



Course Specification of World Literature in Translation

I. Course Identification and General Information:					
1	Course Title:	World Literature in Translation			
2	Course Number & Code:	LIT 5215			
3	Credit hours:	C.H			
		Theoretical	Practical	Training	Seminar
		3	-	-	-
4	Study level/ semester at which this course is offered:	MA- Semester 1			
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:

The course introduces students to the common topics in World Literature in Translation and Comparative Literature under discussion now in several academic forums especially those focusing on colonial and postcolonial studies. Students will be enabled to investigate texts and find the common or different elements in Western and Arabic literatures.

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

After completing this course, students will be able to:

- a1. Demonstrate knowledge and understanding of the basic theories in the field of World literature in translation and comparative literature and their criticism.
- a2. Discuss with understanding major trends and movements in comparative literature, the

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differences between them and the special characteristics of each movement.

- b1. Critique secondary works that comment on works dealing with the Third World and its cultures and politics.
- b2. Differentiate between various forms and genres of world literature and evaluate texts written in English dealing with topics related directly or indirectly to the Third World, particularly Africa and Asia.
- c1. Use contemporary critical approaches to interpret major literary texts and evaluate critical material related to them.
- c2. Write in-depth analyses and critical appreciation of major literary works with special focus on form, style and major themes related to postcolonialism.
- 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. Utilize Information Communication Technologies (ICTs) to enhance their critical and analytical skills in English language and literature.

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-	Demonstrate knowledge and understanding of the basic theories in the field of World literature in translation and comparative literature and their criticism.
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 understanding major trends and movements in comparative literature, the differences between them and the special

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			characteristics of each movement.
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:			
a1-	Demonstrate knowledge and understanding of the basic theories in the field of World literature in translation and comparative literature and their criticism.	<ul style="list-style-type: none"> Lectures and seminars Tutorials Cooperative learning Independent reading and writing group discussions Practical analysis sessions 	<ul style="list-style-type: none"> Quizzes, tests and exams Written assignments Open presentations Mini-projects Practical exercises Translation tasks
a2-	Discuss with understanding major trends and movements in comparative literature, the differences between them and the special characteristics of each movement.		

(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-	Critique secondary works that comment on works dealing with the third world and its cultures and politics.
B2	Differentiate between various forms and genres of literature and respond to them critically.	b2-	Differentiate between various forms and genres of world literature and evaluate texts written in English dealing with topics related directly or indirectly to the Third World, particularly Africa and Asia.

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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- Critique secondary works that comment on works dealing with the third world and its cultures and politics.	<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- Differentiate between various forms and genres of world literature and evaluate texts written in English dealing with topics related directly or indirectly to the Third World, particularly Africa and Asia.		

(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-	Use contemporary critical approaches to interpret major literary texts and evaluate critical material related to them.
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 in-depth analyses and critical appreciations of major literary works with special focus on form, style and major themes related to postcolonialism.
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	Teaching strategies to be	Strategies of

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Professional and Practical Skills		used	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-	Use contemporary critical approaches to interpret major literary texts and evaluate critical material related to them.		
c2-	Write in-depth analyses and critical appreciations of major literary works with special focus on form, style and major themes related to postcolonialism.		

(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	Utilize Information Communication Technologies (ICTs) to enhance their critical and analytical skills in English language and literature.

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:		<ul style="list-style-type: none"> Lectures and seminars Classroom discussions Group and pair work Exercises Problem solving 	<ul style="list-style-type: none"> Quizzes, tests and exams Open presentations Mini-projects Practical assignments
d1-	Engage in a life-long self-learning, time management and leadership with commitment to professional ethics in their job-related tasks		

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	and show respect of cultural diversity.	<ul style="list-style-type: none"> Brainstorming Group projects 	<ul style="list-style-type: none"> Reports Written tests
d2-	Utilize Information Communication Technologies (ICTs) to enhance their critical and analytical skills in English language and literature.		

IV. Course Content:

1 – Course Topics/Items:

No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introducing World Literature in Translation and Comparative Literature	a1,a2, b1	<ul style="list-style-type: none"> Emergence and historical development Major works and writers Major Critical Approaches 	1	3
2	World Literature and Postcolonial studies	a1,a2, d1	<ul style="list-style-type: none"> Third-World Literature in the Era of Multinational Capitalism FREDRIC JAMESON 	1	3
3	Tayeb Saleh, <i>Season of Migration to the North</i>	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	1	3
4	Tayeb Saleh, <i>Season of Migration to the North</i>	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	1	3
5	Tayeb Saleh, <i>Season of Migration to the North</i>	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	1	3
6	Tayeb Saleh, <i>Season of Migration to the North</i>	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	1	3
7	Chenua Achebe, <i>Things Fall Apart</i>	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	1	3
8	Chenua Achebe, <i>Things Fall Apart</i>	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and 	1	3

