



## Course Specifications

<b>Course Title:</b>	American Literature
<b>Course Code:</b>	ENG 438
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	Department of English Language & Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b>	2 Hours
<b>2. Course type</b>	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>	Level 7 / year 4
<b>4. Pre-requisites for this course (if any):</b>	ENG 333, ENG 339, ENG 340
<b>5. Co-requisites for this course (if any):</b>	None

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	24	75 %
2	Blended	8	25 %
3	E-learning		
4	Distance learning		
5	Other		

## 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	24
2	Laboratory/Studio	8
3	Tutorial	8
4	Others (Midterms, quizzes, classwork, practical application)	24
	<b>Total</b>	<b>64</b>

## B. Course Objectives and Learning Outcomes

<p><b>1. Course Description</b></p> <p>This course is an advanced introduction to American literature, its history and development, and its rich variety of forms and techniques. The course will begin by briefly discussing works produced during the Colonial Period, the Revolutionary War, the American Civil War, and World War I &amp; II. It will then introduce students to works that typify literary periods such as the Renaissance Period, the Realistic and the Naturalist Periods, the Modern Period (which contains within it certain major movements including the Jazz Age, the Harlem Renaissance, and the Lost Generation), and the Contemporary Period (which marks a diversity in themes, modes, and purpose). Students will read selections from a wide range of authors (Emerson, Hawthorne, Melville, Thoreau, Stowe, Whitman, Dickinson, Wharton, Hurston, Twain among others), and be informed that many of the selected writers were influenced by social, political, and religious events that shaped their writing, including the disillusionment that followed the two great wars.</p>
<p><b>2. Course Main Objective</b></p> <p>The main objective of this course is for students to explore American literature in its multifaceted variety and the literary figures responsible for its canon formation. The following sub-objectives support the main objective as students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the history of American literature.</li> <li>2. Develop a knowledge-base about American literature, including literary movements, the themes, aesthetic features and canonical authors/works</li> <li>3. Point out recurring themes in selected texts including differences in authorial style and voice.</li> </ol>

4. Demonstrate skills such as questioning, close reading, critical discussion and written critical analysis about a wide range of topics and issues that concerned and influenced selected authors and works.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b> <i>On completing this course, students will be able to:</i>	
1.1	Outline the major literary movements that existed in America and influenced authors, their work and specific writing styles.	<b>K2</b>
1.2	Describe the main features associated with American literature; the central themes, literary periods, key artistic features and the diverse cultures of America.	<b>K3</b>
1.3	Explain recurring themes in selected literary pieces (e.g., personal freedom versus group responsibility, class, gender and race consciousness, violence, religious values...etc.).	<b>K4</b>
2	<b>Skills</b> <i>On completing this course, students will be able to:</i>	
2.1	Examine American literary texts in a variety of genres considering their thematic, structural and aesthetic features.	<b>S1</b>
2.2	Trace through selected literary texts the development of American consciousness, attitudes, and ideals.	<b>S2</b>
2.3	Interpret connections in the texts at hand with the backgrounds of its composition: the historical, social, cultural, philosophical, economic, and political.	<b>S3</b>
2.4	Write about relevant topics in American literature in a well-structured and articulate manner.	<b>S5, S6</b>
2.5	Critically appreciate American literature in light of personal relevance and shared values of literature in general, as well as the significance of recognizing the universal human condition.	<b>S7</b>
3	<b>Values:</b> <i>On completing this course, students will be able to:</i>	
3.1	Show responsibility for self-learning and continue personal and academic development.	<b>V1</b>
3.2	Demonstrate an ability to work independently, and in a team to analyze an assigned literary text.	<b>V2</b>
3.3	Demonstrate ethical behavior inside the organization in personal and academic practices and also through displaying an appreciation of different philosophical, social, and cultural contexts.	<b>V3</b>

