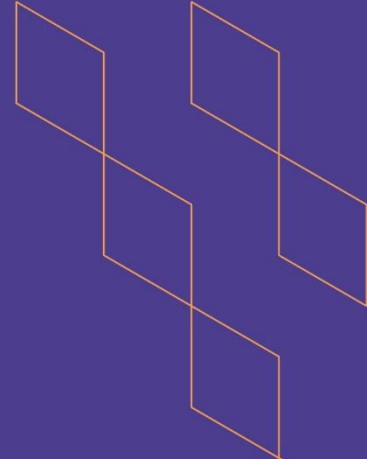




T-104

Course Specification



Course Title: Children & Young Adult Literature

Course Code: ENG26494

Program: BA, English

Department: Department of English

College: College of Arts

Institution: University of Bisha

Version: 1444 H

Last Revision Date: 22 February 2023



Table of Contents:

Content	Page
A. General Information about the course	3
1. Teaching mode (mark all that apply)	4
2. Contact Hours (based on the academic semester)	
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	5
C. Course Content	6
D. Student Assessment Activities	8
E. Learning Resources and Facilities	9
1. References and Learning Resources	9
2. Required Facilities and Equipment	10
F. Assessment of Course Quality	10
G. Specification Approval Data	11





A. General information about the course:

Course Identification	
1. Credit hours:	2
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input type="checkbox"/> Elective <input checked="" type="checkbox"/>
3. Level/year at which this course is offered:	
Level 7/Year 4	
4. Course general Description	
<p>This course offers students the opportunity to learn about children's and young adult literature across a variety of genres and periods, as well as the chance to study its historical development and socio-cultural contexts, enabling students to think about the ways in which children's literature can be studied with the same rigorous approach applied to texts written for adults. Among the issues to be investigated will be the development, uses, and effects of some of the key features of children's literature, including anthropomorphism, allegory and fantasy.</p> <p>The variety of children's literature studied on the course will require students to consider the specific socio-cultural ways that we engage with literature written for young people. Through an examination of global and cultural historical contexts, students will learn to communicate their ideas thoughtfully, considering the effect that children's literature has in shaping our understanding of ourselves and the world around us.</p>	
5. Pre-requirements for this course (if any):	
ENG6261	
6. Co- requirements for this course (if any):	
n/a	
7. Course Main Objective(s)	
By the end of the course students will:	
<ul style="list-style-type: none"> develop a thorough critical understanding of children's literature and strengthen their skills in close reading and analysis. 	



- develop their ability to analyze and appraise styles and techniques used in children's literature.
- be able to think across global and cultural thresholds, deepening their understanding of the canon and how this is related to children's literature.
- demonstrate an informed appreciation of specific works of children's literature.

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	30





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	Demonstrate in-depth knowledge and critical understanding of a diverse range of children's literature and related historical and socio-cultural contexts.	K.3	Discussion Lecturing Build upon prior learning Regular review Presentation Corrective feedback Pair/Group Work Demos	Classroom Assignments Quizzes Midterm exam Online & classroom activities Oral tests Final exams
1.2	Demonstrate appropriate research and bibliographic skills and the capacity to construct a coherent, substantiated argument.	K.4		
1.3	Demonstrate proficiency in information retrieval and analysis	K.4		
2.0	Skills			
2.1	Analyze and appraise styles and techniques used in children's literature and effectively apply these insights.	S.3	Lecturing Presentation Corrective feedback Writing short responses, short & long questions Extended literary analysis responses Writing descriptive passages	Classroom Assignments Quizzes Midterm exam Online & classroom activities Oral tests Final exams
2.2	Demonstrate knowledge of the history of children's literature,	S.1		
2.3	Demonstrate understanding of the relationships between children's literature and the important historical, intellectual, and scientific developments of different historical periods	S.1		





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.4	Demonstrate an informed appreciation of specific works of children's literature	S.3		
2.5	Demonstrate independent research skills and organization, including the use of digital tools and materials	S.5		
3.0	Values, autonomy, and responsibility			
3.1	Develop the ability to effectively communicate complex ideas and arguments concerning the production and study of children's literature	V.4	Online Learning Lecturing Debate, group discussions both in classroom and online Presentation Corrective feedback Pair/Group Work Demos	Classroom Assignments Quizzes Midterm exam Online & classroom activities Oral tests Final exams
3.2	Justify the behaviors and beliefs of different societies and cultures; defend diverse points of view.	V.3		
3.3	Review and reflect upon the continued impact and legacy of canonic children's literature	V.1		

C. Course Content

No	List of Topics	Contact Hours
1.	Orientation	1.5
2.	Historical novel Introduction to the historical novel and its popularity during the 19th century. Examining the uses of reconstructing the past. <i>Alexandre Dumas, The Three Musketeers</i> or <i>Robert Louis Stevenson, Treasure Island</i>	4.5





