

|                                   |  |                                |                                  |
|-----------------------------------|--|--------------------------------|----------------------------------|
| <b>COURSE CODE</b>                | <b>MA Eng. 652</b>   | <b>COURSE LEVEL &amp; YEAR</b> | <b>2<sup>nd</sup> year level</b> |
| <b>COURSE TITLE</b>               | <b>Studies in American Literature</b>  |                                |                                  |
| <b>COURSE TEACHER/S</b>           | <b>Mahmoud Alshra'ah</b>   |                                |                                  |
| <b>CREDIT HOURS</b>               | <b>3</b>   |                                |                                  |
| <b>PRE-REQUISITES</b>             | <b>None</b>  |                                |                                  |
| <b>CO-REQUISITES</b>              | <b>None</b>  |                                |                                  |
| <b>DURATION OF COURSE</b>         | <b>16 weeks</b>  |                                |                                  |
| <b>TOTAL STUDENT STUDY TIME</b>   | <b>3 hours per each contact hour weekly</b>  |                                |                                  |
| <b>AIMS</b>                       | <p>(a) <b>Subject-specific skills (Knowledge Skills):</b> The skills and knowledge that students will have gained by the end of a course that are specific to that course or to that particular subject. For example, the ability to demonstrate facts and concepts achieved as a consequence of studying the course. Verbs that frequently characterise a subject-specific skill can indicate an expected level of achievement, such as '<i>recognise</i>', '<i>demonstrate</i>', '<i>interpret</i>'.</p> <p>This course will cover topics in American literature from the seventeenth century (the colonial period) to the post-World War II. Readings will include poems, novels, essays, autobiographies, short stories, social commentaries, political tracts, and philosophy, originating in different regions and settings across the country. Some works are chosen from their historical importance, others for their dramatic insight, others for their aesthetic virtues. Taken together, they form a rich collection of imaginative and critical writing, composed by former slaves and United States Presidents, by immigrants and expatriates, etc.</p> <p>(b) <b>Core Academic skills (Cognitive Skills):</b> The skills that are central to the particular discipline, where students demonstrate the use and application of subject-specific skills. They may be the point at which subject-specific and key skills are brought together. They are often more to do with the programme as a whole than with the course in particular. They will frequently be characterised by verbs that indicate the level of achievement that might be expected of a developing undergraduate, such as '<i>apply</i>', '<i>analyse</i>', '<i>synthesise</i>', '<i>judge</i>'.</p> <p>Our goal is to analyze these works as diverse representations of American experience, ideas, and values. This means that much classroom discussions will involve close textual commentary upon the assigned works.</p> <p>(c) <b>Personal and Key skills:</b> The skills that are not specific to the subject, that are generic and potentially transferable to any discipline or situation. They are more to do with processes than with outcomes. They may be practised and developed in the context of subject-specific and core academic skills, and can support learning in the discipline.</p> <p>As the course progresses, we will develop a larger sense of the progress of American writing, and discern continuities from one age to the next. By the end of the course, students will have acquired a basic knowledge of American literary history, combining a trained eye for authorial styles and a flexible talent for textual interpretation with a solid understanding of historical contexts.</p> |                                |                                  |
| <b>INTENDED LEARNING OUTCOMES</b> | <p><b>Specify briefly ILOs in relation to the three aim clusters as in the above box.</b></p> <ul style="list-style-type: none"> <li>-to accumulate a core knowledge of American literature</li> <li>-to realize American experience as expressed in American literature</li> <li>-to be familiar with American values</li> <li>-to deal with textual issues and themes</li> <li>-to write about American literature</li> <li>-to be familiar with the traits and ideas of American culture</li> </ul>   |                                |                                  |
| <b>LEARNING/TEACHING METHODS</b>  | <p><b>Pay attention to the distinction between 'teaching' and 'learning'. This is not only about the 'teaching' methods you will use, but also about what 'learning' strategies you will encourage students to adopt.</b></p> <p>This is an MA course in American literature. Therefore, it is important that students work on their own to study American literature within the domains of this course. I will occasionally lecture, but the course will be mainly conducted through discussions. Students will give oral presentations and lead classroom discussions.</p>   |                                |                                  |
| <b>ASSIGNMENTS</b>                | <p><b>List the frequency and type of formative (non-assessed) assignments given over the duration of the course.</b></p>   |                                |                                  |

Students will do a lot of library-oriented assignments and present their works in the classroom. More importantly, students will share their assignments amongst themselves. They have to use the Internet and other online research tools to exchange ideas.

#### **ASSESSMENT**

**List methods, frequency, time, and percentage of the mark for each assessment, including final examination.**

- midterm
- presentations
- a term paper
- a final

#### **SYLLABUS PLAN**

**Outline plan week by week for the duration of the course.**

A detailed syllabus has been distributed to the students. This includes all required items. The general syllabus will include the following parts:

- Week 1: Introduction to the course
- Weeks 2, 3, & 4: topics in the colonial period literature
- Weeks 5, 6, & 7: topics in 18<sup>th</sup> century period literature
- Weeks 8, 9, & 10: topics in 19<sup>th</sup> century literature
- Weeks 11, 12, 13, 14, & 15: topics in 20<sup>th</sup> century literature
- Week 16: Revision and final exams.

#### **INDICATIVE BASIC READING LIST**

**List text books and main supporting reference works.**

The main textbook will be The Norton Anthology of American Literature, vols. A, B, C, d, & E. 6<sup>th</sup> edition, edited by Nina Baym, et al, 2003. The readings in the syllabus are based on the offerings provided in these volumes. Details of readings are provided in the syllabus provided to the students.

**NB Although the boxes in this template are expandable, please do not allow this course outline to be any longer than roughly a page and half, or a maximum of two full pages. Please use font size 10.**