



هيئة تقويم التعليم  
Education Evaluation Commission

المركز الوطني للتقويم والاعتماد الأكاديمي  
National Center for Academic Accreditation and Evaluation

## ATTACHMENT 5.

# T6. COURSE SPECIFICATIONS (CS)

**ENG 381**  
**World Literature**

Institution King Saud University	Date of Report: 30/1/2019
College/Department College of Arts/Department of English Language and Literature	

### A. Course Identification and General Information

1. Course title and code: World Literature - ENG 381
2. Credit hours: 3 hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) (If general elective available in many programs indicate this rather than list programs) B. A. in English
4. Name of faculty member responsible for the course Several Professors.
5. Level/year at which this course is offered Sixth Level/Third Year
6. Pre-requisites for this course (if any) ENG 216 - ENG 318
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            | What percentage? 80% |
| b. Blended (traditional and online) | What percentage? 20% |
| c. e-learning                       | What percentage?     |
| d. Correspondence                   | What percentage?     |
| f. Other                            | What percentage?     |

Comments:

All credit hours are carried out in a face-to-face traditional setting. However, the course is technology enabled making use of LMS to post the syllabus, content, online test and discussion boards etc.

**B Objectives**

1. What is the main purpose for this course?
  1. Recognize methods of studying literature and culture across national and linguistic boundaries.
  2. Describe literary, historic and cultural periods, movements, philosophies, or techniques
  3. Evaluate the nature, function and value of literature from a global perspective.
  4. Develop critical thinking through discussion and writing about texts and theories related to them.

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)

1. The following series of orientation workshops are essential for BOTH faculty and students:

**Faculty:** assessment and teaching methods applied in literature courses

**Students:**

Suggested workshops:

- a) Basic skills with word processing software.
- b) Plagiarism
- c) Library research
- d) Virtual classes
- e) Critical and Investigative Thinking Skills
- f) Comprehensive Reading of Literary Texts
- g) Scholarly Sources: When and How to use them

2. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed

3. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)

4. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.

5. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for literature courses, or at least a unified standard.

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

Course Description:

The term “world literature” can be taken to mean “literature of the whole world,” and this course aims to introduce students to outstanding works of fiction, plays, and poems from both the Western, and non-Western parts of the world. In the lectures we will focus on questions of culture, class, and gender. All texts will be read in English translation. The course will work to develop students’ skills in thinking, close reading, and writing. The module offers students the unique opportunity to analyze in detail different ways in which cultural backgrounds can shape literary productions, and how stories, motifs and themes travel across national boundaries. Students will be exposed to significant works of literature and art interpretation and question societies and cultures, illuminating the complexity and diversity of a changing world. They will engage with the texts critically, enlarge their experience, deepen their self-awareness, connect with artists and with history, stimulate their sense of beauty and wonder, and be challenged to think critically.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
<p>Introduction: Introduction to content and format of the course; Introduction to the concept of world literature; the importance of reading methodologies and translation in literary studies and the effect of culture What is World Literature by David Damrosch</p> <p>THE MODERN AGE: GLOBAL CONFLICTS AND QUEST FOR MEANING</p>	2	6
<p>Modern Europe: Shattered Lives, Alienation, and Modernism Two works are to be selected. Suggested works are: Fyodor Dostoyevsky- <i>Notes from the Underground</i>, Albert Camus- <i>The Guest or The Stranger</i>, <i>Alphonse Daudet The Last Lesson</i>, <i>Franz Kafka Metamorphosis</i>,</p>	3	9
<p>West Africa: Traditional Culture vs European Colonization Chinua Achebe- <i>Things Fall Apart</i></p>	2	6
<p>The Middle East, Northeast Asia, North Africa: Decisions in War and Post-Colonialism; Mahfouz "Zaabalawi" Chines literature: Cao Xueqin, <i>The Story of the Stone</i>, or <i>The Dream of the Red Chamber</i></p>	2	6
<p>Midterm One Latin America: Love and Death in Magical Realism. Suggested works: Garcia Marquez- "Death Constant Beyond Love" or <i>Cien años de soledad</i> Jorge Luis Borges- "Garden of Forking Paths"</p>	3	9
<p>Women Between Traditional and Modern Cultures: the role of women in Post-Colonial India India: Suggested works: <i>Midnight's Children</i> by Salman Rushdie <i>The Heat and the Dust</i> by Ruth Prawer Jhabvala Mahasweta Devi - "Breast Giver," <del>Research Project</del></p>	3	9