## C. Course Content

No	List of Topics	Contact Hours
1	<b>Course Orientation, Assessment, References, and Textbooks</b>	2
2	<p><b>Historical Overview I</b> (<i>The History of American Literature: from the British colonies to present-day United States</i>)</p> <p><b>The Colonial Period (1607-1775)</b>            Pamphlets and Journals: Captain John Smith’s <i>The Summer Isles</i> (1624)            Journals: John Winthrop’s <i>The History of New England</i>            Puritan Poetry: Michael Wigglesworth’s “The Day of Doom” (1660)</p> <p><b>Second Generation of New England Settlers</b>            Cotton Mather’s <i>Magnalia Christi Americana</i>            African-American Literature: Poetry of Phillis Wheatley            Slave Narrative of Olaudah Equiano’s novel <i>The Interesting Narrative of the Life of Olaudah Equiano</i></p> <p><b>The Revolutionary Period (1765-1790)</b>            The political writings of Benjamin Franklin, Samuel Adams, Thomas Jefferson, Thomas Paine.            Songs: “Yankee Doodle”            Poems by John Trumbull and Francis Hopkinson</p>	
2	<p><b>Historical Overview II</b></p> <p><b>The Early National Period (1775-1828)</b>            The first American play: Royall Tyler’s <i>The Contrast</i> (1787)            The first American novel: William Hill’s <i>The Power of Sympathy</i> (1789)            Excerpts from the fiction of Washington Irving and James Fenimore Cooper.</p> <p><b>The American Renaissance (1828-1865)</b> (<i>Also called The Romantic Period and/or American Transcendentalism</i>)            Walt Whitman, Ralph Waldo Emerson, Nathaniel Hawthorne, Edgar Allan Poe, Herman Melville, and Henry David Thoreau.</p> <p><b>The First African-American Novels (1853-1859)</b>            Slave Narrative and autobiography: Frederick Douglass’ <i>Narrative of the Life of Frederick Douglass, an American Slave</i> (1845)            Abolitionism: Harriet Beecher Stowe’s novel <i>Uncle Tom’s Cabin</i> (1852)</p>	2
3	<p><b>Historical Overview III</b></p> <p><b>American Realism or The Realistic Period (1865-1900)</b>            William Dean Howells, Henry James, Emily Dickinson, and Mark Twain.</p> <p><b>The Naturalist Period (1900-1914)</b>            The novels of Frank Norris, Theodore Dreiser, Jack London.</p> <p><b>The Modern Period (1914-1939)</b> (<i>Includes The Jazz Age, the Harlem Renaissance, and the Lost Generation</i>)            The poetry of Robert Frost, E.E. Cummings, William Carlos Williams, Ezra Pound, T.S. Eliot, Wallace Stevens.            The novels of Willa Cather, John Dos Passos, F. Scott Fitzgerald, John Steinbeck, Ernest Hemingway, William Faulkner, Gertrude Stein.</p>	2
4	<p><b>The Beat Generation (1944-1962)</b>            Anti-traditional literature in prose and poetry. Notable figures include Jack Kerouac and Allen Ginsberg.            Confessional poetry            Henry Miller</p> <p><b>The Contemporary Period (1939-Present)</b>            John Updike, James Baldwin, Sylvia Plath, Toni Morrison, Tennessee Williams, Richard Wright, Adrienne Rich, Edward Albee, Joyce Carol Oates, Arthur Miller</p>	2
5	<p><b>Note:</b> <i>The instructor may choose to include the complete text or selected excerpts to be representative of the period its themes, concepts, or aesthetic features.</i></p> <p><b>The Romantic Period (1828-1865)</b></p>	2

