



Course Specification of Topics in American Literature

I. Course Identification and General Information:						
1	Course Title:	Topics in American Literature				
2	Course Number & Code:	LIT 5224				
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
		3	-	-	-	3
4	Study level/ semester at which this course is offered:	MA Program- Semester 2				
5	Pre-requisite (if any):	--				
6	Co-requisite (if any):	--				
7	Program (s) in which the course is offered:	MA English Literature Program				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Faculty of Languages				
10	Prepared by:	Dr. Ibraheem N.A. Tajaddeen				
11	Date of approval:					

II. Course description:

This course presents an in-depth study of the American literary experience, history and culture as captured in some of the major works of recent trends, movements, and genres, including a variety of texts in poetry, fiction, drama and short story. The course helps students to critically analyze and examine such texts, and discuss them in the classroom.

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

After completing this course, students will be able to:

- Show an in-depth awareness of key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in American literature of different periods or regions.
- Discuss with informed knowledge the social, historical and political context of each of the works examined in the course and thus its literary value.

عميد مركز التطوير
أ.م.د/ هدى العماد

عميد الكلية
د/ محمد الناصر

نائب العميد لشؤون الجودة
أ.م.د/ عبدالحميد الشجاع

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د/ عبدالحميد النمشة

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- b1. Reflect critically on some of the dominant theories and topics in the complex areas of American literature and critical studies based on a high level of conceptual understanding.
- b2. Compare several literary texts examined and come into better understanding of the literary and historical value of the works.
- c1. Apply contemporary critical theories in the study and analysis of literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
- c2. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
- d1. Engage in a life-long self-learning, time management and leadership with commitment to professional ethics in their job-related tasks and show respect of cultural diversity.
- d2. Use effective cross-cultural communication skills in different contexts both orally and in writing.

Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Knowledge and Understanding.**

Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students will be able to:		After completing this course, students will be able to:	
A1	Show a considerable knowledge and a critical understanding of the major critical schools, approaches, and movements in literary theory and criticism and their historical and cultural backgrounds.	a1-	Show an in-depth awareness of key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in American literature of different periods or regions.
A1	Explain, with an informed position, the important interrelated concepts, ideas and research findings in the fields of literature and literary theory.	a2-	Discuss with informed knowledge the social, historical and political context of each of the works examined in the course and thus its literary value.

Teaching and Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding	Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:	<ul style="list-style-type: none"> Lectures and seminars 	<ul style="list-style-type: none"> Quizzes, tests and exams

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a1-	Show an in-depth awareness of key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in American literature of different periods or regions.	<ul style="list-style-type: none"> Tutorials Cooperative learning Independent reading and writing group discussions Practical analysis sessions 	<ul style="list-style-type: none"> Written assignments Open presentations Mini-projects Practical exercises Translation tasks
a2-	Discuss with informed knowledge the social, historical and political context of each of the works examined in the course and thus its literary value.		

(B) Intellectual Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills			
Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
B1	Reflect critically on some of the dominant theories and topics in the complex areas of English literature and critical studies based on a high level of conceptual understanding.	b1-	Reflect critically on some of the dominant theories and topics in the complex areas of American literature and critical studies based on a high level of conceptual understanding.
B2	Differentiate between various forms and genres of literature and respond to them critically.	b2-	Compare several literary texts examined and come into better understanding of the literary and historical value of the works.

Teaching and Assessment Strategies for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:			
Course Intended Learning Outcomes (CILOs) in Intellectual Skills.		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:			
b1-	Reflect critically on some of the dominant theories and topics in the complex areas of American literature and critical studies based on a high level of conceptual understanding.	<ul style="list-style-type: none"> Problem-solving Lectures Small group discussion Tutorial Pair work/group work Report writing 	<ul style="list-style-type: none"> Reports Observation Practical tests Assignments Written tests
b2-	Compare several literary texts examined and come into better understanding of the literary and historical value of the works.		