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		2. Course components (total contact hours and credits per semester):					
		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	Planned	42 hours	None	None	None	None	45 hours
	Actual						
Credit	Planned	3 hours					3 hours
	Actual						

3. Additional private study/learning hours expected for students per week. 6 hours

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.)

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b> Students should be able to:		
1.1	State general framework of World Literature.	<ol style="list-style-type: none"> <li>1. Locate and read introductions in Anthologies, Encyclopedia articles, or any other general reference regarding world literature.</li> <li>2. Teach students to identify key points by requiring summaries of reading material.</li> <li>3. Discuss critical essays with to compare perspectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write outlines with key points.</li> <li>2. Develop and expand outlines so that they form complete summaries introductory material.</li> <li>3. Read scholarly criticism (2 articles max.) and outline the argument structure. This means creating an outline of the argument made.</li> </ol>



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1.2	Recognize primary texts (novels)	<p>1. Test students recognition of: basic information about the material (key characters/events/etc)</p> <p>4. Write about primary texts through; textual analysis; summaries; essays; terms paper</p>	<p>1. Objective quizzes throughout on assigned reading.</p> <p>2. Write and submit reading logs regularly. Course instructor has the choice to correct each long or to give marks on submission only. It is recommended that student should read his/her log aloud to the whole class for discussion, at least once a term.</p> <p>3. In class discussion of reading logs should be commented on by the instructor, who must ensure that non-academic vocabulary be replaced with academic terminology. (instructors should make sure they have a glossary of terms ready).</p> <p>4. Each assignment will be graded using agreed upon rubrics.</p>
<b>2.0</b>	<b>Cognitive Skills</b> Students should be able to:		
2.1	Develop subjective stance and personal reading processes	Analyze reading of specific works and ask students to write about and interpret texts.	In-class discussions of reading logs. During these reading out loud in-class activities instructors should direct students towards replacing their everyday terminology with critical academic terminology. Reading Log requirements and format will be handed out to students.



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2.2	Summarize contexts of World Literature	1. Read, analyze and summarize introductions and background material of literary texts.	Write summaries of material in which they focus on key issues.
2.3	Developing an academic perspective on World Literature	1. Interpret texts by writing short analytical essays. 2. Review scholarly articles on the primary texts.	1. Write analytical essays on primary texts. Essays should be focused on the ordering of the sequence of argument and/or exposition. The instructor should also focus on the use of academic terminology. 2. Summarize and design argument outlines of the scholarly articles.
2.4	Compose academic term paper on World Literature	Compose an outline, and compose a well-developed academic research paper.	Write an academic term paper
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> Students should be able to:		
3.1	Show a sense of accountability	1. To demonstrate a sense of responsibility for one's learning. 2. To employ clear deadlines for submissions, exam dates and other important rules.	Enforcing deadlines and rules mentioned in the syllabus.
3.2	Evaluate one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission



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3.3	Use the necessary skills in class discussion to communicate, listen, negotiate, evaluate and analyze critically.	<ol style="list-style-type: none"> <li>1. Apply assigned reading assignments to students prior to lectures.</li> <li>2. Schedule individual counseling on areas of concern to the students.</li> <li>3. In-class participation where students demonstrate explaining, discussing and defending their ideas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course.</li> <li>2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.</li> </ol>
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
	Students should be able to:		
4.1	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of communication in class or outside class.	Class presentations Group work Journals
4.2	Search using the digital library database.	Research relevant information.	<ol style="list-style-type: none"> <li>1. Use digital library database and internet to compile a bibliography of the latest and/or most relevant scholarly articles</li> </ol>
4.3	Operate the internet to communicate with the faculty or teaching staff	The use of LMS and email.	The use of a professional email address and language
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A	N/A	N/A

5. 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	Midterm	9	15%
2	Reading logs	Throughout	15%
3	Assignments/presentations/quizzes	Throughout	15%
5	Final project	14	15%
6	Final	End of term	40%

#### D. Student Academic Counseling and Support

<p>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)\\ 3 hours, email</p>
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#### E. Learning Resources

<p>1. List Required Textbooks</p> <ol style="list-style-type: none"> <li>1. <i>The Norton Anthology or World Literature</i> ALL volumes</li> <li>2. Harrison, Davis &amp; Johnson Smith, ed. <i>The Bedford Anthology of World Literature</i>. Book 6</li> </ol>
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <ol style="list-style-type: none"> <li>1. Damrosch, David. <i>What Is World Literature?</i> Princeton, N.J: Princeton University Press, 2003. Print.</li> </ol>
<p>3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)</p> <p><a href="http://www.dmoz.org/Arts/Literature/World_Literature/">http://www.dmoz.org/Arts/Literature/World_Literature/</a> <a href="http://www.wwnorton.com/college/english/worldlit_splash/">http://www.wwnorton.com/college/english/worldlit_splash/</a></p>
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p>

## 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. Enrollment in each class shouldn't exceed 25.

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)  
Dictionaries, concordances, English- skills software, Linguistic and language atlases, original copies of MS Office programs.  
Textbooks and reference books should be available in libraries (College and Main)

## G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor)
2. End of term college evaluation of course by students (to be collected by the department)
3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

1. Peer evaluation to assess ability of faculty members to work with their colleagues
2. Class observations by supervisors

3 Processes for Improvement of Teaching

1. Training sessions
2. Workshops to facilitate the exchange of experiences amongst faculty members
3. Regular meetings where problems are discussed and solutions given
4. Discussion of challenges in the classroom with colleagues and supervisors
5. Encouragement of faculty members to attend professional development conferences.
6. Keep up to date with pedagogical theory and practice
7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

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)

1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.
2. Check marking of a sample of examination papers by another faculty member.
3. Students who believe they are under graded can have their papers checked by a second reader

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabi and course description with other universities
2. Conduct peer review or course observation
3. Biannual meetings of faculty members to discuss improvement
4. Review curriculum periodically and suggest improvements
5. Apply students course evaluation survey
6. External examiner

**Faculty or Teaching Staff:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date Report Completed:** \_\_\_\_\_

**Received by:** \_\_\_\_\_ **Dean/Department Head :** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix

### Grading rubrics:

#### Exam rubric

Language 40 %	Skill	Percentage	Marks /10	Deducted
	Grammar+vocabulary	30%	3	
	Spelling+semantics	10%	1	
Content 60%	Essay structure	10%	1	
	Topics covered	32%	3.2	
	Relevant use of examples	5%	0.5	
	Command of material and clarity	8%	0.8	
	Argumentation and critical thinking	5%	0.5	

#### Assignment rubric

Language 40 %	Skill	Percentage	Marks (20 total)
	Grammar	35%	
	Spelling and semantics	5%	
Content 60%	Essay structure	10%	
	Topics covered	30%	
	Relevant use of examples	5%	
	Command of material	5%	



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	Argumentation and critical thinking	7%	
	Essay format (correct referencing)	3%	