	Walt Whitman <b>Suggested Poems</b> Whitman: "1861"/ "A Child said, What is the Grass?"/ "A Clear Midnight"/ "A Noiseless Patient Spider"/ "A Child's Amaze"/ "A Boston Ballad"/ "A Promise to California"	
6	<b>The Romantic Period (1828-1865) cont'd</b> Edgar Allan Poe <b>Suggested Poems</b> Poe: "The Raven," "Annabel Lee," and "For Annie"	2
7	<b>Note:</b> <i>The instructor may choose to include the complete text or selected excerpts to be representative of the period its themes, concepts, or aesthetic features.</i> <b>The Romantic Period (1828-1865)</b> Edgar Allan Poe, Nathaniel Hawthorne <b>Suggested Short Stories, Novella:</b> Poe: "The Tell-Tale Heart," "The Black Cat," "The Masque of the Red Death" Hawthorne: "Young Goodman Brown," <i>The Scarlet Letter</i>	2
8	<b>The Modern Period (1914-1939)</b> <b>Suggested Poems:</b> <i>(The poems below are recommendations others may be included at the discretion of the coordinator)</i> Robert Frost "Stopping by Woods," Wallace Stevens "Anecdote of the Jar," Ezra Pound "The River-Merchant's Wife," Marianne Moore "Marriage,"	2
9	<b>The Modern Period (1914-1939) cont'd</b> <b>Suggested Poems:</b> <i>(The poems below are recommendations others may be included at the discretion of the coordinator)</i> T.S. Eliot "The Love Song of Alfred J. Prufrock," E.E. Cummings "I Thank You God for this Most Amazing Day,"	2
10	<b>The Modern Period (1914-1939) cont'd</b> <b>Suggested Poems:</b> <i>(The poems below are recommendations others may be included at the discretion of the coordinator)</i> Robinson Jeffers "Birthday (Autobiography)," Sylvia Plath "Mirrors," John Ashbery "Just Walking Around"	2
11	<b>Note:</b> <i>The instructor may choose to include the complete text or selected excerpts to be representative of the period its themes, concepts, or aesthetic features.</i> <b>American Realism</b> Mark Twain <i>The Adventures of Huckleberry Finn</i>	2
12	<b>Note:</b> <i>The instructor may choose to include the complete text or selected excerpts to be representative of the period its themes, concepts, or aesthetic features.</i> <b>The Jazz Age</b> Scott Fitzgerald's <i>The Great Gatsby</i> , Ernest Hemmingway's <i>The Sun Also Rises</i> , William Faulkner's <i>The Sound and the Fury</i>	2
13	<b>The Contemporary Period (1939-Present)</b> American Drama: Tennessee Williams' <i>The Glass Menagerie</i> (1944)	2
14	American Drama: Arthur Miller: <i>Death of a Salesman</i> (1949)	2
15	Paper Submission/Revision	2
16	Paper Submission/Revision	2
<b>Total</b>		<b>32</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
<b>1.1</b>	Outline the major literary movements that existed in America and influenced authors, their work and specific writing styles.	<ul style="list-style-type: none"> <li>-Lecturing</li> <li>-Online teaching</li> <li>-Presentations</li> <li>-Task-based sessions</li> <li>-mind-mapping</li> <li>-Collaborative and peer technique teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Conducting searches</li> <li>- Participation</li> <li>- Quizzes</li> <li>- Midterm &amp; Final exams</li> </ul>
<b>1.2</b>	Describe the main features associated with American literature; the central themes, literary periods, key artistic features and the diverse cultures of America.		
<b>1.3</b>	Explain recurring themes in selected literary pieces (e.g., personal freedom versus group responsibility, class, gender and race consciousness, violence, religious values...etc.).		
<b>2.0</b>	<b>Skills</b>		
<b>2.1</b>	Examine American literary texts in a variety of genres considering their thematic, structural and aesthetic features.	<ul style="list-style-type: none"> <li>-Lecturing</li> <li>-Presentations</li> <li>-Online teaching</li> <li>-Tutorials</li> <li>-Responses to Literature</li> <li>-Classwork</li> <li>-Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Dissecting literary commentaries &amp; essays.</li> <li>- Participation summarizing editing response reports writing paragraphs essay (long or short)</li> <li>- Midterm &amp; Final exams</li> </ul>
<b>2.2</b>	Trace through selected literary texts the development of American consciousness, attitudes, and ideals.		
<b>2.3</b>	Interpret connections in the texts at hand with the backgrounds of its composition: the historical, social, cultural, philosophical, economic, and political.		
<b>2.4</b>	Write about relevant topics in American literature in a well-structured and articulate manner.		
<b>2.5</b>	Critically appreciate American literature in light of personal relevance and shared values of literature in general, as well as the significance of recognizing the universal human condition.		
<b>3.0</b>	<b>Values</b>		
<b>3.1</b>	Show responsibility for self-learning and continue personal and academic development.	<ul style="list-style-type: none"> <li>- Write papers</li> <li>- Learn to edit and criticize their own work</li> <li>- Self-learning exercises</li> <li>- Collaborative and peer technique teaching</li> </ul>	<ul style="list-style-type: none"> <li>- multimedia or presentation slides (individual or peer or group)</li> <li>- peer evaluations</li> <li>- self-evaluations</li> <li>- peer or group discussion</li> <li>- writing paragraphs</li> <li>- essay (long or short)</li> </ul>
<b>3.2</b>	Demonstrate an ability to work independently, and in a team to analyze an assigned literary text.		
<b>3.2</b>	Demonstrate ethical behavior inside the organization in personal and academic practices and also through displaying an appreciation of different philosophical, social, and cultural contexts.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterms- Choice to allocate either: One Midterm	7 or 8	30%
	Two Midterms	6 or 7 - 11 - 12	30% or 40%
2	Course Work as assigned by the convener/instructor (see <b>D1</b> Assessment methods).	Throughout the semester	30% or 20%
3	Final Exam	16 & 17	40%
4	<b>Total</b>		<b>100%</b>

\*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:

- Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads.
- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.
- Instructors are assigned one hour for student academic advising.
- Faculty emails are accessible for students.
- Online interaction between instructor and student is available using the university's official online platforms (e.g., Microsoft Teams, Blackboard Learn, Microsoft Kaizala).

