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| **Faculty: Arts** | |
| **Program: BA** | **Department: English Language, Literature and Translation** |
| **Semester:** | **Academic year:** |

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**Course Plan**

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| **First: Course Information** |

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| ***Practical:-*** | ***Theoretical:3*** | ***Credit Hours: 3*** | | ***Course Title:***  ***American Literature*** | | ***Course No.: 02023311*** |
| ***Lecture Time:*** | | | ***Section No.:*** | | ***Prerequisite No. and Title:***  ***0202231 Intro. To Literature*** | |
| ***The Seventh Level*** | | | | | | ***Level in JNQF*** |
| ***Obligatory University Requirement Elective University Requirement***  ***Obligatory Faculty Requirement Elective Faculty Requirement***  ***Obligatory Specialization Requirement Elective Specialization Requirement***  ***Ancillary course*** | | | | | | ***Type Of Course:*** |
| ***Face-to-Face Learning***  ***Blended Learning (2 Face-to-Face + 1 Asynchronous)***  ***Online Learning (2 Synchronous+ 1 Asynchronous)*** | | | | | | ***Type of Learning:*** |

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| **Second: Instructor’s Information** |

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| ***Course Coordinator:*** | | | |
| ***Academic Rank:*** | | ***Name:*** | |
| ***Email:*** | ***Extension Number:*** | ***Office Number:*** | |
| ***Course Instructor:*** | | | |
| ***Academic Rank:*** | | ***Name:*** | |
| ***Email:*** | ***Extension Number:*** | ***Office Number:*** | |
|  | | | ***Office Hours:*** |

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| **Third: Course Description** |

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| As a survey course, this is essentially an overview of the American literary canon from the beginnings to the end of the Nineteenth century. Emphasis is to be placed on major texts and authors representing the various literary and intellectual trends and movements in the Colonial, and Federal periods, such as promotional literature, Puritanism, Deism, and persuasive literature. Special attention is to be given to prominent historical events to determine their influence on the literature of the period.. |

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| **Fourth: Course objectives** |
| This course aims to provide a comprehensive survey of the American literary canon spanning from the origins to the conclusion of the Nineteenth century. Focusing on major texts and influential authors, the curriculum will explore diverse literary and intellectual movements of the Colonial and Federal periods, including promotional literature, Puritanism, Deism, and persuasive literature. Special emphasis will be placed on understanding the impact of significant historical events on the literature of the time, fostering a nuanced appreciation for the interplay between cultural context and literary expression. |

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| **Fifth: Learning Outcomes** |

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| ***Assessment method***  *Choose at least two methods* | ***Associated PILOs Code***  *Choose one PILO for each CILO\** | ***CILOs***  If any CLO will not be assessed in the course, mark NA. | ***CILOs Code*** | ***Level descriptor according to (JNQF)*** |
| Group Discussions  Written assignments | PK1 | Acquire a comprehensive understanding of the American literary canon from its inception to the Nineteenth century. | K1 | **Knowledge** |
| Group Discussions  Written assignments | PK2 | Analyze the influence of significant historical events on the literature produced during the covered period. | K2 |
| Group Discussions  Written assignments | PK3 | Examine promotional literature, Puritanism, Deism, and persuasive literature as integral components of American literary history. | K3 |
| Group Discussions  Written assignments | PS1 | Develop close reading skills to analyze and interpret texts from various literary genres. | S1 | **Skills** |
| Group Discussions  Written assignments | PS2 | Apply critical thinking skills to assess the interplay between historical events and literary expression. | S2 |
| Presentation  Exams and Quizzes | PS3 | Enhance research skills to investigate the context and background of major literary works. | S3 |
| Group Discussions  Written assignments | PC1 | Cultivate a broader perspective on the development of American literary traditions. | C1 | **Competencies** |
| Group Discussions  Exams and Quizzes | PC2 | Exhibit proficiency in synthesizing knowledge across diverse literary and intellectual movements within the given historical context.  Top of Form | C2 |
| Group Discussions  Written assignments | PC3 | Demonstrate a nuanced understanding of the cultural and intellectual trends shaping American literature. | C3 |

\*CILOs: Course Intended Learning Outcomes; PILOs: Program Intended Learning Outcomes; for each CILO, the PILO could be the same or different.