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(C) Professional and Practical Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills			
Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
C1	Use a variety of interpretive strategies for analyzing multiple kinds of texts, including close reading, contextual analysis, analysis of form and genre, and rhetorical and stylistic analysis.	c1-	Apply contemporary critical theories in the study and analysis of literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
C2	Apply theories related to the representation of culture, race, class, gender issues in interpreting various types of texts of fiction and non-fiction.	c2-	Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
Teaching and Assessment Strategies for Achieving Learning Outcom			
Alignment of Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Strategies:			
Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		<ul style="list-style-type: none"> Lectures and seminars Classroom discussions Group and pair work Exercises Problem solving Brainstorming Group projects 	<ul style="list-style-type: none"> Quizzes, tests and exams Open presentations Mini-projects Practical assignments Reports Written tests
c1-	Apply contemporary critical theories in the study and analysis of literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.		
c2-	Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.		

(D) General / Transferable Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills			
Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
D1	Engage in a life-long self-learning, time management, leadership and communicate effectively with others both orally and in writing.	d1-	Engage in a life-long self-learning, time management and leadership with commitment to professional ethics in their job-related tasks and show respect of cultural diversity.
D3	Use technology as a means to discover, apply, and communicate knowledge and information.	d2	Use effective cross-cultural communication skills in different contexts both orally and in writing.

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Teaching And Assessment Strategies For Achieving Learning Outcomes:		
Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Strategies:		
Course Intended Learning Outcomes (CILOs) in General and Transferable Skills	Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		
d1- Engage in a life-long self-learning, time management and leadership with commitment to professional ethics in their job-related tasks and show respect of cultural diversity.	<ul style="list-style-type: none"> Lectures and seminars Classroom discussions Group and pair work Exercises Problem solving Brainstorming Group projects 	<ul style="list-style-type: none"> Quizzes, tests and exams Open presentations Mini-projects Practical assignments Reports Written tests
d2- Use effective cross-cultural communication skills in different contexts both orally and in writing.		

IV. Course Content:					
1 – Course Topics/Items:					
No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction to American Literature	a1,a2, b1	<ul style="list-style-type: none"> American Literary History Trends and Movements Major works and writers Major Critical Approaches 	1	3
2	19 th C. American literature	a1,a2, d1	<ul style="list-style-type: none"> Whitman's <i>Leaves of Grass</i> "Song of Myself" poem (sections 1-30) 	1	3
3	Whitman's <i>Leaves of Grass</i>	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> "Song of Myself" poem (sections 31-52) 	1	3
4	Modern American Literature. The Black Arts Movement	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Harry Neal's article, "The Black Arts Move." 	1	3
5	LeRoi Jones's Four Black Revolutionary Plays	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Jones's play, Experimental Death and Richard's article on Jones's Image of women in his plays 	1	3
6	LeRoi Jones's Four Black Revolutionary Plays	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Jones's plays, <i>A Black Mass</i> and <i>Mad Heart</i> 	1	3
7	Toni Morrison's <i>The Bluest Eye</i>	a1,a2, b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Autumn and Winter sections 	1	3
8	Toni Morrison's <i>The Bluest Eye</i>	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Spring and Summer sections 	1	3
9	Alice Walker	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> The short story, <i>Everyday Use</i> 	1	3

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10	Alice Walker	b1, b2, c1, c2, d1, d2	• The short story, <i>Everyday Use</i>	1	3
11	Modern American Fiction: Earnest Hemingway	b1, b2, c1, c2, d1, d2	• Earnest Hemingway • <i>Farewell to Arms</i>	1	3
12	Ernest Hemingway	b1, b2, c1, c2, d1, d2	• <i>Farewell to Arms</i>	1	3
13	The Concept of American Dream in Literature	b1, b2, c1, c2, d1, d2	• Miller's <i>Death of A Salesman</i> and other works	1	3
14	Students Presentations	a1, b1, b2, c1, c2, d1, d2	• Students Presentations	1	3
Number of Weeks /and Units Per Semester				14	42

b- Training Aspect:

No	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1	None			
Number of Weeks /and Units Per Semester				