3.	<p>Juvenile Science Fiction</p> <p>Introduction to science fantasy and speculative fiction. The influence and legacy of Jules Verne and H.G. Wells.</p> <p>Jules Verne, <i>Twenty Thousand Leagues Under the Sea</i></p> <p>or</p> <p>H.G. Wells, <i>The Time Machine</i></p>	4.5
4.	<p>Animal Stories</p> <p>Introduction to animal stories and their features. Anthropomorphism and shifting public attitudes towards animals. The molding of public opinion by fiction.</p> <p>Anna Sewell, <i>Black Beauty</i></p> <p>or</p> <p>Eleanor Atkinson, <i>Greyfriars Bobby</i></p>	4.5
5.	<p>Classic Adventure</p> <p>Overview to the adventure genre and its development. Rudyard Kipling, the 'poet of imperialism.' Historical background to the Yukon Gold Rush. The life and times of Jack London.</p> <p>Rudyard Kipling, <i>The Jungle Books</i></p> <p>or</p> <p>Jack London, <i>The Call of the Wild</i></p>	4.5
6.	<p>Melodrama</p> <p>Prevalence of melodrama in the 19th century. Frances Hodgson Burnett. Victorian sentimentality and attitudes towards the child.</p> <p>Frances Hodgson Burnett, <i>The Secret Garden</i></p> <p>or</p> <p>Frances Hodgson Burnett, <i>A Little Princess</i></p>	4.5
7.	<p>Modern Classics</p>	4.5



	<p>Similarities and differences to classic children's literature. Background to World War II and evacuation to the countryside. Harry Potter as a modern phenomenon, and the popularity of children's literature among adults.</p> <p>J.K. Rowling, <i>Harry Potter and the Philosopher's Stone</i></p> <p>or</p> <p>Michelle Magorian, <i>Goodnight Mister Tom</i></p>	
8.	Revision	1.5
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes	4-6	10%
2.	Midterms	5-7	20%
3.	Activities	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	<p>I. M.O. Grenby and Andrea Immel (eds). <i>The Cambridge Companion to Children's Literature</i> Cambridge University Press, 2010</p> <p>II. Peter Hunt (ed). <i>Children's Literature: Critical Concepts in Literary and Cultural Studies</i> Routledge, 2006</p> <p>III. Alexandre Dumas. <i>The Three Musketeers</i> Penguin Classics, 2014</p> <p>IV. Robert Louis Stevenson. <i>Treasure Island</i> Signet Classics, 2016</p> <p>V. Jules Verne. <i>Twenty Thousand Leagues Under the Sea</i> Penguin Classics, 2018</p> <p>VI. H.G. Wells. <i>The Time Machine</i> Penguin Classics, 2005</p> <p>VII. Anna Sewell. <i>Black Beauty</i> Penguin Classics, 2015</p> <p>VIII. Eleanor Atkinson. <i>Greyfriars Bobby</i> Puffin Classics, 1994</p> <p>IX. Rudyard Kipling. <i>The Jungle Books</i> Penguin Classics, 2013</p> <p>X. Jack London et. al. <i>Oxford World's Classics: The Call Of The Wild, White Fang, And Other Stories</i> Oxford World's Classics, 2005</p> <p>XI. Frances Hodgson Burnett. <i>The Secret Garden</i> Penguin Classics, 2002</p> <p>XII. Frances Hodgson Burnett. <i>A Little Princess</i> Penguin Classics, 2002</p> <p>XIII. J.K. Rowling. <i>Harry Potter and the Philosophers Stone</i> Bloomsbury Children's Books, 2014</p> <p>XIV. Michelle Magorian. <i>Goodnight Mister Tom</i> Puffin, 2014</p>
Supportive References	
Electronic Materials	
Other Learning Materials	Compiled material



2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	A well-equipped classroom with a smart board, data show.
Technology equipment (projector, smart board, software)	Electronic whiteboards, movable whiteboards, projector, and educational software, cables to connect 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	<ul style="list-style-type: none"> Students Teacher Program Coordinator Peer Reviewers 	<ul style="list-style-type: none"> Questionnaires. Direct feedback. Peer reviews reports. Class observations and reviews. Annual staff reports. Course and program reports.
Effectiveness of students assessment	<ul style="list-style-type: none"> Teacher Program Coordinator 	<ul style="list-style-type: none"> Questionnaires Direct feedback. Peer reviews reports. Class observations and reviews. Annual staff reports. Course and program reports. Exam paper evaluation
Quality of learning resources	<ul style="list-style-type: none"> Teacher Program Coordinator 	<ul style="list-style-type: none"> Questionnaire. Course and program reports.
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> Teacher Program Coordinator 	<ul style="list-style-type: none"> Exam results analysis. Course and program reports.



Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of improvement plans	<ul style="list-style-type: none"> Teacher Program Coordinator 	<ul style="list-style-type: none"> Course and program reports.

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

