

ATTACHMENT 5.

Kingdom of Saudi Arabia
The National Commission for Academic Accreditation &
Assessment

T6. Course Specifications
(CS)

Course Specifications

Institution King Khalid University	Date
College/Department Faculty of Languages and Translation, English Department	

A. Course Identification and General Information

1. Course title and code: Eng. 331 Short Story			
2. Credit hours 2			
3. Program(s) in which the course is offered. B. A. in English Language (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course Dr. Justin Sfariac			
5. Level/year at which this course is offered 6			
6. Pre-requisites for this course (if any) Eng.330 Introduction to Literary Forms			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input type="checkbox"/>	What percentage?	<input type="text" value="90%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

<p>1. What is the main purpose for this course?</p> <ul style="list-style-type: none"> To reinforce the students' knowledge of the literary genre of the short story (including but not restricted to plot, structure, characters, point of view, setting, motifs, themes, symbolism, etc.) To provide students with the basic literary and critical terminology and skills necessary for appreciating fiction. To enable students to analyze a variety of short stories. To reinforce students' skills of comparison, analysis and critical thinking.
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <ol style="list-style-type: none"> Use of IT/web-based reference materials Use of audio-visual materials. Constant change of reading list to reflect the latest developments in the field Permanent analysis of Course Specifications of Poetry courses taught at prestigious foreign universities, in order to find a benchmark for own efforts.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

<p>Course Description:</p> <ul style="list-style-type: none"> This course introduces students to the theory of the short story (origins, elements and characteristics, theme, symbols, etc.). The course introduces 14 short stories belonging to the 19th and 20th century. By course-end, students will be able to understand and evaluate short stories belonging to different literary movements, pointing out both the original contribution of the author and the elements that they share with other stories belonging to the same literary movement.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours

The theory of the short story. Origins, elements and characteristics, theme, symbols.	1	2
Old Man at the Bridge (Ernest Hemingway)	1	2
The Tell-Tale Heart (Edgar Allan Poe)	1	2
Eveline (James Joyce)	1	2
The Luncheon (William Somerset Maugham)	1	2
The Story of an Hour (Kate Chopin)	1	2
Little Selves (Mary Lerner)	1	2
The Killers (Ernest Hemingway)	1	2
A Worn Path (Eudora Welty)	1	2
Theft (Katherine Ann Porter)	1	2
My Dead Brother Comes to America (Alexander Godin)	1	2
The Enemy of All the World (Jack London)	1	2
Cat in the Rain (Ernest Hemingway)	1	2
A Tree, a Rock, a Cloud (Carson McCullers)	1	2
I Used to Live Here Once (Jean Rhys)	1	2

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	30		0	0	0	30
Credit	2 per week					

3. Additional private study/learning hours expected for students per week.	2
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Knowledge of the characteristics and components of the literary genre of the short story.	<ul style="list-style-type: none"> Lectures Discussion Close reading and text analysis Collaborative learning/Team work 	<ul style="list-style-type: none"> Two-midterm tests Assignments Quizzes Final Exam
1.2	Knowledge of various critical methods.	<ul style="list-style-type: none"> Close reading and text analysis Collaborative learning/Team work 	<ul style="list-style-type: none"> Assignments Quizzes
2.0	Cognitive Skills		
2.1	The ability of evaluation, critical thinking, description,	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Interviews

	comparison, and analysis.	<ul style="list-style-type: none"> Teaching students to think independently and engage in group discussions Presentations Class survey Debates 	<ul style="list-style-type: none"> Live monologues Collaborative tasks and discussions; Individual meetings with students/ encouragement of students to discuss paper topics
2.2	Ability to apply different critical approaches to various short stories	<ul style="list-style-type: none"> Presentations Class survey Debates 	<ul style="list-style-type: none"> Collaborative tasks and discussions
3.0	Interpersonal Skills & Responsibility		
3.1	Students can participate in class discussion and think critically and analytically.	<ul style="list-style-type: none"> Lectures Discussion Group assignments Presentations Class surveys Debates 	<ul style="list-style-type: none"> Research papers will attest to the student's ability to fulfill assignments and respect deadlines Individual and group Presentations
3.2	Students can act dutifully and ethically in carrying out individual as well as group projects	<ul style="list-style-type: none"> Class survey Individual and group presentations 	<ul style="list-style-type: none"> Interviews Live monologues Collaborative tasks and discussions Research papers will attest to the student's ability to ethically use other sources and respect other opinions than one's own.
4.0	Communication, Information Technology, Numerical		
4.1	Use of e-learning , electronic journals and data basis	<ul style="list-style-type: none"> Extensive use of reliable material on the Web Acquaintance with IT, especially: PowerPoint, databases and spreadsheets 	<ul style="list-style-type: none"> Research papers will attest to the student's ability to use electronic resources Blackboard assignments
4.2	Use of IT tools such as laptop and projector systems		
5.0	Psychomotor		
5.1	Not applicable		
5.2			