V. Teaching strategies of the course:

- Lecture and seminars
- Tutorial and exercises
- Cooperative learning
- Self-learning
- Translation assignment
- Presentations
- Problem-solving
- Brainstorming
- Small group discussion
- Pair work/group work
- Report Writing
- Use of ICT (Information and Communication Technology)

VI. Assessment Strategies:

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- Practical assignments
- Quizzes
- Report Writing
- Observation
- Shared projects
- Presentations
- Practical tests
- Written tests

I. Tasks and Assignments				
No.	Tasks and Assignments	Week Due	Mark	Aligned Course Learning Outcomes (CILOs symbols)
1	Reading Assignments	3-13	3	a1, a2
2	In-class activities	3-13	4	a1, a2, b1, b2, c1,c2, d1,d2
3	Practical exercises and projects	3-13	3	c1,c2, d1,d2
Total			10	

II. Schedule of Assessment Tasks for Students During the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Ongoing assessments (based on in-class participation, regularity, punctuality, language use)	Throughout the semester	10	10%	a1, a2, b1, c1, c2, d1, d2
2	Assignments & Presentations	6-13	10	10%	a2, b1, b2, c1, c2, d2
3	Mid-term Test	8	20	20%	a1, b2, c1, c2, d1, d2
5	Final Exam	16	60	60%	a1, b2, c1, c2, d1, d2
Total			100	100%	

VII. Learning Resource (MLA style or APA style):	
1- Required Textbook(s) (maximum two)	
1-	Hemingway, Ernest. (1957). <i>A Farewell to Arms</i> . New York: Charles Scribner's Sons.
2-	Toni Morrison. (2007). <i>The Bluest Eye</i> . Knopf Doubleday Publishing Group.
3-	

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أ.م.د/ هدى العماد

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1. Recommended Readings and Reference Materials	
-	Baraka, Amiri. (1969). <i>Four Black Revolutionary Plays</i> . New York: The Bobbs-Merrill Company.
-	Walker, Alice. (2008). <i>The Color Purple</i> . New York: Infobase Publishing.
-	Walker, Alice, and Barbara Christian. (1994). <i>Everyday Use</i> . New Brunswick, N.J: Rutgers University Press.
-	Whitman, Walt. 2017. <i>Leaves of Grass</i> . Penguin Clothbound Poetry. London, England: Penguin Classics.
2. Essential References	
-	Jones, Howard Mumford and Ludwig, Richard M. (1994). <i>Guide to American literature and its backgrounds since 1890</i> . Cambridge, Harvard University Press
-	Graham, Maryemma. (2004). <i>Cambridge Companion to the African American Novel</i> . New York: Cambridge Uni. Press.
-	Killingsworth, M. (2007). <i>The Cambridge Companion to Walt Whitman</i> . New York: Cambridge Uni. Press.
-	Kellman, Steven and Magill, Frank N. (2007). <i>Magill's Survey of American Literature</i> . Calif.: Salem Press.
-	Müller, Timo (2017). <i>Handbook of the American Novel of the Twentieth and Twenty-First Centuries</i> . Boston: de Gruyter.
-	Oliver, Charles. (2006). <i>Critical Companion to Walt Whitman</i> . New York: Infobase Publishing.
-	During, S. (Ed). (1999). <i>The Cultural Studies Reader</i> . London: Routledge.
3. Electronic Materials and Web Sites etc.	
	https://libgen.is/ https://z-lib.org/ https://libguides.lincoln.edu/c.php?g=1036184&p=7511512 www.jstor.org www.researchgate.com http://onlinebooks.library.upenn.edu/webbin/book/browse?type=lcsbc&key=American%20literature%20%2D%2D%20Bibliography https://digitalcommons.unl.edu/etas/ https://wayback.archive-it.org/all/20161217052706/https://library.osu.edu/find/collections/william-charvat-collection-of-american-literature/charvat-manuscripts/nineteenth-century
4. Other Learning Material:	

IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))	
1	Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place