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			characters		
9	Chenua Achebe, <i>Things Fall Apart</i>	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	1	3
10	Chenua Achebe, <i>Things Fall Apart</i>	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	1	3
11	Orhan Pamuk's <i>Snow</i>	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	1	3
12	Orhan Pamuk's <i>Snow</i>	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	1	3
13	Orhan Pamuk's <i>Snow</i>	b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	1	3
14	Students Presentations	a1, b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> Each student presents a self-study novel and discuss major critical issues 	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	---			
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:

- 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
4	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- Salih, Tayeb. (2003). <i>Season of Migration to the North</i> . Translated by Denys Johnson-Davies. Penguin Modern Classics. London, England: Penguin Classics. 2- Achebe, Chinua. (1994). <i>Things Fall Apart</i> . New York: Anchor Books. 3- Pamuk, Orhan. (2004). <i>Snow</i> . Translated by Maureen Freely. London: Faber and Faber
1. Recommended Readings and Reference Materials	
	- Damrosch, D. (2003). <i>What is world literature?</i> . Princeton, N.J: Princeton University Press. - Pendergast, Sara and Pendergast, Tom. (2003). Eds. <i>Reference Guide to World</i>

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	<i>literature</i> . Detroit, Mich. : St. James Press.
2. Essential References	
	<ul style="list-style-type: none"> - Damrosch, David, Natalie Melas, Mbongiseni Buthelezi, eds. <i>The Princeton Sourcebook in Comparative Literature</i>. Princeton: Princeton University Press, 2009. - Abdel-Messih, Marie-Thérèse. "Comparative Literature in Arabic." <i>Companion to Comparative Literature, World Literatures</i>. - Steven Tötösy de Zepetnek and Tutun Mukherjee. Ed. <i>Comparative Cultural Studies</i>. Cambridge UP India: New Delhi. - Clerk, Jayana, and Ruth Siegel, eds. <i>Modern Literatures of the Non-Western World</i>. New York: HarperCollins, 1995. - Genova, Pamela A., ed. Twayne. <i>Companion to Contemporary World Literature</i>. Detroit: Twayne, 2003. - Hilal, Mohammed Ghinimi. <i>Comparative Literature</i>. Cairo: Dar al-Thaqafah, 1990. - Jamson, Fredric. <i>Third-World Literature in the Era of Multinational Capitalism</i>. - Abrams, M.H. <i>A Glossary of Literary Terms</i>. Thomson Heinle, 1999. - Enani, Mohammed. <i>Comparative Moments</i>. - Abrams, M. H. (1953). <i>The Mirror and the Lamp</i>. London: Oxford UP. - During, S. (Ed). (1999). <i>The Cultural Studies Reader</i>. London: Routledge. - Moore-Gilbert, B., Stanton, G, & Maley, W. (Eds.). (1997). <i>Postcolonial Criticism</i>. New York: Addison, Wesley, Longman.
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://www.brill.com/journal-arabic-literature http://www.aucegypt.edu/huss/eclt/alif/recent/Pages/default.aspx
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:

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	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.

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 للشؤون الأكاديمية	



Course Plan of World Literature in Translation

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			√			

II. Course Identification and General Information:

1-	Course Title:	World Literature in Translation				
2-	Course Number & Code:	LIT 5215				
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-	-	
4-	Study level/year at which this course is offered:	MA- Semester 1				
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:

The course introduces students to the common topics in World Literature in Translation and Comparative Literature under discussion now in several academic forums especially those focusing on colonial and postcolonial studies. Students will be enabled to investigate texts and find the common or different elements in Western and Arabic literatures.



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

After completing this course, students will be able to:

- a1. Demonstrate knowledge and understanding of the basic theories in the field of World literature in translation and comparative literature and their criticism.
- a2. Discuss with understanding major trends and movements in comparative literature, the differences between them and the special characteristics of each movement.
- b1. Critique secondary works that comment on works dealing with the Third World and its cultures and politics.
- b2. Differentiate between various forms and genres of world literature and evaluate texts written in English dealing with topics related directly or indirectly to the Third World, particularly Africa and Asia.
- c1. Use contemporary critical approaches to interpret major literary texts and evaluate critical material related to them.
- c2. Write in-depth analyses and critical appreciation of major literary works with special focus on form, style and major themes related to postcolonialism.
- 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. Utilize Information Communication Technologies (ICTs) to enhance their critical and analytical skills in English language and literature.



