

**ATTACHMENT 5.**

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

**T6. Course Specifications  
(CS)**

## Course Specifications

Institution <b>King Khalid University</b>	Date
College/Department: <b>Faculty of Languages and Translation, English Department</b>	

### A. Course Identification and General Information

1. Course title and code: <b>Modern Literary Movements (Eng. 433)</b>		
2. Credit hours <b>2hours</b>		
3. Program(s) in which the course is offered. <b>B. A. in English Language</b> (If general elective available in many programs indicate this rather than list programs)		
4. Name of faculty member responsible for the course <b>Dr. Mahmoud Ibrahim Ibrahim Radwan</b>		
5. Level/year at which this course is offered: <b>8</b>		
6. Pre-requisites for this course (if any) <b>(Eng. 330) Introduction to Literary Forms</b>		
7. Co-requisites for this course (if any) <b>None</b>		
8. Location if not on main campus		
9. Mode of Instruction (mark all that apply)		
a. traditional classroom	<input type="text"/> What percentage?	<input type="text" value="90%"/>
b. blended (traditional and online)	<input type="text"/> What percentage?	<input type="text" value="10%"/>
c. e-learning	<input type="text"/> What percentage?	<input type="text"/>
d. correspondence	<input type="text"/> What percentage?	<input type="text"/>
f. other	<input type="text"/> 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"> <li>To familiarize students with the main features, techniques and philosophy of the major movements of literature from the 19th century onwards.</li> <li>To provide students with a chronological/historical background of literary movements in the modern times.</li> <li>To reinforce students' skills of comparison, analysis and critical thinking.</li> <li>To promote students' knowledge of language in real contexts through teaching them how to write a research paper on any literary movement.</li> </ul>
<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"> <li>Use of IT/web-based reference materials</li> <li>Use of visual materials</li> <li>Incessant change of readings lists as a result of new findings in the field</li> </ol>

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

<p>Course Description:</p> <ul style="list-style-type: none"> <li>This course introduces students to techniques, characteristics and philosophy of the major movements of literature from the 19th century onwards.</li> <li>By course-end, students will be able to understand techniques adopted in variant literary movements and analyze/interpret particular literary works in the light of the literary movements.</li> </ul>
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1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
<b>The Romantic Movement</b>	<b>2</b>	<b>4</b>
<b>Realism</b>	<b>2</b>	<b>4</b>
<b>Naturalism</b>	<b>1</b>	<b>2</b>

<b>Symbolism</b>	<b>1</b>	<b>2</b>
<b>Symbolism</b>	<b>1</b>	<b>2</b>
<b>Modernism</b>	<b>2</b>	<b>2</b>
<b>Imagism</b>	<b>1</b>	<b>2</b>
<b>Surrealism</b>	<b>1</b>	<b>2</b>
<b>Postmodernism (Structuralism; Deconstruction)</b>	<b>2</b>	<b>4</b>
<b>Magical Realism</b>	<b>1</b>	<b>2</b>
<b>Post colonialism</b>	<b>2</b>	<b>4</b>

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	<b>30</b>		0	0	0	30
Credit	<b>2 per week</b>					

3. Additional private study/learning hours expected for students per week.

**2**

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	<b>Knowledge</b>		
1.1	Knowledge of the major different literary movements and cultural changes in the modern times.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Close reading and text analysis</li> <li>• Collaborative learning/Team work</li> </ul>	<ul style="list-style-type: none"> <li>• Two-midterm tests</li> <li>• Assignments</li> <li>• Quizzes</li> <li>• Final Exam</li> </ul>
1.2	Acquiring the ability to read, analyze and compare various literary pieces		
2.0	<b>Cognitive Skills</b>		
2.1	The ability of evaluation, critical thinking, description, comparison, and analysis.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Interviews</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• E-learning</li> <li>• Class discussions: teaching students to think independently and engage in group discussions</li> <li>• Individual meetings with students/ encouragement of students to discuss paper topics</li> </ul>
2.2	Ability to apply different critical approaches to variant literary works		
3.0	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Students can participate in class discussion and think critically and analytically.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Group assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Research papers will attest to the student's ability to fulfill assignments and respect deadlines</li> <li>• Individual and group</li> </ul>