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	in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The Higher Studies By-law and University regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:			
م	الاسم	الصفة الوظيفية	ملاحظات
١	د/ عباس مطهر	نائب العميد للدراسات العليا	
٢	أ.م.د/ أحمد مجاهد	نائب عميد مركز التطوير وضمان الجودة	
٣	أ.د/ إبراهيم المطاع	نائب رئيس الجامعة للشئون الأكاديمية	



Course Plan of *Topics in American Literature*

I. Information about Faculty Member Responsible for the Course:

Name of Faculty Member	Dr. Ibraheem Tajaddeen	Office Hours					
Location & Telephone No.	Sana'a, 771120904	SAT	SUN	MON	TUE	WED	THU
E-mail	ibtaj2007@gmail.com	√					

I. Course Identification and General Information:

1-	Course Title:	Topics in American Literature				
2-	Course Number & Code:	LIT 5224				
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-	-	3
4-	Study level/year at which this course is offered:	MA Program- Semester 2				
5-	Pre –requisite (if any):	---				
6-	Co –requisite (if any):	---				
7-	Program (s) in which the course is offered	MA English Literature Program				
8-	Language of teaching the course:	English				
9-	System of Study:	Regular				
10-	Mode of delivery:	Interactive classes				
11-	Location of teaching the course:	Faculty of Languages				

III. Course Description:

This course presents an in-depth study of the American literary experience, history and culture as captured in some of the major works of recent trends, movements, and genres, including a variety of texts in poetry, fiction, drama and short story. The course helps students to critically analyze and examine such texts, and discuss them in the classroom.

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

After completing this course, students will be able to:

- a1. Show an in-depth awareness of key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in American literature of different periods or regions.



- a2. Discuss with informed knowledge the social, historical and political context of each of the works examined in the course and thus its literary value.
- b1. Reflect critically on some of the dominant theories and topics in the complex areas of American literature and critical studies based on a high level of conceptual understanding.
- b2. Compare several literary texts examined and come into better understanding of the literary and historical value of the works.
- c1. Apply contemporary critical theories in the study and analysis of literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
- c2. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
- d1. Engage in a life-long self-learning, time management and leadership with commitment to professional ethics in their job-related tasks and show respect of cultural diversity.
- d2. Use effective cross-cultural communication skills in different contexts both orally and in writing.

V. Course Content:

A – Theoretical Aspect:

No	Topic List / Units	Sub-topic List	Due Week	Contact hours
1	Introduction to American Literature	<ul style="list-style-type: none"> American Literary History Trends and Movements Major works and writers Major Critical Approaches 	1 st	3
2	19 th C. American literature	<ul style="list-style-type: none"> Whitman's <i>Leaves of Grass</i> "Song of Myself" poem (sections 1-30) 	2 nd	3
3	Whitman's <i>Leaves of Grass</i>	<ul style="list-style-type: none"> "Song of Myself" poem (sections 31-52) 	3 rd	3
4	Modern American Literature. The Black Arts Movement	<ul style="list-style-type: none"> Harry Neal's article, "The Black Arts Move." 	4 th	3
5	LeRoi Jones's Four Black Revolutionary Plays	<ul style="list-style-type: none"> Jones's play, Experimental Death and Richard's article on Jones's Image of women in his plays 	5 th	3
6	LeRoi Jones's Four Black Revolutionary Plays	<ul style="list-style-type: none"> Jones's plays, <i>A Black Mass</i> and <i>Mad Heart</i> 	6 th	3
7	Toni Morrison's The Bluest Eye	<ul style="list-style-type: none"> Autumn and Winter sections 	7 th	3
8	Mid-term Test	<ul style="list-style-type: none"> Written Test 	8 th	3

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9	Toni Morrison's <i>The Bluest Eye</i>	• Spring and Summer sections	9 th	3
10	Alice Walker	• The short story, <i>Everyday Use</i>	10 th	3
11	Alice Walker	• The short story, <i>Everyday Use</i>	11 th	3
12	Modern American Fiction: Earnest Hemingway	• Earnest Hemingway • <i>Farewell to Arms</i>	12 th	3
13	Ernest Hemingway	• <i>Farewell to Arms</i>	13 th	3
14	The Concept of American Dream in Literature	• Miller's <i>Death of A Salesman</i> and other works	14 th	3
15	Students Presentations	• Students Presentations	15 th	3
16	Final Exam	• Written Exam	16 th	3
Total			16	48