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| **Sixth: Learning Source** |

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| ***The Harper American Literature*** | | | | ***Main Reference:*** |
| ***Publication Year: 1999*** | ***Print: New York: Harper & Row*** | ***Issue No.: 3*** | ***Author: Donald McQuade.*** | |
| * ***An Outline of American Literature. London: Longman, 1986*** * ***Hoprton, Rod. W. and Herbert W. Edwards. Backgrounds of American LiteraryThought, 3rd ed. New Jersey: Prentice-Hall, INC., 1974*** * ***www.lit. enotes.com*** * ***The Cambridge Companion to Shakespeare Studies, Cambridge Univ.*** | | | | ***Additional Sources &Websites:*** |
| ***Classroom Laboratory Workshop MS Teams Moodle*** | | | | ***Teaching Type:*** |

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| **Seventh: Course Structure** |

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| **Lecture Date** | **Learning Outcomes** | **Topics** | **Teaching Procedures\*** | **Teaching Methods\*\*\*** | **References\*\*\*** |
|  | K1,K2, K2 | An introduction Literary movement | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | C1, C2, C3 | An introduction Literary movement | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | S1, S2, S3, | An introduction Literary movement | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | S1, S2, S3, | Themes in American Literature | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | K1,K2, K2 | Themes in American Literature | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | K1,K2, K2 | Themes in American Literature | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | K1,K2, K2 | Themes in American Literature | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | C1, C2, C3 | What is an American Michel-Guillaume Jean de Crevecoeur | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | C1, C2, C3 | What is an American Michel-Guillaume Jean de Crevecoeur | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | C1, C2, C3 | The Declaration of Independence, written by Thomas Jefferson | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | S1, S2, S3, | The Declaration of Independence, written by Thomas Jefferson | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | K1,K2, K2 | *The Cask of Amontillado*  Edgar Allan Poe | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | K1,K2, K2 | *The Cask of Amontillado*  *Edgar Allan Poe* | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | K1,K2, K2 | *The Raven Edgar Allan Poe* | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | C1, C2, C3 | *The Raven Edgar Allan Poe* | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | C1, C2, C3 | To Helen Edgar Allan Poe | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | K1,K2, K2 | *The Devil and Tom Walker*  Washington Irving | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | K1,K2, K2 | *The Devil and Tom Walker*  Washington Irving | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | K1,K2, K2 | *The Devil and Tom Walker*  Washington Irving | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | S1, S2, S3, | *Maxims* Ralph Emerson | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | S1, S2, S3, | *Maxims* Ralph Emerson | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | S1, S2, S3, | *Fable* Ralph Emerson | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | S1, S2, S3, | Young Goodman Brown  Nathaniel Hawthorne | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | S1, S2, S3, | Young Goodman Brown  Nathaniel Hawthorne | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | S1, S2, S3, | Young Goodman Brown  Nathaniel Hawthorne | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | K1,K2, K2 | Young Goodman Brown  Nathaniel Hawthorne | Lecture, Attendance, participation and discussion | Face-to-face | The Harper American Literature |
|  | Final exams | Final exams | Final exams | Final exams | Final exams |

\* Learning procedures: (Lecture, video…..).

\* \* Teaching methods: (Face-to-Face, synchronous, and asynchronous).

\*\* \* Reference: (Pages of the book, recorded lecture, video….).

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| **Eighth: Assessment Methods** |

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| **Methods** | **Online Learning** | **Blended Learning** | **Face-To-Face**  **Learning** | **Specific Course Output to be assessed**  \*\*If any CILO will not be assessed in the course, mark NA. | | | | | | | | |
| **K1** | **K2** | **K3** | **S1** | **S2** | **S3** | **C1** | **C2** | **C3** | |
| **First Exam** |  |  |  |  |  |  |  |  |  |  |  |  | |
| **Second Exam** |  |  |  |  |  |  |  |  |  |  |  |  | |
| **Mid-term Exam** |  |  | 35 | X | X | X | X |  | **X** | X |  | **X** | |
| **Participation** |  |  | 15 | X |  |  | **X** | X |  | X |  | **X** | |
| **Asynchronous Activities** |  |  |  |  |  |  |  |  |  |  |  |  | |
| **Quizzes** |  |  |  |  |  |  |  |  |  |  |  |  | |
| **Assignments** |  |  |  |  |  |  |  |  |  |  |  |  | |
| **Group presentation** |  |  |  |  |  |  |  |  |  |  |  |  | |
| **Final Exam** |  |  | 50 | X | X | X | X | X | **X** | X | X | **X** | |
| **Total out of 100** |  |  | 100 |  |  |  |  |  |  |  |  |  | |

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| **Ninth: Course Polices** |

* All course policies are applied on all teaching patterns (online, blended, and face-to-face Learning) as follows:

1. Punctuality.
2. Participation and interaction.
3. Attendance and exams.

* Academic integrity: (cheating and plagiarism are prohibited).

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| Approval by | Name | Date | Signature |
| Head of Department |  |  |  |
| Faculty Dean |  |  |  |