods with the research case at hand to reach		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	optimal compatibility between content and method		on arrangement with supervisor
1.4	Position themselves within their area of investigation, research paradigm, and discursive practices in their field of specialism		
2.0	Skills		
2.1	Evaluate independently information from original and secondary sources to develop new knowledge related to the topic of research in the discipline.	<ul style="list-style-type: none">- Minimal supervisory input in periodic sessions (direct or distant contact)- Intensive self-study activities guided by supervisor- Peer input during doctoral days organized on a quarterly basis by the program committee- Occasional workshops and webinars on methodology if need be	<ul style="list-style-type: none">- Periodic supervisory feedback on partial tasks (chapters, sections...)- Final oral defense (viva voce examination)- External validation of research instruments by specialist faculty on arrangement with supervisor
2.2	Apply advanced research and bibliographic skills that adhere to the accepted norms of citation		
2.3	Generate new research hypotheses and test existing ones in order to conduct a robust research project		
2.4	Design an original dissertation that organizes and effectively communicates complex and abstract ideas in the specific field of investigation, using standard academic style in the field		
2.5	Formulate a self-sustained and critical literature review serving as a solid foundation for the theoretical argument and the data analysis in the dissertation		
2.6	Perform relevant modifications in accordance with supervisory feedback		
2.7	Articulate clear and plausible research findings supported by cogent theoretical arguments derived from the literature		
3.0	Values		
3.1	Demonstrate the readiness and ability to abide by ethical standards and deal with ethical dilemmas in research	<ul style="list-style-type: none">- Minimal supervisory input in periodic sessions (direct or distant contact)- Intensive self-study activities guided by supervisor- Peer input during doctoral days organized on a quarterly basis by the program committee- Occasional workshops and webinars on methodology if need be	<ul style="list-style-type: none">- Periodic supervisory feedback on partial tasks (chapters, sections...)- Final oral defense (viva voce examination)- External validation of research instruments by specialist faculty on arrangement with supervisor
3.2	Demonstrate self-confidence in defending their personal contribution within the limits of modesty (during the final oral defense)		
3.3	Exercise initiative in organizing and pursuing a large-scale supervised research, while accepting full accountability for outcomes		
3.4	Demonstrate the ability for innovative and autonomous learning, self-evaluation and an advanced and intellectually mature capacity to question assumptions, distinguish between fact and opinion, and be proactive in taking decisions and reaching conclusions		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
	Oral Defense of Exams	Approved time limit	100%

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

D. 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.

Notes on supervisory work:

As part of the course, each student will be allocated a research supervisor who will provide academic support and supervisory advice until the ultimate completion of the research project. Students must contact their supervisors immediately after gaining official admission to the course (ENG 990). Supervisory work covers all the successive stages involved in the completion of the dissertation:

- 1) *Topic selection stage:* The student works in close coordination with the supervisor to ensure that the topic is researchable, relevant, and original.
- 2) *Proposal stage:* After being formally approved by the supervisor, the proposal will be submitted to the Program Committee for final validation (See *PhD Program Templates*).
- 3) *Documentation and data collection stage:* The student is fully guided and supported by the supervisor in gaining official access to databases and library resources inside and

outside the KSA (See *PhD Program Templates: Authorization Permit*).

- 4) *Writing up stage*: The student is expected to fix a clear completion schedule approved by the supervisor to meet official deadlines. The supervisor is legally required to provide period reports on the student's progress (See *PhD Program Templates*).
Final submission stage (See *PhD Program Templates*).

E. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Student/Advisor Selected Reading List
Essential Reference Materials	Cottrell, Stella. (2014). <i>Dissertations and Projects Reports: A Step by Step Guide</i> . Palgrave MacMillan. Hacker, Diana and Nancy Sommers. (2015). <i>A Pocket Style Manual, APA Version</i> . A Macmillan Education Imprint.
Electronic Materials	(https://infoguides.rit.edu/dissertationsandtheses) <ul style="list-style-type: none"> - OPEN ACCESS Theses and Dissertations (https://oatd.org/) - EBSCO Open Dissertations now includes the content from <i>American Doctoral Dissertations</i>. It is a free database with records for more than 1.4 million electronic theses and dissertations from more than 320 universities around the world. https://www.ebsco.com/products/research-databases/ebsco-open-dissertations - Digital Repository (https://digitalrepository.unm.edu/etds/)
Other Learning Materials	

