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الجمهوريـــة اليمنـــية وزارة التعليم العالــي والبحث العلمي مجلس الاعتمـاد وضمان جـودة التعليم العالــي

دب مقار<u>ن</u>

Template for Course Specification

I. Course Identification and General Information:					
Course Title:	Compara	Comparative Literature			
Course Code and Number:					
	theory	seminar	practice	training	Total
Credit Hours:	3 hrs				42 hrs
Level & Semester:	Level 4 Semester II				
Pre-requisites (if any):	English Literature from a Historical Perspective				
Co-requisites (if any):					
Program in which this course is offered:	B.A. in English Language and Literature				
Language of teaching the course:	English				
Location of teaching the course:	Faculty of Arts and Humanities – University of				
	Sana'a				
Prepared by:	DR. MOHAMMED SHARAFUDDIN				
Date of Approval:					

II. Course Description:

This course focuses on the historical developments that took place in comparative literature since its inception in Germany in the 19th century until its recent engagement with cultural studies in the early 2000s. Students are expected to become familiar with various debates dealing with comparative literature in its literary and political contexts. The course will focus on the Arab perspectives in terms of the critical interventions made by Arab thinkers to the field as well as the way Arab literary figures have made some interesting contributions that make Arabic literature an interesting necessary topic in comparative studies.

IV. Alignment of Course Intended Learning Outcomes (CILOs)toProgram Intended Learning

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Outcomes (PILOs)				
PILOs	CILOs			
(A) Knowledge & Understanding:				
Upon the completion of the BA program, students are expected to be able to:	Upon the completion of this course, students are expected to be able to:			
A1: showknowledge and understanding of	a1- To define comparative literature, its aims			
different linguistic and literary theories	and purposes and the various theories that led			
and schools of thought in English	to its emergence and an influential discipline.			
linguistics/literature;				
A2: show knowledge of social values and	a2- To understand the main topics and			
traditions common in other cultures;	challenges that accompanied the appearance			
	of comparative literature in Europe and then			
	America, and examine its relevance to the			
	cultural and literary relations to other parts of			
	the world particularly that of the Arab world.			
A3: show a solid background of various	a3- To express their understanding and			
communication skills, be it reading,	evaluation of the issues studied by applying			
writing, speaking, or translation skills;	the various communication and writing skills			
	studied.			
A4: show knowledge and understanding of	a4-To display reaction and appreciation to			
modern research tools and methods,	the texts studied by presenting well research			
including the employment of technology;	reports and papers that use modern research			
	techniques and other technology media.			
(B) Intelle	ctual Skills			
B1: distinguish different literary forms and	b1- To compare between the various theories			
currents as well as their distinct	dealing with comparative literature and apply			
characteristics;	them to the texts studied.			
B2: evaluate linguistic and cultural	b2- To analyze the various cultural and			

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phenomena and suggest explanations for	political topics to establish connections,	
them;	similarities and draw out some conclusive	
	remarks about the differences in both	
	approach and treatment.	
B3: compare different literary, linguistic and	b3- To apply different literary and critical	
translation theories and strategies;	theories to the works studies in order to	
	extract common elements and perspectives.	
B4: distinguish different language skills in	b4- To apply all language skills in expressing	
terms of reading, writing, and speaking	individual reactions about the material	
and listening;	studied.	
(C) Professional	& Practical Skills	
C1: employ theories, terms and concepts	c1- To Analyze the various concepts and	
common in literature, linguistics and	terms used in Comparative Literature and	
translation studies;	apply them to new texts selected for class	
	reading.	
C2: employ different language skills in order	c2- To apply various language skills to reflect	
to read and write different texts in English	on the material studied and analyze the forms	
and translate them from English into	and styles used in the prose texts produced by	
Arabic and vice versa;	authors in this course and compare between	
	their various outlooks.	
C3:use research tools and methods to	c3- Carry out some in-depth research based	
collect research data, analyze them, and	on individual efforts through library reading	
present them in a scientifically	to supplement their spoken and writing skills.	
appropriate manner;		
C4: make use of basic technological	c4- Take advantage of computer and internet	
applications to facilitate learning and	facilities to produce good and prompt	
research process;	analytical reports.	
(D) Transfe	rrable Skills	
D1: make use of the linguistic and cultural	d1- Suggest ways in which the newly	