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)											
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	4.1	4.2
1.1												
1.2												
2.1												
2.2												
3.1												
3.2												
4.1												
4.2												

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assignment 1 (Presentation)	Week 5	5%
2	Test 1	Week 7	20%
3	Assignment 2 (Presentation)	Week 10	5%
4	Test 2	Week 13	20%
5	Final Exam	Week 16	50%
6	Total		100 %
7			
8			

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

OFFICE HOURS: 7 hours per week

E Learning Resources

1. List Required Textbooks

"Short Story," a textbook prepared by the Department of English (needs editing to include 5 more stories).

2. List Essential References Materials (Journals, Reports, etc.)

- Guerin, Wilfred L, et al. *A Handbook of Critical Approaches to Literature*. 3rd ed. New York: Oxford UP, 1992.
- May, Charles E. (Charles Edward) & Magill, Frank N. *Critical Survey of Short Fiction*. Pasadena, Calif.: Salem Press, 2001.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Abrams, M.H. *A Glossary of Literary Terms*. 6th ed. Fort Worth: Harcourt Brace, 1993.
- Angus, Douglas. *Best Short Stories of the Modern Age*, Fawcett, 1987.
- Crane, Milton, *Fifty Great Short Stories*, Bantam Classics, Ed., 1983.
- Drabble, Margaret, and Jenny Stringer. *The Concise Oxford Companion to English Literature*. New York: Oxford UP, 1996.
- Guerin, Wilfred L, et al. *A Handbook of Critical Approaches to Literature*. 3rd ed. New York: Oxford UP, 1992.
- Katrina Kenison & John Updike. *The Best American Short Stories*, Houghton Mifflin, 2000.
- May, Charles E. (Charles Edward) & Magill, Frank N. *Critical Survey of Short Fiction*. Pasadena, Calif. : Salem Press, 2001.
- Wellek, R. & A. Warren. *Theory of Literature*. London: Penguin, 1993.

<p>4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. www.shmoop.com www.gradesaver.com www.sparknotes.com search.proquest.com (only for campus connected computers), www.questia.com</p>
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <ul style="list-style-type: none"> • Students are motivated to use computers and audio-visual equipment; teachers receive and provide (for students) training in the design and production of educational materials.

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> • Large enough classrooms and labs • Lecture rooms with a capacity of 30 students
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> • Laptops, overhead projectors, computer labs, MS Office programs, academic software.
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <ul style="list-style-type: none"> • Students are encouraged to use the Language Enhancement Program (LEP) • Dictionaries, English- skills software, Linguistic and language atlases.

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> • Confidential completion of standard course evaluation questionnaire by students at the end of each semester • Occasional student-faculty meetings to get students' feedback
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<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none">• In-class observation by other colleagues• Peer observation• Observation by external experts
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none">• Workshops by internal and external experts• Coordination between teachers of different sections of the same course• Training and orientation for new instructors of the course
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <ul style="list-style-type: none">• Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department• Mutual checking of random samples of examination papers by coordinators and other teachers of the same course
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none">• Regular meetings between teachers and course coordinator• Regular meetings by The Curriculum Review Committee• Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee

Name of Instructor: ___Dr. Justin Sfariac_____

Signature: _____

Date Report Completed: April 7, 2016_

Name of Field Experience Teaching Staff _Literature_____

Program Coordinator:_____

Signature: _____ Date Received: _____

EXPLANATORY NOTE

Other instructors teaching this course: Saiful Islam

Important modifications incorporated in the new Course Specifications:

1. Six new short stories have been introduced; they are meant to cover a wider range of literary movements and authors;
2. A wider range of internet resources have been suggested (most of them free);
3. A wider range of teaching methods and assessment techniques.
4. More valuable reference books have been suggested.