2. Educational and Research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> - Lecture halls - Language labs for IT-based workshops
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> - Data show for periodic supervisory sessions (5 %) - Methodology software (for corpus analysis and statistical validation)
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> - Facilities for special experimental-related topics applications

Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> • Students • Peer Reviewers 	<ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	<ul style="list-style-type: none"> Faculty External Reviewers Quality Assurance Unit 	<ul style="list-style-type: none"> ➤ 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)
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)

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)

F. Specification Approval Data

Council / Committee	College Council
Reference No.	Minutes ()
Date	



Course Specifications (Postgraduate Degree)

Course Title:	Dissertation
Course Code:	ENG 7399
Program:	Doctor of Philosophy in English Literature
Department:	Department of English Language & Literature
College:	College of Languages & Translation
Institution:	Al-Imam Mohammed bin Saud Islamic University

Table of Contents

A. Course Identification	3
B. Course Objectives and Learning Outcomes.....	3
1. Course Description	3
2. Course Main Objective	4
3. Course Learning Outcomes	4
C. Course Content	5
D. Teaching and Assessment	6
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	6
2. Assessment Tasks for Students	7
E. Student Academic Counseling and Support	7
F. Learning Resources and Facilities	8
1. Learning Resources.....	8
2. Educational and research Facilities and Equipment Required	9
G. Course Quality Evaluation	9
H. Specification Approval Data	9

A. Course Identification

1. Credit hours:	18 Hours
2. Course type	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
3. Level/year at which this course is offered:	Level 8 / Year 3
4. Pre-requisites for this course (if any):	
ENG 7301	
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)	210	100%

7. Actual Learning Hours (based on academic semester)

No	Activity		Learning Hours
1	Lecture		-
2	Laboratory/Studio		-
3	Seminars		-
4	Others:	Dissertation Supervision Hours	420
		Feedback and Feedforward Hours	
		Workshop	
		Independent Learning Hours (Private Study, Editing, Close-reading, writing, researching—library visits, online resources, accessing database)	
Total			420

B. Course Objectives and Learning Outcomes

1. Course Description

This course is the final outcome of the PhD program. Students will make use of the comprehensive knowledge of English Literature and its theoretical content, methodological approaches, and research paradigms acquired from the taught courses in the program as well as self-study activities. The student benefits from regular and scheduled supervisory input throughout the course period. Supervisory work starts with guidance about the selection of the research area, topic, corpus data, and methodology. The supervisory style is determined by the supervisor in agreement with the supervisee in terms of the frequency of contact, channel of communication (e.g., electronic correspondence, face-to-face contact, webinars, etc.), and the submission calendar. The student's responsibility is multiple. First, he/she should choose an original, researchable, and relevant topic approved by the supervisor and the PhD committee. Second, he/she is expected to engage in systematic self-study activities related to library search,

intensive readings of primary and secondary sources, disciplined training in research methods and skills, and proficiency in academic writing. Third, he/she should comply with the norms of academic integrity as specified by the university bylaws and the universal standards of thesis writing. Fourth, he/she should demonstrate discipline in dealing with supervisor as regards the observance of submission dates and the implementation of required modifications after receiving comprehensive supervisory feedback. The thesis is sanctioned by a final oral defense before an officially appointed examination panel that will award the candidate the PhD diploma upon successful performance. The dissertation layout, sections, length, and formatting style (e.g. APA, MLA, etc.) will be formally specified by the respective academic committee in a specially designed *Research Guide* for the English Literature Program.

2. Course Main Objective

The main objective of this course is to provide students with the necessary supervisory guidance and self-acquired research competence and skills which would enable them to conceive, design, research, and write-up an independent doctoral project to generate an original dissertation that relevantly contributes to the discipline.

