

Republic of Yemen
Alandalus University

Quality Assurance Unit



الجمهورية اليمنية
جامعة الاندلس
للعلوم والتقنية
وحدة ضمان الجودة والاعتماد

**19th century American : توصيف مقرر
Literature**

University of Alandalus
Faculty of Arts & Humanities
Department: English & Translation
Title of the Program: BA

Template for Course Specification

I. Course Identification and General Information:					
1	Course Title:	<i>Nineteenth Century American Literature</i>			
2	Course Code &Number:	3402358			
3	Credit hours:	C.H			TOTAL
		Th.	Seminar	Pr	
		36	Seminars, exercises..	practical	Field, training
4	Study level/ semester at which this course is offered:	Level three / Second Semester			
5	Pre –requisite (if any):				
6	Co –requisite (if any):				
8	Program (s) in which the course is offered:	BA in English			
9	Language of teaching the course:	English			
10	Location of teaching the course:	Alandalus University			
11	Prepared By:	Dr Mujahid Ahmed Mohammed Alwagaa			
12	Date of Approval				

II. Course Description:

This course is designed to introduce students to the literary genres of American Literature extending the period from early 17th century until the end of the 19th century. It is a kind of survey of American literature in terms of its various literary movements, intellectual modes, themes, techniques, writers and their works. This course includes the following:

1. Background to the colonial (exploration) period (1607-1775).
 - i. The role of the Puritans (Puritanism) in shaping the new world.
 - ii. Some writers of the period e.g. (Anne Bradstreet, Cotton Mather, Roger Williams etc.)
2. Background to the Revolutionary Period and Democratic Origins (1775-1865)
 - i. American Revolution against Great Britain and its outcomes.
 - ii. Democracy as a new system for running the country.
 - iii. American Civil War (1861-1865).
 - iv. Some writers of this period e. g. (Benjamin Franklin, Thomas Paine, Washington Irving, James Fenimore Cooper etc.)
3. Background to the Romantic Period in America (1820-1860).
 - i. Transcendentalism and its famous writers: (Ralph Waldo Emerson, Henry David Thoreau and Walt Whitman.)
 - ii. Romantic Writers: Nathaniel Hawthorne, Herman Melville, Edgar Allan Poe and Emily Dickinson.
4. The Rise of Realism (1860-1914) with its famous writer Mark Twain.
5. Selected poems for discussion and analysis:
 - i. "O Captain! My Captain" by Walt Whitman.
 - ii. "Because I Could not Stop for Death" by Emily Dickinson.
 - iii. "My Books I'd Fain Cast off, I Cannot Read" by Henry David Thoreau.
6. Short Fiction for discussion and analysis:
 - i. "The Fall of the House of Usher" by Edgar Allan Poe.

OR

- ii. A section from *Walden* by Henry David Thoreau.
7. One major American novel for discussion and analysis from the following:
- i. *Scarlet Letter* by Nathaniel Hawthorn.
 - ii. *Moby Dick* by Herman Melville.
 - iii. *Tom Sawyer* OR *The Adventures of Huckleberry Finn* by Mark Twain.

III. Intended learning outcomes (ILOs) of the course:

By the end of completing the course, students will be able to:

1. Know and talk about the history of American literature beginning from 17th.c. to the end of 19th.c.
2. Identify and discuss major American literary works (poetry and fiction).
3. Understand major literary theories in American literature (Transcendentalism, Romanticism, Realism) and critique and apply them.
4. Analyze and interpret selected literary texts from American literary pieces.
5. Recognize major American Writers (poets, novelists and others)
6. Compare and contrast between American and British literature in terms of theme, style, imagery and literary movements e.g. Romanticism.
7. Read, write and talk about the various genres and writers of American literature until the end of 19th.c.
8. Get a proper understanding of American culture.