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knowledge acquired in order to interact	acquired knowledge can be used to		
efficiently and appropriately with people	communicate imaginatively and efficiently		
from different cultures;	with others within the same culture or		
	beyond.		
D2: manage time, work under pressure, and	d2- Cooperate with others in group work so as		
involve in team activities;	to develop team spirit in the production of		
	research reports and presentation.		
D3: pursue knowledge to improve self-	d3-Measure the differences found in the new		
learning;	literary concepts applied in comparative		
	literature and apply them to future		
	perspectives and future texts.		
D4: involve creatively in social and academic	d4- Propose ways to enhance personal skills		
activities.	that engage with others in social and		
	academic activities in order to connect		
	between national issues and universal		
	elements expressed in the literary texts		
	written by authors in this course.		

IV. Alignment of Course Intended Learning Outcomes (CILOs)

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

CILOs	Teaching Strategies	Assessment Strategies
a1- To define comparative	- Library activities	- class participation
literature, its aims and	- lectures	- quizzes
purposes and the various	- class discussion	- mid-term exam
theories that led to its	- presentation	
emergence and an influential	- assignment	
discipline.		
a2- To understand the main	- lectures	- class participation

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topics and challenges that	- class discussion	- quizzes
accompanied the appearance	- presentation	- mid-term exam
of comparative literature in	- assignment	
Europe and then America,		
and examine its relevance to		
the cultural and literary		
relations to other parts of the		
world particularly that of the		
Arab world.		
a3- To express their	- lectures	- class participation
understanding and evaluation	- class discussion	- quizzes
of the issues studied by	- presentation	- mid-term exam
applying the various	- assignment	
communication and writing		
skills studied.		
a4-To display reaction and	- class discussion	- quizzes
appreciation to the texts	- presentation	- class participation
studied by presenting well	- assignment	- mid-term exam
research reports and papers		
that use modern research		
techniques and other		
technology media.	1-11	

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

Ì	CILOs	Teaching Strategies		Assessment Strategies
	b1- To compare between the	-	lectures	- class participation
	various theories dealing with	-	class discussion	- quizzes
	comparative literature and	-	presentation	- mid-term exam
	apply them to the texts	-	assignment	

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studied.		
b2- To analyze the various	- lectures	- class participation
cultural and political topics to	- class discussion	- quizzes
establish connections,	- presentation	- mid-term exam
similarities and draw out	- assignment	
some conclusive remarks		
about the differences in both		
approach and treatment.		
b3- To apply different literary	- lectures	- class participation
and critical theories to the	- class discussion	- quizzes
works studies in order to	- presentation	- mid-term exam
extract common elements and	- assignment	
perspectives.		
b4- To apply all language	- lectures	- class participation
skills in expressing individual	- class discussion	- quizzes
reactions about the material	- presentation	- mid-term exam
studied.	- assignment	
(C) Alignment of Course Intend	led Learning Outcomes of Professional a	nd Practical Skills to the
Teaching Strategies and Ass	essment Strategies:	
CILOs	Teaching Strategies	Assessment Strategies
c1- To Analyze the various	- lectures	- class participation
concepts and terms used in	- class discussion	- quizzes
Comparative Literature and	- presentation	- mid-term exam
apply them to new texts		
selected for class reading.		
c2- To apply various	- lectures	- class participation
language skills to reflect on	- class discussion	- quizzes
the material studied and	- presentation	- mid-term exam
analyza the forms and styles	- assignment	- Final Exam
analyze the forms and styles	assignment	Tillar Exam

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used in the prose texts			
produced by authors in this			
course and compare between			
their various outlooks.			
c3- Carry out some in-depth	- lectures	- class participation	
research based on individual	- class discussion	- quizzes	
efforts through library reading	- presentation	- mid-term exam	
to supplement their spoken	- assignment		
and writing skills.			
c4- Take advantage of	- presentation	- class participation	
computer and internet	- assignment	- quizzes	
facilities to produce good and		- mid-term exam	
prompt analytical reports.			
(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and			

Assessment Strategies:

CILOs	Teaching Strategies	Assessment Strategies
d1- Suggest ways in which	Lectures	Panel Discussions
the newly acquired	Group Discussions	Oral Tests
knowledge can be used to	Peer Review	Group Work
communicate imaginatively	Presentations	Mid Term
and efficiently with others	Reports	Final Exam
within the same culture or	Self Taught Awareness	
beyond.		
d2- Cooperate with others in	Lectures	Panel Discussions
group work so as to develop	Group Discussions	Oral Tests
team spirit in the production	Peer Review	Group Work
of research reports and	Presentations	Mid Term
presentation.	Reports	Final Exam
	Self Taught Awareness	
d3-Measure the differences	Lectures	Panel Discussions

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found in the new literary	Group Discussions	Oral Tests
concepts applied in	Peer Review	Group Work
comparative literature and	Presentations	Mid Term
apply them to future	Reports	Final Exam
perspectives and future texts.	Self Taught Awareness	
d4- Propose ways to enhance	- group discussion	- oral quizzes
personal skills that engage	- pair work	- individual presentation
with others in social and		
academic activities in order to		
connect between national		
issues and universal elements		
expressed in the literary texts		
written by authors in this		
course.		

V. Cour	V. Course Content:						
1-	1-Theoretical Aspect:						
Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes		
1	Introduction: The Emergence of Comparative Literature	Historical Background	first	3	a1, a2, a3, b1		
2	Why Comparative Literature	Definitions and Aims	Second	3	a2, a3, b2, c1, c2, c3, d2		
3	The French and	The Issues of	Third				

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	American	Influences and		3	a2, a3, b2, c1,
	Schools	Transmission			c2, c3, d2
4	Arabic authors	Yahya Hakki, The		3	a2, a3, b2, c1,
	on local or	Lamp of Umm	fourth		c2, c3, d2
	universal topics	Hashim.			
5	Arabic authors	Yahya Hakki, The			a2, a3, b2, c1,
	on local or	Lamp of Umm		3	c2, c3, d2
	universal topics	Hashim.	Fifth		
6	Arabic authors	Yahya Hakki, The			
	on local or	Lamp of Umm	Sixth	3	a2, a3, b2, c1,
	universal topics	Hashim.			c2, c3, d2
7	Mid Term		~ .	3	a2, a3, b2, c1,
	Exam		Seventh		c2, c3, d2
8	Romantic	Poetry by major Arab		3	a1, a2, a3, b1,
	Movement in	poets: Shawqi, al-	eighth		b2, b3, c1, c2,
	the Arab World	Shabbi and al-Aqqad			c3, d1, d2, d3
9	Romantic	Poetry by major Arab			
	Movement in	poets: Shawqi, al-	Ninth	3	a2, a3, b2, c1,
	the Arab World	Shabbi and al-Aqqad	Nillitii		c2, c3, d2
10	Romantic	Poetry by major Arab			
	Movement in	poets: Shawqi, al-	Tenth	3	a2, a3, b2, c1,
	the Arab World	Shabbi and al-Aqqad			c2, c3, d2
11	Romantic	Poetry by major Arab			
	Movement in	poets: Shawqi, al-	Eleventh	3	a2, a3, b2, c1,
	the Arab World	Shabbi and al-Aqqad			c2, c3, d2
12	Politics and	Year of the Elephant	101		a2, a3, b2, c1,
	Revolutions	by Leila Abu Zeid	twelfth	3	c2, c3, d2
13	Politics and	Year of the Elephant	Thirteenth	3	a2, a3, b2, c1,

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	Revolutions	<i>b</i> y Leila Abu Ze	id					c2, c3, d2
14	Final Exam			Fourteen	th			a2, a3, b2, c1,
						3		c2, c3, d2
Number of Weeks and Contact Hours per Semester:				14		42		
2.	Practical Aspect (if any):						
Order	Tasks/Experiments		N	umber of 0		Contact Learning		Learning
				Weeks		Hours		Outcomes
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14	CW 1 C							
Number of Weeks and Contact Hours per Semester:								