3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	Knowledge and Understanding <i>By the end of the course, students should be able to:</i>	
1.1	Demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of current research in the discipline and in the chosen area of investigation.	K1
1.2	Identify research gaps in existing knowledge structures, theoretical frameworks and methodological approaches.	K1, K2
1.3	Correlate research approaches and methods with the research case at hand to reach optimal compatibility between content and method.	K2
1.4	Locate the relevant historical, social, political or cultural contexts within the frame of their research argument.	K3
2	Skills <i>By the end of the course, students should be able to:</i>	
2.1	Evaluate independently information from original and secondary sources to develop new knowledge related to the topic of research in the discipline.	S1
2.2	Apply advanced research and bibliographic skills that adhere to the accepted norms of citation.	S2
2.3	Design an original dissertation that organizes and effectively communicates complex and abstract ideas, in the specific field of investigation using standard academic style in the field.	S3
2.4	Formulate a self-sustained and critical literature review serving as a solid foundation for the theoretical argument and the data analysis in the dissertation	S3
2.5	Generate new areas for investigation, new problems, new or alternative	S4

Course Learning Outcomes (CLOs)		Aligned PLOs*
	applications that utilize an appropriate theory, methodology or an interdisciplinary approach that supports the dissertation topic and output.	
2.6	Select cogently contextual research findings (the historical, social, economic, political or cultural background) to support the topic of the dissertation.	S4
2.7	Use skills of information technology that facilitate the research process.	S5
3	Values:	
3.1	Demonstrate the readiness and ability to abide by ethical standards and deal with ethical dilemmas in research.	V1
3.2	Demonstrate self-confidence in defending their personal contribution within the limits of modesty (during the final oral defense)	V2
3.3	Exercise initiative in organizing and pursuing a large-scale supervised research, while accepting full accountability for outcomes.	V3
3.4	Demonstrate the ability for innovative and autonomous learning, self-evaluation and an advanced and intellectually mature capacity to question assumptions, to distinguish between fact and opinion and be proactive in forming decisions and reaching conclusions.	V4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
<p>This course has no precise indicative content for individual dissertations other than the general requirement that, in consultation with the supervisor, they should address an issue, or issues, related to English literature. The course content generally depends on self-study practices about topics that support the research process. Contact hours are the supervision meetings with the dissertation supervisor throughout the course period. Below is a list of topics that indicate supervisory discussions and work. Supervision can be administered through face-to-face contact, online platforms, email correspondence or as a workshop.</p>		
1	Research Design and Project Management	21
2	Documentation: Resources and Techniques	21
3	Proposal Writing: Hypothesis Formulation	21
4	Proposal Writing: Formulating Research Questions	21
5	Proposal Writing: Setting Objectives, and Delimiting a Research Topic	21
6	Methodological Approaches and Tools	21
7	Academic Writing for Doctoral Dissertations	21
8	APA Style Manuals for Dissertation Writing	21
9	MLA Style Manuals for Dissertation Writing	21
10	Handling Supervisory Feedback before Final Submission	21
Total		210