### Evaluation Rubric for Oral Academic Presentation

Topic and brief summary are introduced clearly	Poor	Fair	Average	Strong	Excellent
Evaluative comments showing strong understanding of the topic	Poor	Fair	Average	Strong	Excellent
Critical and comparative analysis of topic with class discussions	Poor	Fair	Average	Strong	Excellent
Information is presented in a logical and interesting sequence which audience can follow. Flows well.	Poor	Fair	Average	Strong	Excellent

#### Content:

#### Format:

Transition between ideas were clear	Poor	Fair	Average	Strong	Excellent
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Made appropriate and accurate use of grammar, vocabulary and discourse structures	Poor	Fair	Average	Strong	Excellent
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### Delivery:

Used voice (volume, pitch, rate) effectively	Poor	Fair	Average	Strong	Excellent
Maintained eye contact with audience	Poor	Fair	Average	Strong	Excellent
Gestures and facial expressions were appropriate	Poor	Fair	Average	Strong	Excellent
Visuals were used effectively	Poor	Fair	Average	Strong	Excellent

### Handouts:

<b>Contains basic information of student and topic</b>	Poor	Fair	Average	Strong	Excellent
<b>Brief summary of topic</b>	Poor	Fair	Average	Strong	Excellent
<b>Evaluation of topic</b>	Poor	Fair	Average	Strong	Excellent

### Oral presentation Requirements

1. Each student will select a subject from the topics listed in the syllabus.
2. The student will prepare a one or two-page handout that should include:
  - a. Student's name
  - b. Title and author of selection
  - c. The setting (time and place)
  - d. Main characters' names and a short description
  - f. A brief summary of the story
  - g. An evaluation (should be longer than summary)
    - 1) How the selection fits into the period we are studying
    - 2) A brief critique of the selection
      - a) what you liked or didn't like and why
      - b) what was done well or done poorly
      - c) what could be improved and how
      - d) how it compares with other works and ideas we have discussed
3. Handout should be typed. Information may be in outline form, list form, or in paragraph form.
4. The oral report should not be more than 5 minutes. You should provide a **brief** summary and then give evaluative comments--what you liked or did not like about the work in question and why. Compare it to the works and ideas we have discussed in class. Do not merely read your written handout.

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5. Oral reports will be graded on how interestingly they are presented and on how informative the handout is. Late reports due to absence or lack of preparation will not be accepted.

### Reading logs

A reading log is a summary and/or response to assigned reading material. To make a C, you must type at least 200 words (about a 1/2 page) for each log. To make an A or B, the log must be at least 300 words. Logs that are mere summaries will not receive any higher grade than a B. To make an A, you should also write about how the reading compares with other selections, give examples of how the reading relates to your own experiences, or some of the suggestions below. Each log should be typed and dated and should include at least one direct quotation from the reading. The reading log is 10% of your final average. First reading logs will be read in class or reviewed by the professor to ensure the quality of reading. Suggestions for what to write about:

1. Make sure you always try to understand what is happening and write it down. At the end of the log, write down ideas or feelings you've had while reading.
2. Note any questions you may have about the material you are reading
3. Keep a list of characters and key information about each. Pick one or more of the characters you found most interesting and explain why. Try to think of why the author presented them in this way.
4. Note the imagery used and try to guess why the author used this imagery
5. Discuss the author's word choice. Select a passage you liked or were interested in. Underline several words in it. Think of other words the writer could have chosen. Then, try to give the reasons the author chose to use those particular words.
6. Discuss the theme of the material. What is the author really trying to say?
7. Write about anything that interested or moved you.
8. Copy lines you liked and tell why you liked them.
9. Write about something that either raises a question or provokes a response in your classmates (that is, say something that you think most people would disagree with).

11. Write exactly what you thought and felt as you were reading.
12. Do you like this material? Why or why not?
13. Do you feel there is an opinion expressed by the author through this work? What is it? How do you know this? Do you agree? Why or who not?<sup>1</sup>

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<sup>1</sup> Portions of the above are adapted from <http://faculty.jsc.edu/british-lit-1-reading-responses.html>