(A) Alignment Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
A1- know the history of American literature beginning from 17 th .c. to the end of 19 th .c.	- Class discussion and lecturing.	- Oral questions, exams
A2- Get a proper understanding of American culture.	- Culture comparison and contrast, Class discussion and lecturing.	- Oral questions and exams
A3-		
A4-		

(B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
B1- Recognize major American Writers (poets, novelists and others)	<ul style="list-style-type: none"> - Class discussion - lecturing - reflection or critical thinking. 	<ul style="list-style-type: none"> - Writing short notes on such writers. - Exams. - Oral questions
B2- Compare and contrast between American and British literature in terms of theme, style, imagery and literary movements e.g. Romanticism.	<ul style="list-style-type: none"> - Comparison and contrast technique. - Group discussion - Class discussion - Lecturing 	<ul style="list-style-type: none"> - Writing an essay comparing and contrasting American and British literature in terms of theme, style, imagery and literary movements e.g. Romanticism. - Exams.
B3-		
B4-		

©Alignment Course Intended Learning Outcomes of Professional and Practical Skills to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
C1- students discuss major American literary works (poetry and fiction).	<ul style="list-style-type: none"> - Students' presentations - pair, group and class discussion 	<ul style="list-style-type: none"> - Assessing Students' performance - Discussion monitoring - exams
C2- Read, write and talk about the various genres and writers of American literature until the end of 19 th .c.	<ul style="list-style-type: none"> - Students are given a chance to read, write and talk about the topic under discussion - The course instructor organizes, directs and prompts students. 	<ul style="list-style-type: none"> - writing related essays. - critical analyses - presentations - exams
C3-		
C4-		

(D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
D1- apply or make use of what they have learned in their life experiences.	<ul style="list-style-type: none"> - Class discussion - Reflection or critical thinking. 	<ul style="list-style-type: none"> - Oral questions - exams - students' behavior
D2-		

D3-		
D4-		

IV. Course Content:					
A – Theoretical Aspect:					
Order	Units/Topics List	Learning Outcomes	Sub Topics List	Number of Weeks	contact hours
1	1. Background to the colonial (exploration) period (1607-1775).	Students know how America was established and understand and evaluate the literature of this period.	<ul style="list-style-type: none"> i. The role of the Puritans (Puritanism) in shaping the new world. ii. Some writers of the period e.g. (Anne Bradstreet, Cotton Mather, Roger Williams etc.) 	1 st week	3hs
2	2. Background to the Revolutionary Period and Democratic Origins (1775-1865)	<p>Students acquaint themselves with apocalyptic events that changed America from theocracy to democracy.</p> <p>Students recognize major writers of this period and identify and appreciate the themes, images, styles, symbols and characters of the writers of this period.</p>	<ul style="list-style-type: none"> i. American Revolution against Great Britain and its outcomes. ii. Democracy as a new system for running the country. iii. American Civil War (1861-1865). iv. Some writers of this period e. g. (Benjamin 	2 nd week	3hs

			Franklin, Thomas Paine, Washington Irving, James Fenimore Cooper etc.)		
3+4	<p>3. Background to the Romantic Period in America (1820-1860).</p> <p>4. The Rise of Realism (1860-1914)</p>	Students understand major literary theories in American literature (Transcendentalism, Romanticism, Realism) and critique and apply them.	<p>i. Transcendentalism and its famous writers: (Ralph Waldo Emerson, Henry David Thoreau and Walt Whitman.)</p> <p>ii. Romantic Writers: Nathaniel Hawthorne, Herman Melville, Edgar Allan Poe and Emily Dickinson.</p> <p>i. Some famous writers of realism: e.g. Mark Twain.</p>	3 rd and 4 th weeks	6hs
5+6	5. Selected poems for discussion and analysis:	9. Analyze these poems for poetic devices and thematic structure.	<p>i. "O Captain! My Captain" by Walt Whitman.</p> <p>ii. "Because I Could not Stop for Death" by Emily Dickinson.</p> <p>iii. "My Books I'd Fain Cast off, I Cannot Read"</p>	5 th and 6 th weeks	6hs

			by Henry David Thoreau.		
7.	Mid-term exam	To assess and evaluate students on what they have studied.	The exam is based on both subjective and objective models.	7 th week	3hs
9	<p>1. Short Fiction for discussion and analysis:</p> <p>2. One major Ame novel for discus and analysis from following:</p> <p>iv. <i>Scarlet L</i> by Natha Hawthor</p> <p>v. <i>Moby Dt</i> by Herm Melville</p> <p>vi. <i>Tom Sav</i> OR <i>The Adventur</i> <i>Huckleb</i> <i>Finn</i> by Twain.</p>		<p>i. "The Fall of the House of Usher" by Edgar Allan Poe.</p> <p>OR</p> <p>ii. A section from <i>Walden</i> by Henry David Thoreau.</p>		
	Final-term Exam	To assess and evaluate students on what they have studied.	The exam is based on both subjective and objective models.	13 th . week	3hs
Number of Weeks /and Units Per Semester				13 ws	36+3=39 hs