VI. Teaching Strategies of the Course		
- Lectures		
- Group Discussions		
- Individual Presentations		

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عيسي	م.د. عبدالملك محد	

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- Class discussionLibrary activitiesPair work
 - Assignments

VII. Activities/Assignments					
No.	Activities/Assignments	Aligned CILOs	Week Due	Mark	
1	Attendance and Participation	d1, d2, d3	All weeks	10	
2	Assignments	a1, a2, a3, b1, b2, b3,	All weeks	10	
		c1, c2, c3, d1, d2, d3			

VIII.	VIII. Schedule of Assessment Task for Students During the Semester:					
No	Assessment Method	Week	Mark	Proportion of Final	Aligned	
•		Due		Assessment	CILOs	
1	Assignments	Weeks 2	10	10%	a1, a2, a3, b1,	
		to 13			b2, b3, c1, c2,	
					c3, d1, d2, d3	
2	Attendance and	All	10	10%	d1, d2, d3	
	Participation	weeks				
3	midterm	Week 7	20	20%	All	
4	written final exam	Week 14	60	60%	All	
	Total Marks			100%		

IX. Learning Resources:

A. Required Textbook(s) (maximum two):

- 1. Al-Osh, Saeed (1986). *Schools of Comparative Literature*. Beirut: Arab Cultural Center.
- 2. Hakki, Yahya (2004). *The Lamp of Umm Hashim and Other Stories*. Cairo: The American University in Cairo Press.
- 3. Abu Zeid, Leila (1993). Year of the Elephant. Washington, D.C.: Three Continent

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X. Course Policies:

1. Class Attendance: Students are required to attend every class session in its entirety. If a student is sick or has to be excused from class due to illness or other extenuating circumstances, he/she should inform the instructor, with a legitimate reason, in writing before or immediately after his/her absence.Otherwise, all absences and late arrivals or early departures will have a significant impact on the student's class participation grade.

A student must attend 80% of classes in order to have the right to receive a grade, which means that he/sheis allowed a maximum of four absences during the whole semester. Five absences will result in an "F" regardless of his/her progress. The instructor has the right to make an exception to the 80% attendance policy based on the student's situation and only if the student has requested the exception in writing. Absence, however, does not constitute as an excuse for not completing assignments or keeping yourself updated. A studentis responsible for all the class work and handing in papers on-time in spite of his/her absence.

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عيسي	م.د. عبدالملك محد	1

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2. Tardiness:

- 1. All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a ringing cell phone, frequent side conversations with other students and/or rudeness toward any person will be considered a serious violation of this standard and will lower your grade accordingly. Please be sure to turn off your cell phone before the start of class.
- 2. Attention to detail entails being prepared for class. This would include, but is not limited to; having a pencil/pen, note pad, calculator; reading and following the course syllabus, etc. All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a ringing cell phone, frequent side conversations with other students and/or rudeness toward any person will be considered a serious violation of this standard and will lower your grade accordingly. Please be sure to turn off your cell phone before the start of class.
- 3. Attention to detail entails being prepared for class. This would include, but is not limited to; having a pencil/pen, note pad, calculator; reading and following the course syllabus, etc.

3. Exam Attendance/Punctuality:

As per university council decision, a student is eligible for a Test, Midterm or Final examination make-up if and only if he/she had the following incidents:

- 1. Sickness; proved by hospitalization report; that is; a discharge summary is necessary.
- 2. Death in the family proved by a death certificate or equivalent and personal identification.

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	3. Accidents proved by an expert report.
	Military/Official engagement.
4.	Assignments/Projects:
	Homework should be clearly presented i.e.:
	1. It should be written on A4 paper.
	2. It should include a title page (Course Name, Semester, Date, Name).
	Your instructor will ask you to submit your homework online or as a hard copy. In
	the latter case, it should be stapled together.
5.	Cheating:
	Cheating is strictly prohibited behavior.
	University regulations will be pursued and enforced on any cheating student
6.	Plagiarism:
	Plagiarism is defined as "copying or stealing someone else's words or ideas and claiming or presenting them as if they were your own."
	University regulations will be pursued and enforced on any plagiarism attempt.
7.	Other Policies:

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