			<b>Presentations</b>
3.2	Students can act dutifully and ethically in carrying out individual as well as group projects		
4.0	<b>Communication, Information Technology, Numerical</b>		
4.1	Use of e-learning , electronic journals and data basis	<ul style="list-style-type: none"> <li>• Extensive use of reliable material on the Web</li> <li>• Acquaintance with IT, especially: PowerPoint, databases and spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Giving extra marks for the use of web-based material in presentations</li> </ul>
4.2	Use of IT tools such as laptop and projector systems		
5.0	<b>Psychomotor</b>		
5.1	<b>Not applicable</b>		
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												
2.3												
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		<b>Week 5</b>	<b>5%</b>

	<b>Assignment 1</b>		
2	<b>Test 1</b>	<b>Week 7</b>	<b>20%</b>
3	<b>Assignment 2</b>	<b>Week 10</b>	<b>5%</b>
4	<b>Test 2</b>	<b>Week 13</b>	<b>20%</b>
5	<b>Final Exam</b>	<b>Week 16</b>	<b>50%</b>
6	<b>Total</b>		<b>100 %</b>
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

**A Text Prepared by the Department that include:**

- (a) General Information about modern literary movements
- (b) Analyses of some selected models

- 2. List Essential References Materials (Journals, Reports, etc.)
- Suggested References
- Doherty, T. (Ed.). (1991). *Postmodernism: A reader*. New York: Harvester Wheatsheaf
- Eagleton, T. (1996). *Literary Theory: An Introduction*. Minneapolis: The University of Minnesota Press.
- Encyclopedia of Literature and Criticism (1991) ed. Martin Coyle, Peter Garside, Malcolm Kelsall and John Peck, Routledge, London.
- Desai, G. G., Nair, S. (2005). *Postcolonialism: An anthology of cultural theory and criticism*. Rutgers University Press.
- Henderson, H. & Pederson, J. P. (Ed.) . (2000). *Twentieth century literary movements dictionary*. Detroit, Mich: Omnigraphics.
- Hutcheon, L. (1988). *A poetics of postmodernism: History, theory, fiction*. New York: Routledge.
- Huysen, Andreas (1986). *After the Great Divide: Modernism, Mass Culture, Postmodernism*.
- Jameson, Fredric. *Postmodernism, or the Cultural Logic of Late Capitalism*.
- Jefferson, A. & Robey, D. *Modern Literary Theory: A Comparative Introduction*
- Marcel, B. (1966). *The art of the Romantic era: Romanticism, Classicism, Realism*. New York: Henry Holt & Company, Inc.
- McHale, B. (1987). *Postmodern Fiction*. London: Methuen.
- Craig, W. & Moreland, J. (Eds.). (2000). *Naturalism: A critical analysis*. London: Routledge.

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

- Moers, E. (1976). *Literary women: The great writers*. New York: Doubleday Press.
- Todd, J. (1988). *Feminist literary history*. Oxford: Polity Press.
- Silverman, H. J. (1989). *Derrida and Deconstruction*. New York: Routledge.

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- **Students are motivated to explore relevant electronic materials for further details.**



5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- **Use of computers and audio-visual equipment and provide training in the design and production of educational materials.**

#### F. Facilities Required

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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Large enough classrooms and labs**
- **Lecture rooms with a capacity of 30 students**

2. Computing resources (AV, data show, Smart Board, software, etc.)

- **Laptops, overhead projectors, computer labs, MS Office programs, academic software.**

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- **Students are encouraged to use the Language Enhancement Program (LEP)**
- **Dictionaries, English- skills software, Linguistic and language atlases,**

#### G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Confidential completion of standard course evaluation questionnaire by students at the end of each semester**

<ul style="list-style-type: none"><li>• Occasional student-faculty meetings to get students' feedback</li></ul>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"><li>• In-class observation by other colleagues</li><li>• Peer observation</li><li>• Observation by external experts</li></ul>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"><li>• Workshops by internal and external experts</li><li>• Coordination between teachers of different sections of the same course</li><li>• Training and orientation for new instructors of the course</li></ul>
<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"><li>• Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department</li><li>• Mutual checking of random samples of examination papers by coordinators and other teachers of the same course</li></ul>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"><li>• Regular meetings between teachers and course coordinator</li><li>• Regular meetings by The Curriculum Review Committee</li><li>• Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee</li></ul>

Name of Instructors:

1. Dr. Mahmoud Ibrahim Ibrahim Radwan

Signature: \_\_\_\_\_

2. Mr. Mohammad Siraj

Signature: \_\_\_\_\_

Date Report Completed: 29/3/2016

Name of Field Experience Teaching Staff (Literature)

Program Coordinator: Dr. Mahmoud Ibrahim Ibrahim Radwan

Signature: \_\_\_\_\_

Date Received: 4/4/2016