Training Aspects:

No	Training Tasks	Number of weeks	Contact hours
1	None		
2			

VIII. Teaching strategies of the course:

- Lecture and seminars
- Tutorial and exercises
- Cooperative learning
- Self-learning
- Translation assignment
- Presentations
- Problem-solving
- Brainstorming
- Small group discussion
- Pair work/group work
- Report Writing
- Use of ICT (Information and Communication Technology)



IX. Assessment Strategies:

- Practical assignments
- Quizzes
- Report Writing
- Observation
- Shared projects
- Presentations
- Practical tests
- Written tests

I. Tasks and Assignments

No.	Tasks and Assignments	Week Due	Mark
1	Reading Assignments	3-13	3
2	In-class activities	3-13	4
3	Practical exercises and projects	3-13	3
4			
	Total		10

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

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment
1	Ongoing assessments (based on in-class participation, regularity, punctuality, language use)	Throughout the semester	10	10%
2	Assignments & Presentations	6-13	10	10%
3	Mid-term Test	8	20	20%
5	Final Exam	16	60	60%
	Total		100	100%

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أ.د/ القاسم عباس



X. Learning Resource (MLA style or APA style):	
2- Required Textbook(s) (maximum two)	
	<ul style="list-style-type: none"> - Hemingway, Ernest. (1957). <i>A Farewell to Arms</i>. New York: Charles Scribner's Sons. - Toni Morrison. (2007). <i>The Bluest Eye</i>. Knopf Doubleday Publishing Group. -
5. Recommended Readings and Reference Materials	
	<ul style="list-style-type: none"> - Baraka, Amiri. (1969). <i>Four Black Revolutionary Plays</i>. New York: The Bobbs-Merrill Company. - Walker, Alice. (2008). <i>The Color Purple</i>. New York: Infobase Publishing. - Walker, Alice, and Barbara Christian. (1994). <i>Everyday Use</i>. New Brunswick, N.J: Rutgers University Press. - Whitman, Walt. 2017. <i>Leaves of Grass</i>. Penguin Clothbound Poetry. London, England: Penguin Classics.
6. Essential References	
	<ul style="list-style-type: none"> - Jones, Howard Mumford and Ludwig, Richard M. (1994). <i>Guide to American literature and its backgrounds since 1890</i>. Cambridge, Harvard University Press - Graham, Maryemma. (2004). <i>Cambridge Companion to the African American Novel</i>. New York: Cambridge Uni. Press. - Killingsworth, M. (2007). <i>The Cambridge Companion to Walt Whitman</i>. New York: Cambridge Uni. Press. - Kellman, Steven and Magill, Frank N. (2007). <i>Magill's Survey of American Literature</i>. Calif.: Salem Press. - Müller, Timo (2017). <i>Handbook of the American Novel of the Twentieth and Twenty-First Centuries</i>. Boston: de Gruyter. - Oliver, Charles. (2006). <i>Critical Companion to Walt Whitman</i>. New York: Infobase Publishing. - During, S. (Ed). (1999). <i>The Cultural Studies Reader</i>. London: Routledge.
7. Electronic Materials and Web Sites etc.	
	https://libgen.is/ https://z-lib.org/ https://libguides.lincoln.edu/c.php?g=1036184&p=7511512 www.jstor.org www.researchgate.com http://onlinebooks.library.upenn.edu/webbin/book/browse?type=lcsbc&key=American%20literature%20%2D%2D%20Bibliography https://digitalcommons.unl.edu/etas/ https://wayback.archive-it.org/all/20161217052706/https://library.osu.edu/find/collections/william-charvat-collection-of-american-literature/charvat-manuscripts/nineteenth-century
8. Other Learning Material:	



IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))	
1	Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The Higher Studies By-law and University regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.