|  |  |
| --- | --- |
| **Course Title:**  | **The American Novel and Drama**  |
| **Course Code:** | **ENGL 311** |
| **Program:** | **B.A. in English** |
| **Department:**  | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |
| --- | --- |
| **1. Credit hours:** | **3** |
| **2. Course type** |
| **a.** | University |  | College |  | Department | **√** | Others |  |  |
| **b.** | Required | **√** | Elective |  |  |
| **3. Level/year at which this course is offered:** | Level 5 \ Year (3) |
| **4. Pre-requisites for this course** (if any)**:** ENGL 211 |
| **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** | 3 hours per week | 100% |
| **2** | **Blended**  | 0 | 0% |
| **3** | **E-learning** | 0 | 0% |
| **4** | **Distance learning**  | 0 | 0% |
| **5** | **Other**  | 0 | 0% |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 3 (hours) X 15(weeks) |
| **2** | **Laboratory/Studio** | 0 |
| **3** | **Tutorial**  | 1(hour) X 15 (weeks) |
| **4** | **Others** (specify) | Office Hours = 1 X 15 weeks |
|  | **Total** | 75 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description The course is a complete survey of the American novel and drama from its beginning to the near present. Pioneer novelists and dramatists should be focused on along with their major works. Instructors should manage a quick and brief discussion for most of the landmark American dramas and novels; however, they are required to concentrate on selected works in details. The course should also cover the different movements, approaches and attitudes that dominated the American novel and drama throughout different ages. The impact of World War II on American novels and dramas has to be identified and discussed. |
|  |
| 2. Course Main Objective |
| * Outline the establishment of America and the early stages of colonization.
* Analyze the social and political background to the novels and dramas and how they reflect the condition of society in each period.
* Discuss different attitudes that appeared in Drama and Novel in America.
* Analyze and discuss the masterpieces and recognizable works of some pioneers of American Literature.
* Write research papers about American novels and dramas.
 |

## 3. Course Learning Outcomes

| **CLOs** | **Aligned****PLOs** |
| --- | --- |
| 1 | **Knowledge and Understanding:** |  |
| 1.1 | Understand the history of American drama and novel since its beginning to the modern era. | K1 |
| 1.2 | Explain different attitudes that appeared in Drama and Novel in America | K1 |
| 1.3 | Discuss the social and political background to the novels and dramas and how they reflect the condition of society in each period. | K2 |
| **2** | **Skills:** |  |
| 2.1 | Display the development, interpretation, and expression of ideas effectively through written and visual communication | S1 |
| 2.2 | Analyze literary works as manifestations of individual or community ideals in the context of different literary periods' social, political, cultural, or religious situations. | S2 |
| 2.3 | Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. | S3 |
| **3** | **Values:** |  |
| 3.1 | Apply brainstorming techniques to generate ideas. | V3 |
| 3.2 | Develop communication skills through individual and group presentations. | V2 |
| 3.3 | Act responsibly and ethically in attempting assigned tasks, quizzes and exams. | V4 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Orientation and a brief Survey of periods of American History of literature with a particular focus on Novel and Drama. | 3 |
| 2 | **1-(Colonial Literature 1700-1830)**William Bradford: A short study for immigration, settlement and the puritan experiment in New England and the importance of *Of Plymouth Plantation*in the history of American literature**.** | 3 |
| 3 | **2-(Revolutionary- Period)(1830-1880)**A brief study of the revolutionary thoughts of Ralph Waldo Emerson and Nathaniel HawthorneNathaniel Hawthorne’s Novels (The *Scarlet letter*) with a clear concentration on the theme of hypocrisy of Puritan society and analysis of the main characters. | 6 |
| 4 | **3-Racism and Realism (1880-1900)**Discussing the history of slavery in America, America’s westward expansion and the abolition movement that led to the bloody Civil War.A brief application on the character analysis and the theme of slavery in *Adventures of Huckleberry Finn* a novel by Mark Twain | 6 |
| 5 | **Age of Modernism, Materialism and the Great Depression** (1900-1945)Teachers should explain the background to this period: The scientific development, industrialization, the appearance of working class, realism, and modernism The instructor chooses one of the followingto draw on the social and political background of the Two World Wars:*The Hairy Ape* a play byEugene O’Neill*Farewell to Arms* a novel by Ernest Hemingway | 6 |
| 6 | **Post-World War II Period (1945-1970)**Instructors explain the wide-spread of different writing styles and schools as reactions to the post-war mess and depressionThe instructor discusses the following works in open discussion lectures then chooses only one to study in details (themes and characters). *Death of a Salesman* or *All my sons* Arthur MillerTennessee William’s *A Streetcar Named Desire**A Raisin in the Sun* by Lorraine Hansberry.*The American Dream* by Edward Albee | 6 |
| 7 | **Post-World War II Period (1945-1970)**Instructors explain the wide-spread of different writing styles and schools as reactions to the post-war mess and depressionThe instructor discusses the following works in open discussion lectures then chooses only one to study in details (themes and characters). *Death of a Salesman* or *All my sons* Arthur MillerTennessee William’s *A Streetcar Named Desire**A Raisin in the Sun* by Lorraine Hansberry.*The American Dream* by Edward Albee | 9 |
| 8 | **Minority Novel and Drama(1970-2000)**The background to this period is the struggle of blacks to gain their full rights. The appearance of minority literature as a modern genre due to the variation in the weave of American society. Teachers mention African, American Literature, Asian American Literature, and Arab American literature then select the African American literature as an example: A brief study to the main theme in *The Bluest Eye* a novel by Toni Morrison**2000- Present: A brief discussion of main features and characteristics.** | 3 |
| 9 | **Revision and Final Exam** | 3 |
| **Total** | 45 |