B - Practical Aspect: (if any)				
Order	Tasks/ Experiments	Number of Weeks	contact hours	Learning Outcomes
1				
2				

3				
4				
5				
6				
7				
8				
9				
10				
Number of Weeks /and Units Per Semester				

V. Teaching strategies of the course:

1. Class discussion
2. Pair and group discussion
3. Lecturing
4. Students' presentations
5. Reflections and critical thinking
6. Debates.
7. Powerpoint presentations

VI. Assignments:

No	Assignments	Aligned CILOs(symbols)	Week Due	Mark
1	Writing an essay on the works of a particular writer , which might be an in-depth study of a single text or a thematic exploration OR an essay on the historical background of the age.	- To develop students' critical and cognitive abilities as well as writing and analytical skills.	6	5
2	preparing a comparative analysis between two	- To evaluate and appreciate different styles, thoughts, movements and outlooks by	10	5

	novelists(novels), poets(poems), dramatists (plays).	comparing and contrasting two writers or works.		
3	Each student should prepare at home to make a presentation in class on a particular topic.	- To give students a chance to use the language communicatively and to overcome their anxiety, stress and psychological barriers towards a comfortable and effective learning.	8-9-10-11	No marks

VII. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes
1	Class attendance and students' participation	All weeks	10	10%	Students will be able to engage in the learning process so as to acquire knowledge and skills in an effective way.
2	Writing essays, assignments analyses and delivering presentations	6 th , 8 th , 9 th , 10 th and 11 th	10	10%	To make sure that students are learning effectively - to give them an opportunity to practice and use the language. - to improve their language skills.
3	Mid-term exam	7 th .	20	20%	To assess students knowledge and language skills.
4	Final-term exam	13 th .	60	60%	To assess and evaluate students

					on what they have studied.
5					
6					
7					
8					
9					

VIII. Learning Resources:	
<ul style="list-style-type: none"> Written in the following order: (Author - Year of publication – Title – Edition – Place of publication – Publisher). 	
1- Required Textbook(s) (maximum two).	
	1- Richard, Gray, 2011. <i>A Brief History of American Literature</i> . West Sussex: Wiley Blackwell. 2-Sharyan, Ayid, 2006. <i>Nineteenth Century American Literature</i> . Sana'a: Al-matafwag publishers.
2- Essential References.	
	1. <i>The Norton Anthology of American Literature</i> , 2008. Seventh Edition. Ed. Nina Baym. York: Norton. 2. <i>Britannica Encyclopedia</i> .
3- Electronic Materials and Web Sites etc.	
	1. Early American Literature 1600-1900 Links to Internet resources aimed mainly at advanced level students and covering history and criticism, movements, study and teaching, online text collections, and writers of America's earliest days. 2. San Antonio College LitWeb, From Earliest Times to 1865 Links to the authors and their works from the period of exploration and colonization in the United States to the early 19th century. 3. A Student's History of American Literature From Bibliomania, descriptive information on the various periods in American literature from early colonial times (1607-1700) to "modern literature," which ends for this offering in the very early 20th century. Includes an extensive alphabetical index of authors and their works.

3. Course Policies:	
1	Class Attendance: Follows the program and the university general policy.
2	Tardy: Subject to the regulations of the program and the general policy of the university.

3	Exam Attendance/Punctuality: Follows the policies of the program and university.
4	Assignments & Projects: Assignments tasks and submission to be assigned by the instructor.
5	Cheating: Subject to the regulations and rules of the university as directed by the systems of the Ministry of Higher Education.
6	Plagiarism: Such matter is ruled by the general regularities of the university and MHE.
7	Other policies: Detailed in the general policy of the program.