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 systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of current research in the discipline and in the chosen area of investigation.	<ul style="list-style-type: none"> - Minimal supervisory input in periodic sessions (direct or distant contact) - Intensive self-study activities guided by supervisor - Peer input during doctoral days organized on a quarterly basis by the program committee 	<ul style="list-style-type: none"> - Periodic supervisory feedback on partial tasks (chapters, sections...) - Final oral defense (viva voce examination) - External validation of research instruments by specialist faculty on arrangement with supervisor
1.2	Identify research gaps in existing knowledge structures, theoretical frameworks and methodological approaches.		
1.3	Correlate research approaches and methods with the research case at hand to reach optimal compatibility between content and method.		
1.4	Locate the relevant historical, social, political or cultural contexts within the frame of their research argument.		
2.0	Skills		
2.1	Evaluate independently information from original and secondary sources to develop new knowledge related to the topic of research in the discipline.	<ul style="list-style-type: none"> - Minimal supervisory input in periodic sessions (direct or distant contact) - Intensive self-study activities guided by supervisor - Peer input during doctoral days organized on a quarterly basis by the program committee - Occasional workshops and webinars on methodology if need be 	<ul style="list-style-type: none"> - Periodic supervisory feedback on partial tasks (chapters, sections...) - Final oral defense (viva voce examination) - External validation of research instruments by specialist faculty on arrangement with supervisor
2.2	Apply advanced research and bibliographic skills that adhere to the accepted norms of citation.		
2.3	Design an original dissertation that organizes and effectively communicates complex and abstract ideas, in the specific field of investigation using standard academic style in the field.		
2.4	Formulate a self-sustained and critical literature review serving as a solid foundation for the theoretical argument and the data analysis in the dissertation		
2.5	Generate new areas for investigation, new problems, new or alternative applications that utilize an appropriate theory, methodology or an interdisciplinary approach that supports the dissertation topic and output.		
2.6	Select cogently contextual research findings (the historical, social, economic, political or cultural background) to support the topic of the dissertation.		
2.7	Use skills of information technology that facilitate the research process.		
3.0	Values		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.1	Demonstrate the readiness and ability to abide by ethical standards and deal with ethical dilemmas in research.	- Minimal supervisory input in periodic sessions (direct or distant contact)	- Periodic supervisory feedback on partial tasks (chapters, sections...)
3.2	Demonstrate self-confidence in defending their personal contribution within the limits of modesty (during the final oral defense)	- Intensive self-study activities guided by supervisor	- Final oral defense (viva voce examination)
3.3	Exercise initiative in organizing and pursuing a large-scale supervised research, while accepting full accountability for outcomes.	- Peer input during doctoral days organized on a quarterly basis by the program committee	- External validation of research instruments by specialist faculty on arrangement with supervisor
3.4	Demonstrate the ability for innovative and autonomous learning, self-evaluation and an advanced and intellectually mature capacity to question assumptions, to distinguish between fact and opinion and be proactive in forming decisions and reaching conclusions.	- Occasional workshops and webinars on methodology if need be	

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
	Oral Defense of Dissertation (<i>Doctoral candidates are assessed based on the accumulative work presented as a dissertation</i>)	Approved time limit	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.

Notes on supervisory work:

As part of the course, each student will be allocated a research supervisor who will provide academic support and supervisory advice until the ultimate completion of the research project. Students must contact their supervisors immediately after gaining official admission to the course (ENG 990). Supervisory work covers all the successive stages involved in the completion of the dissertation:

- 1) *Topic selection stage*: The student works in close coordination with the supervisor to ensure that the topic is researchable, relevant, and original.
 - 2) *Proposal stage*: After being formally approved by the supervisor, the proposal will be submitted to the Program Committee for final validation (See *PhD Program Templates*).
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 - 4) *Writing up stage*: The student is expected to fix a clear completion schedule approved by the supervisor to meet official deadlines. The supervisor is legally required to provide period reports on the student's progress (See *PhD Program Templates*).
- Final submission stage* (See *PhD Program Templates*).

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<p>Achtert, Walter S., and Joseph Gibaldi. <i>The MLA Style Manual</i>. Modern Language Association of America, 1985.</p> <p>Gibaldi, Joseph. <i>MLA Handbook for Writers of Research Papers</i>. 4th ed. Modern Language Association of America, 1995.</p> <p>Hammond, N. G. L., and H. H. Scullard. <i>The Oxford Classical Dictionary</i> 2nd ed. Oxford University Press, 1970.</p>
Essential Reference Materials	<p>Cottrell, Stella. <i>Dissertations and Projects Reports: A Step by Step Guide</i>. Palgrave MacMillan, 2014.</p> <p>Davies, Martin Brett. <i>Doing a Successful Research Project: Using Qualitative or Quantitative Methods</i>. Palgrave, 2007.</p> <p>Godfrey, Jeanne. <i>How to Use Your Reading in Your Essays</i>. 2nd ed. Palgrave MacMillan, 2013.</p> <p>Greetham, Bryan. <i>How to Write Better Essays</i>. 3rd ed. Palgrave MacMillan, 2013.</p> <p>Pears, Richard and Graham Shields, <i>Cite Them Right: The Essential Referencing Guide</i>. 9th ed. Palgrave MacMillan, 2010.</p>
Electronic Materials	<ul style="list-style-type: none"> • 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)	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 ()
Date	