### F. Learning Resources and Facilities

#### 1. Learning Resources

<b>Required Textbooks</b>	<ol style="list-style-type: none"> <li>1. Borges, Jorge Luis. 1973. <i>An Introduction to American Literature</i>. NY: Schocken Books.</li> <li>2. Bayan, Nina. Et al. eds. <i>The Norton Anthology of American Literature Vol 1&amp;2</i>.</li> <li>3. Dove, Rita. <i>The Penguin Anthology of Twentieth-Century American Poetry</i>. Oxford: Oxford UP, 2009.</li> </ol> <p>*All assigned literary texts</p>
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<p style="text-align: center;"><b>Essential References Materials</b></p>	<ol style="list-style-type: none"> <li>1. Gray, Richard. <i>A History of American Literature</i>. 2nd ed. Malden: Blackwell, 2012.</li> <li>2. Hart, James D. <i>The Oxford Companion to American Literature</i>. Oxford U.P.: New York.</li> <li>3. High, Peter B. <i>An Outline of American Literature</i>. Longman: New York.</li> <li>4. Jovanovich, Harcourt B. <i>An Adventure in American Literature</i>. Pegasus Edition.</li> <li>5. Millard, Kenneth. <i>Coming of Age in Contemporary American Fiction</i>. Edinburgh, Edinburgh UP, 2007.</li> <li>6. Morris, Timothy. <i>Becoming Canonical in American Poetry</i>. United States: U of Illinois P, 1995.</li> <li>7. Myers, Jack, and David Wojahn, eds. <i>A Profile of Twentieth-Century American Poetry</i>. Illinois: Illinois UP, 1991.</li> <li>8. Newcomb, John. <i>Wallace Stevens and Literary Canons</i>. United States: UP of Mississippi, 1992.</li> <li>9. Saxon, Theresa. <i>American Theatre: History, Context, Form</i>. Edinburgh, Edinburgh UP, 2011.</li> <li>10. Silverman, Kenneth. <i>Edgar A. Poe: Mournful and Never-ending Remembrance</i>. New York: HarperCollins, 1991.</li> <li>11. Updike, John, and Katrina Kenison, eds. <i>The Best American Short Stories of the Century</i>. New York: Houghton Mifflin, 2000.</li> </ol>
<p style="text-align: center;"><b>Electronic Materials</b></p>	<p><a href="http://photos.state.gov/libraries/amgov/30145/publications-english/outline_us_lit.pdf">http://photos.state.gov/libraries/amgov/30145/publications-english/outline_us_lit.pdf</a></p> <p><a href="http://www.jstor.com">http://www.jstor.com</a></p> <p><a href="https://sdl.edu.sa/sdlportal/en/publishers.aspx">https://sdl.edu.sa/sdlportal/en/publishers.aspx</a></p> <p><a href="https://lms.imamu.edu.sa/">https://lms.imamu.edu.sa/</a></p> <p><a href="https://www.youtube.com/user/crashcourse">https://www.youtube.com/user/crashcourse</a> <a href="https://americanliterature.com/">https://americanliterature.com/</a></p> <p><a href="https://www.history.com/search?q=american%20literature">https://www.history.com/search?q=american%20literature</a></p>
<p style="text-align: center;"><b>Other Learning Materials</b></p>	

## 2. Facilities Required

Item	Resources
<p style="text-align: center;"><b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<p style="text-align: center;">Classrooms Main Library King Abdullah City Campus Library</p>

Item	Resources
<p><b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)</p>	<p>The university's official cloud server <a href="http://cloud.imamu.edu.sa">cloud.imamu.edu.sa</a> gives access to faculty and students to multiple <b>Microsoft Office 365</b> applications such as OneDrive, Teams, SharePoint, Kaizala ...etc.</p> <ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Cisco Webex</li> <li>• AV</li> <li>• Data show</li> <li>• E-podium</li> <li>• overhead projector</li> <li>• electronic whiteboard</li> <li>• Internet Access</li> </ul>
<p><b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	Direct

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

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

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

Council / Committee	
Reference No.	
Date	