T-104
2022

Course Specification
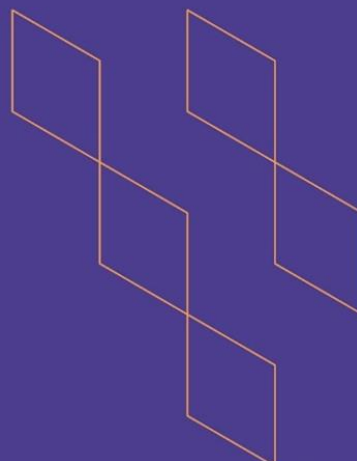
Course Title:	World Literature in English
Course Code:	ENG26469
Program:	BA, English
Department:	Department of English
College:	College of Arts
Institution:	University of Bisha
Version:	1444
Last Revision Date:	03-08-1444

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A. General information about the course:

Course Identification	
1. Credit hours:	3

2. Course type				
a.	University ☐	College ☐	Department √	Track☐	Others☐
b.	Required ☒	Elective☐			

3. Level/year at which this course is offered:	Year (4), Level (8)

4. Course general Description

This course introduces the alternative English Literatures written in various regions of the world. The objective is to empower the learners with the ability to interpret a literary text from diverse socio-cultural perspectives. As the learners study these diverse literatures, they will enrich themselves with their respective cultural/national perspectives/contexts and hone skills in interpreting and analyzing their literary texts in an informed manner. Since over ten different courses like Poetry, Drama, Novel, Short Story etc. have been focusing predominantly on British (and also American) literary texts in the BA English program, this course exclusively focuses on the Arab, African, Australian and Indian English literatures.

5. Pre-requirements for this course (if any): ENG6261

INTRODUCTION TO LITERATURE

6. Co- requirements for this course (if any): NA

7. Course Main Objective(s)

1. Explain the concept of identity, nation and narration in the literary texts of diverse nations.
2. Recognize diversity in literature by getting introduced to the English literatures from a variety of cultures across the world.
3. Appreciate English literatures of diverse countries and cultures outside the Western canon.
4. Analyze meaningfully the literary texts based on their relevant socio-cultural, historical and intellectual contexts.
5. Examine characters, plot, setting, narrative techniques and point of views of the literary texts.
6. Compare and contrast ideas on culturally diverse literary texts and issues.

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	38	85%
2.	E-learning	7	15%

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
	Total	**45**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize the concept of identity, nation and narration in the literary texts of diverse nations.	K1	Discussion Lecturing Relate content to students' previous knowledge Constant review Detailed explanations Presentation. Corrective feedback. Pair/Group Work. Demos	Classroom Assignments Quizzes Midterm Tests Both online and classroom Activities Oral tests Online Tests and Assignments Final Exam
1.2	Identify diversity in literature by getting introduced to the English literatures from a variety of cultures across the world.	K1		
1.3	Record the literary texts based on their relevant socio-cultural, historical and intellectual contexts.	K2		

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.0	**Skills**			
2.1	Demonstrate critical skills in reading, analyzing, and writing about literature.	S1	Discussions Lectures Explaining Presentation Corrective feedback Pair/Group Work Demos	Classroom Assignments Quizzes Midterm Tests Both online and classroom Activities Oral tests. Online Tests and Assignments Final Exam
2.2	Analyze literary works for their structure and meaning using correct terminology.	S2		
2.3	Analyze various components of a short story.	S3		
3.0	**Values, autonomy, and responsibility**			
3.1	To become independent and initiative in learning the English language.	V1	Online Learning Lecturing Debate, group discussions both in classroom and online Presentation Corrective feedback Pair/Group Work Demos	Classroom activities and participation, Observing students' performance in pair and group activities and
3.2	To exhibit teamwork skills and responsibility.	V2		
3.3	To show interculturality and flexibility in dealing with foreign culture aspects.	V3		

C. Course Content

No	List of Topics	Contact Hours
1.	**ORIENTATION** A brief Introduction to the major ideas/concepts that help understand the World Literatures better: the concepts of colonialism, post	8

	colonialism, decolonization and neo colonialism; and search for/definitions of identity, ideology, ethnicity, hegemony, nation, narration, Orientalism and the Otherness etc	
2.	**ARABIAN WRITING IN ENGLISH** A brief introduction to Arab Writing in English, its major writers and their dominant issues. 1. Half a Day (a short story by Naguib Mahfouz) 2. Stand for a Teacher (a poem by Ahmad Shawqi) 3. On Teaching (a poem by Khalil Gibran)	8
3.	**AFRICAN WRITING IN ENGLISH** A brief introduction to African English Literature, its major writers and their dominant issues. 1. A Mother in a Refugee Camp (a poem by Chinua Achebe) 2. Telephone Conversation (a poem by Wole Soyinka) 3. Things Fall Apart (a novel by Chinua Achebe)	8
4.	**INDIAN WRITING IN ENGLISH** A brief introduction to Indian Writing in English, its major writers and their issues 1. Postcard from Kashmir (a poem by Agha Shahid Ali) 2. Toba Tek Singh (a short story by Saadat Hasan Manto) 3. Traveller (a poem by Jayanta Mahapatra)	8
5.	**AUSTRALIAN/ CANADIAN WRITING IN ENGLISH** A brief introduction to the Australian and Canadian writing in English 1. Death of a Young Son by Drowning. (a poem by Canadian poet Margaret Atwood) 2. Bora Ring (a poem by the Australian poet Judith Wright) The Death of The Bird (a poem by the Australian poet A. D Hope	8
6.	**REVISION**	5
Total		**45**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1	Quizzes	4-6	10%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
2	Midterm	5-7	20%
3	Activities (class-online)	7	5%
4	Assignments	7-9	10%
5	Participation	….	5%
6	Final Exam	11	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	1. Jouvert: A journal of postcolonial studies http://social.chass.ncsu.edu/jouvert/index.htm 2. SOAS literary review http://www.soas.ac.uk/soaslit/home.html 3. Journal of Postcolonial Writing 4. Interventions: International journal of Postcolonial Studies Both 3 and 4 are available at www.journalsonline.tandf.co.uk 5.Postcolonial Text http://postcolonial.org/
Supportive References	
Electronic Materials	1) Postcolonial Studies at Emory Website http://www.english.emory.edu/Bahri/Contents.html 2) Postcolonial literature: a web guide to postcolonial literature from literaryhistory.com http://www.literaryhistory.com/20thC/Groups/postcolonial.htm 3. https://www3.dbu.edu/mitchell/postcold.htm
Other Learning Materials	**Compiled Materials**

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	classroom
Technology equipment (projector, smart board, software)	Electronic whiteboards, movable whiteboards, projector, and educational software, cables to connect

Items	Resources
	laptops to projectors and either speakers or CD players for audio educational materials.
Other equipment (depending on the nature of the specialty)	High-speed internet and intranet connections.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	• Students • Teacher • Program Coordinator • Peer Reviewers	• Questionnaires. • Direct feedback. • Peer reviews reports. • Class observations and reviews. • Annual staff reports. • Course and program reports
Effectiveness of students assessment	• Teacher • Program Coordinator	• Questionnaires • Direct feedback. • Peer reviews reports
Quality of learning resources	• Teacher • Program Coordinator	• Questionnaire. • Course and program reports
The extent to which CLOs have been achieved	• Teacher • Program Coordinator	• Exam results analysis. • Course and program reports
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	