V. Course Content:

A – Theoretical Aspect:

No	Topic List / Units	Sub-topic List	Due Week	Contact hours
1	Introducing World Literature in Translation and Comparative Literature	<ul style="list-style-type: none"> Emergence and historical development Major works and writers Major Critical Approaches 	1 st	3
2	World Literature and Postcolonial studies	<ul style="list-style-type: none"> Third-World Literature in the Era of Multinational Capitalism FREDRIC JAMESON 	2 nd	3
3	Tayeb Saleh, <i>Season of Migration to the North</i>	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	3 rd	3
4	Tayeb Saleh, <i>Season of Migration to the North</i>	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	4 th	3
5	Tayeb Saleh, <i>Season of Migration to the North</i>	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	5 th	3
6	Tayeb Saleh, <i>Season of Migration to the North</i>	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	6 th	3
7	Chenua Achebe, <i>Things Fall Apart</i>	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	7 th	3
8	Mid Term Test	<ul style="list-style-type: none"> Written Test 	8 th	3
9	Chenua Achebe, <i>Things Fall Apart</i>	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	9 th	3
10	Chenua Achebe, <i>Things Fall Apart</i>	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	10 th	3
11	Chenua Achebe, <i>Things Fall Apart</i>	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	11 th	3
12	Orhan Pamuk's <i>Snow</i>	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	12 th	3
13	Orhan Pamuk's <i>Snow</i>	<ul style="list-style-type: none"> Critical Analysis Discussion of themes and characters 	13 th	3
14	Orhan Pamuk's <i>Snow</i>	<ul style="list-style-type: none"> Critical Analysis 	14 th	3

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		• Discussion of themes and characters		
15	Students Presentations	• Each student presents a self-study novel and discuss major critical issues	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			

VI. 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)



VII. 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	Aligned Course Learning Outcomes (CILOs symbols)
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%	
4	Final Exam	16	60	60%	
Total			100	100%	

VIII. Learning Resource (MLA style or APA style):

2- Required Textbook(s) (maximum two)

1. Salih, Tayeb. (2003). *Season of Migration to the North*. Translated by Denys Johnson-Davies. Penguin Modern Classics. London, England: Penguin Classics.
2. Achebe, Chinua. (1994). *Things Fall Apart*. New York: Anchor Books.
3. Pamuk, Orhan. (2004). *Snow*. Translated by Maureen Freely. London: Faber and Faber

5. Recommended Readings and Reference Materials

- Damrosch, D. (2003). *What is world literature?*. Princeton, N.J: Princeton University Press.
- Pendergast, Sara and Pendergast, Tom. (2003). Eds. *Reference Guide to World literature*. Detroit, Mich. : St. James Press.

6. Essential References

- Damrosch, David, Natalie Melas, Mbongiseni Buthelezi, eds. *The Princeton Sourcebook in Comparative Literature*. Princeton: Princeton University Press, 2009.
- Abdel-Messih, Marie-Thérèse. "Comparative Literature in Arabic." *Companion to Comparative Literature, World Literatures*.
- Steven Tötösy de Zepetnek and Tutun Mukherjee. Ed. *Comparative Cultural Studies*. Cambridge UP India: New Delhi.
- Clerk, Jayana, and Ruth Siegel, eds. *Modern Literatures of the Non-Western World*. New York: HarperCollins, 1995.
- Genova, Pamela A., ed. Twayne. *Companion to Contemporary World Literature*. Detroit: Twayne, 2003.
- Hilal, Mohammed Ghinimi. *Comparative Literature*. Cairo: Dar al-Thaqafah, 1990.
- Jamson, Fredric. *Third-World Literature in the Era of Multinational Capitalism*.
- Abrams, M.H. *A Glossary of Literary Terms*. Thomson Heinle, 1999.

عميد مركز التطوير
أ.م.د/ هدى العماد

عميد الكلية
د/ محمد الناصر

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

رئيس القسم
د/ عبدالحميد النمشة

رئيس الجامعة
أ.د/ القاسم عباس



	<ul style="list-style-type: none"> - Enani, Mohammed. <i>Comparative Moments</i>. - Abrams, M. H. (1953). <i>The Mirror and the Lamp</i>. London: Oxford UP. - During, S. (Ed). (1999). <i>The Cultural Studies Reader</i>. London: Routledge. - Moore-Gilbert, B., Stanton, G, & Maley, W. (Eds.). (1997). <i>Postcolonial Criticism</i>. New York: Addison, Wesley, Longman.
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.resaerchgate.com http://www.brill.com/journal-arabic-literature http://www.aucegypt.edu/huss/eclt/alif/recent/Pages/default.aspx
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.