# 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 | Understand the history of American drama and novel since its beginning to the modern era. | 1. Lectures2. Group discussion3. Presentations4. Reading & library  assignments | •Quizzes•Assignments•Presentations•Peer Evaluation•Mid Exams•Final Exam |
| 1.2 | Discuss the social and political background to the novels and dramas and how they reflect the condition of society in each period |
| 1.3 | Explain different attitudes that appeared in Drama and Novel in America |
|  |  |  |  |
| **2.0** | **Skills** |
| 2.1 | Display the development, interpretation, and expression of ideas effectively through written and visual communication | 1. Lectures2. Group discussion3. Presentations4. Reading & library  assignments | 1. Class participation2. Presentations3. Home Assignments4. Midterms and  exams5. Group assignments6. Quizzes |
| 2.2 | Analyze literary works as manifestations of individual or community ideals in the context of different literary periods' social, political, cultural, or religious situations. |
| 2.3 | Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. |
|  |  |  |  |
| **3.0** | **Values** |
| 3.1 | Apply brainstorming techniques to generate ideas. | 1. Lectures2. Group discussion3. Presentations4. Reading & library  assignments | 1. Class participation2. Presentations3. Home Assignments4. Midterms and  exams5. Group assignments6. Quizzes |
| 3.2 | Develop communication skills through individual and group presentations. |
| 3.3 | Act responsibly and ethically in attempting assigned tasks, quizzes and exams. |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\***  | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Participation  | Throughout  | 5% |
| **2** | Assignments and Activities  | Weekly  | 20% |
| **3** | Midterms | Week 7 &13 | 30% |
| **4** | Final Exam | Week 16 | 50% |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |

**\*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:** |
| 1. Students are encouraged to consult with the course instructor during office hours.
2. Students are encouraged to exchange emails with the course instructor outside office hour.
3. Academic advisors are available during office hours and hours allotted for academic advice (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed.
4. Communication and interaction via the blackboard between students and instructors.
 |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Gray, Richard. (2011). A Brief History of American Literature. UK: Willey-Blackwell. Nina Baym et all. The Norton Anthology of American Literature. W. W. Norton & Company; Eighth edition.2011.Instructor should choose two text of these novels and plays (one novel and one play)The Scarlet letter Adventures of Huckleberry Finn a novel by Mark TwainThe Portrait of a Lady a novel by Henry JamesThe Hairy Ape a play by Eugene O’NeillFarewell to Arms a novel by Ernest HemingwayDeath of a Salesman or All my sons Arthur MillerTennessee William’s A Streetcar Named DesireA Raisin in the Sun by Lorraine Hansberry.The American Dream by Edward AlbeeThe Bluest Eye a novel by Toni Morrison |
| **Essential References Materials** | Salem Press. Critical Survey of American Literature (Critical Survey Series) Salem Pr; 3rd ed. Edition.2016 |
| **Electronic Materials** | * <https://americanliterature.com/>
* <https://www.cambridge.org/core/series/cambridge-history-of-american-literature/608196CA724ADA74F3EE7DDA7ADCDCD0>
 |
| **Other Learning Materials** | **None**  |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**(Classrooms, laboratories, demonstration rooms/labs, etc.) | * Large classrooms can accommodate up to 20 students.
* Library.
* Laboratories accommodate up to 15 students.
 |
| **Technology Resources** (AV, data show, Smart Board, software, etc.) | * Smart Boards, digital podiums and Internet facilities are available in the classrooms.
* Well -equipped language labs are available at the college for students during practical lectures.
 |
| **Other Resources** (Specify, e.g., if specific laboratory equipment is required, list requirements or attach a list) | None |

# G. Course Quality Evaluation

| **Evaluation****Areas/Issues**  | **Evaluators**  | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Instructors and coordinators | • Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class• End of term college evaluation of course by students to be collected by the department)•. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better• Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other’s students on specific points outlined by the department and the instructor being evaluated |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Instructors and coordinators  | • Peer observation to benefit from colleagues’ objective feedback and suggestions for improvement |

**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** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |