



Faculty: Graduate Studies	
Department: English Language, literature and Translation	Program: MA
Academic year:	Semester:

Course Plan

First: Course Information

Course No.: 0202747	Course Title: Special Subject in English Literature	Credit Hours: 3	Theoretical: 3	Practical:-
Prerequisite No. and Title:		Section No.: 1	Lecture Time:	
Level in JNQF	Level 9			
Type Of Course:	<input type="checkbox"/> Obligatory University Requirement <input type="checkbox"/> Elective University Requirement <input type="checkbox"/> Obligatory Faculty Requirement <input type="checkbox"/> Elective Faculty Requirement <input type="checkbox"/> Obligatory Specialization Requirement <input checked="" type="checkbox"/> Elective Specialization Requirement <input type="checkbox"/> Ancillary course			
Type of Learning:	<input type="checkbox"/> Face-to-Face Learning <input checked="" type="checkbox"/> Blended Learning (2 Face-to-Face + 1 Asynchronous) <input type="checkbox"/> Online Learning (2 Synchronous+ 1 Asynchronous)			

Second: Instructor's Information

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



Third: Course Description

This course offers an in-depth exploration of a specialized topic in English literature, allowing students to engage critically with a focused literary theme, period, author, or movement. The subject of study varies each semester based on current scholarly debates and faculty expertise. Potential topics may include postcolonial literature, minority literature, modernist experiments, Gothic fiction, feminist literary criticism, or intersections of literature and philosophy.

Through close reading, textual analysis, and theoretical discussions, students will examine primary texts alongside relevant critical and historical materials. The course fosters advanced research skills, analytical writing, and scholarly discourse, preparing students for independent research or further academic study.

Fourth: Course objectives

Upon completion of this module, students are expected

1. Gain an in-depth understanding of a specialized literary topic.
2. Apply critical and theoretical approaches to literary texts.
3. Develop advanced analytical and interpretive skills.
4. Conduct independent research and scholarly writing.



Fifth: Learning Outcomes

<i>Level descriptor according to (JNQF)</i>	<i>CILOs Code</i>	<i>CILOs</i> If any CLO will not be assessed in the course, mark NA.	<i>Associated PILOs Code</i> Choose one PILO for each CILO*	<i>Assessment method</i> Choose at least two methods
Knowledge	K1	To develop a deep understanding of a specialized literary topic.	*PK1	Participation, assignments, and presentations
	K2	To familiarize students with critical theories and methodologies in literary studies.	PK2	Participation, assignments, and presentations
	K3	To explore historical, cultural, and philosophical contexts of literary texts.	PK3	Participation, assignments, and presentations
Skills	S1	To conduct advanced literary analysis and critical interpretation.	PS1	Participation, assignments, and presentations
	S2	To present scholarly arguments effectively in discussions and presentations.	PS2	Participation, assignments, and presentations
	S3	To write well-structured academic essays and research papers.	PS3	Participation, assignments, and presentations
	S4	To engage with primary and secondary sources critically.	PS4	Participation, assignments, and presentations
	S5	To develop original research questions and articulate clear arguments.	PS5	Participation, assignments, and presentations
Competencies	C1	To formulate and articulate a well-defined research problem.	PC1	Participation, assignments, and presentations
	C2	To integrate literary criticism and proper citation in academic writing.	PC2	Participation, assignments, and presentations
	C3	To distinguish between different critical approaches and writing styles.	PC3	Participation, assignments, and presentations

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



Sixth: Learning Resources

Main Reference:	<i>The Norton Anthology of English Literature</i>			
Author: <i>RStephen Greenblatt (Editor)</i>		Issue No.: <i>10</i>	Print:	Publication Year: <i>2018</i>
Additional Sources & Websites:	<i>Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory.</i> • <i>Research Methods: Guidance for Postgraduates by Greenfield T</i> •			
Teaching Type:	<input checked="" type="checkbox"/> <i>Classroom</i> <input type="checkbox"/> <i>Laboratory</i> <input type="checkbox"/> <i>Workshop</i> <input type="checkbox"/> <i>MS Teams</i> <input type="checkbox"/> <i>Moodle</i>			

Seventh: Course Structure

Lecture Date	Course Intended Teaching Outcomes (CILOs)	Topics	Teaching Procedures*	Teaching Methods**	References***
	K1, K2	Introduction to Minority Literature	Lecture, Discussion and class presentations	Face to Face	<i>The Art of Literary Research</i>
	S3	Immigration and the American Dream Carlos Bulosan, <i>America Is in the Heart</i> (1946) – Filipino-American identity.	Lecture, Discussion and class presentations	Face to Face	<i>The Art of Literary Research</i>
	S3, S1	Autobiography and Cultural Memory Maxine Hong Kingston, <i>The Woman Warrior</i> (1976) – Folklore and personal narrative.	Lecture, Discussion and class presentations	Face to Face	<i>The Art of Literary Research</i>



	K1, K2	Asynchronous Work – Critical Response Assignment Write a short critical response (1000 words) analyzing the role of migration in <i>America Is in the Heart</i> or <i>The Woman Warrior</i> .	Lecture, Discussion and class presentations	Asynchronous	<i>The Art of Literary Research</i>
	S3	Postcolonial Identity and the African Immigrant Experience Chimamanda Ngozi Adichie, <i>Americanah</i> (2013) – African immigrant identity, race, and cultural adaptation in the U.S..	Lecture, Discussion and class presentations	Face to Face	<i>The Art of Literary Research</i>
	C1, C2, S4	Gender, Orientalism, and Performance David Henry Hwang, <i>M. Butterfly</i> (1989) – Race, gender, and stereotypes.	Lecture, Discussion and class presentations	Face to Face	<i>The Art of Literary Research</i>
	C1, C2	Asynchronous Work – Literary Analysis Compare narrative techniques in <i>Americanah</i> and <i>The Woman</i>	Lecture, Discussion and class presentations	Asynchronous	<i>The Art of Literary Research</i>

		<i>Warrior</i> . Submit a 2- page reflection..			
	C1, C2	Cultural Hybridity and Political Critique Jessica Hagedorn, <i>Dog eaters</i> (1990) – Dictatorship and pop culture in the Philippines.	Lecture, Discussion and class presentations	Face to Face	<i>The Art of Literary Research</i>
	S3	Experimental Narratives in Minority Literature Theresa Hak Kyung Cha, <i>Dictee</i> (1982) – Multilinguali sm and fragmented identity.	Lecture, Discussion and class presentations	Face to Face	<i>The Art of Literary Research</i>
	C2	Asynchronou s Work – Critical Reflection Write a 1500-word essay analyzing the intersection of gender and power in <i>M. Butterfly</i> and <i>Dog eaters</i> .	Lecture, Discussion and class presentations	Asynchronous	<i>The Art of Literary Research</i>
	C1, C2, S4	Palestinian Identity and Memoir Writing Ibtisam Barakat, <i>Balcony on the Moon</i> (2018) – Themes of displacement and resistance.	Lecture, Discussion and class presentations	Face to Face	<i>The Art of Literary Research</i>

	S1	Assimilation and Alienation Chang-Rae Lee, <i>Native Speaker</i> (1996) – Korean-American identity and language politics.	Lecture, Discussion and class presentations	Face to Face	<i>The Art of Literary Research</i>
	S1, S2	Asynchronous Work – Research Proposal Submit a research proposal (500-800 words) outlining your final paper topic.	Lecture, Discussion and class presentations	Face to Face	<i>The Art of Literary Research</i>
	S1, S2	Review and Course Reflections	Lecture, Discussion and class presentations	Face to Face	<i>The Art of Literary Research</i>
	S1, S2 C1, C2, K1, K2, K3	Final Research Paper Submission and discussion	Lecture, Discussion and class presentations	Face to Face	<i>The Art of Literary Research</i>

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

** Teaching methods: (Lecture, video....).

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



Eighth: Assessment Methods

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	S4	S5	C1	C2	C3	C4	C5
First Exam																
Second Exam																
Mid-term Exam																
Participation			20	2	2	2	2	2	2	2	1	1	1	1	1	1
Asynchronous Activities																
Quizzes																
Assignments			20	2	2	2	2	2	2	2	1	1	1	1	1	1
Group presentation			20	2	2	2	2	2	2	2	1	1	1	1	1	1
Final Exam			40	5	5	5	5	5	5	5	4	3	2	2	2	2
Total out of 100			100													



Ninth: Course Policies

- All course policies are applied on all teaching patterns (online, blended, and face-to-face Learning) as follows:
 - a. Punctuality.
 - b. Participation and interaction.
 - c. Attendance and exams.
- Academic integrity: (cheating and plagiarism are prohibited).

Approval	Name	Date	Signature
Head of Department			
Faculty Dean			