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

الأدب الأفريقي الأسيوي

Template for Course Specification

I. Course Identification and General Information:					
Course Title:	Afro-Asian Literature				
Course Code and Number:					
	theory	seminar	practice	training	Total
Credit Hours:	3 hrs 42 hrs				42 hrs
Level & Semester:	Level 4	Semeste	er II		
Pre-requisites (if any):	English	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 aims at introducing students to literary texts written by African and Asian authors who are not English but whose writings are strongly relevant to English Literature. The subject is replete with political and cultural issues to be explored throughout the course. In addition to the nuanced political and cultural relationships between Western literature and eastern cultures including those of Africa, the course will approach these texts from the perspective of the following subtopics: World Literature, Third World Literature, and Post-Colonial Literature. Among the authors to covered in this course are: Chinua Achebe, Naguib Mahfouz, and Tayeb Saleh.

\mathbf{I}	Alignment of	Course Intended	Learning Outcomes	(CII Os)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 World literature, its scope and
different linguistic and literary theories	history, and interpret the causes and reactions
and schools of thought in English	that led to the emergence of works in English
linguistics/literature;	in other parts of the world, particularly in
	Asia and Africa.
A2: show knowledge of social values and	a2- To understand the historical and political
traditions common in other cultures;	contexts of English literature especially in its
	relation to other cultures such as those of Asia
	and Africa.
A3: show a solid background of various	a3- To sum up understanding and
communication skills, be it reading,	interpretation of various texts studied through
writing, speaking, or translation skills;	active communication and writing skills.
A4: show knowledge and understanding of	a4-To categorize their impressions and
modern research tools and methods,	findings about each text by carrying out in-
including the employment of technology;	depth research that reflects their skills in the
	use of computers and other technology media.
(B) Intelle	ctual Skills
B1: distinguish different literary forms and	b1- To apply the theories studied on the
currents as well as their distinct	various texts available and show similarities
characteristics;	and differences in approaching various
	humanistic topics in literature.
B2: evaluate linguistic and cultural	b2- To analyze the various cultural and
phenomena and suggest explanations for	political issues studied and their relevance to
them;	the major literary and cultural trends in this

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	course.
B3: compare different literary, linguistic and	b3- To apply different theories in literary
translation theories and strategies;	criticism 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- Evaluate the importance of responding to
common in literature, linguistics and	the imperial discourse which had prevailed in
translation studies;	Western literature and the appearance of the
	Third World Literature in the post war period.
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
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

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	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 created during this period
	with those in the previous ages studied.
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 scope and	- lectures	- quizzes	
history.	- class discussion	- mid-term exam	
	- presentation		
	- assignment		
a2-To interpret the causes and	- lectures	- class participation	
reactions that led to the	- class discussion	- quizzes	
emergence of works in	- presentation	- mid-term exam	
comparative and their	- assignment		
significance to the			
geographical and historical			

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contexts.		
a3- To sum up their	- lectures	- class participation
understanding and	- class discussion	- quizzes
interpretation of various texts	- presentation	- mid-term exam
studied through active	- assignment	
communication and writing		
skills.		
a4-To categorize their	- class discussion	- quizzes
impressions and findings	- presentation	- class participation
about each text by carrying	- assignment	- mid-term exam
out in-depth research that		
reflects their skills in the use		
of computers and other		
technology media.		

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

CILOs	Teaching Strategies	Assessment Strategies
b1- To apply the theories	- lectures	- class participation
studied on the various texts	- class discussion	- quizzes
available and show	- presentation	- mid-term exam
similarities and differences in	- assignment	
approaching various		
humanistic topics in		
literature.		
b2- To analyze the various	- lectures	- class participation
cultural and political issues	- class discussion	- quizzes
studied and their relevance to	- presentation	- mid-term exam
the major literary and cultural	- assignment	
trends in this course.		

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b3- To apply different	- lectures	- class participation	
theories in literary to the	- class discussion	- quizzes	
works studies in order to	- presentation	- mid-term exam	
extract certain common	- assignment		
elements and 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 Intended Learning Outcomes of Professional and Practical Skills to the			

(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment Strategies		
c1- Analyze the forms and	- lectures	- class participation		
styles used in the prose texts	- class discussion	- quizzes		
produced by authors in this	- presentation	- mid-term exam		
course and compare between				
their various outlooks.				
c2- To apply various	- lectures	- class participation		
language skills to reflect on	- class discussion	- quizzes		
the material studied.	- presentation	- mid-term exam		
	- assignment	- Final Exam		
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		

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prompt analytical reports.		
	ded Learning Outcomes of Transferable Ski	Ills 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
found in the new literary	Group Discussions	Oral Tests
concepts created during this	Peer Review	Group Work
period with those in the	Presentations	Mid Term
previous ages studied.	Reports	Final Exam
	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.		

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V. Cour	V. Course Content:					
1-Theoretical Aspect:						
Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes	
1	Introduction:	What is National				
	New Theories	Literature (Frederick	first	3	a1, a2, a3, b1	
	and Concepts	Jameson)				
2	New Theories	World Literature and		3	a2, a3, b2, c1,	
	and Concepts	Comparative	Second		c2, c3, d2	
		Literature				
3	Arabic authors	Naguib Mahfouz:				
	on local or	Miramar; Short		3	a2, a3, b2, c1,	
	universal topics	stories by Tayeb	Third		c2, c3, d2	
		Saleh				
4	Arabic authors	Naguib Mahfouz:		3	a2, a3, b2, c1,	
	on local or	Miramar; Short			c2, c3, d2	
	universal topics	stories by Tayeb	fourth			
		Saleh				
5	Arabic authors	Naguib Mahfouz:			a2, a3, b2, c1,	
	on local or	Miramar; Short		3	c2, c3, d2	
	universal topics	stories by Tayeb	Fifth			
		Saleh				
6	African Revival	Naguib Mahfouz:				
		Miramar	Sixth	3	a2, a3, b2, c1,	
					c2, c3, d2	
7	Mid Term			3	a2, a3, b2, c1,	
	Exam		Seventh		c2, c3, d2	
8	African Revival	Things Fall Apart by		3	a1, a2, a3, b1,	
		Chinua Achebe	eighth		b2, b3, c1, c2,	

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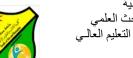
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					c3, d1, d2, d3
9	African Revival	Short stories by Tayeb Saleh	Ninth	3	a2, a3, b2, c1, c2, c3, d2
10	African Revival	Short stories by Tayeb Saleh	Tenth	3	a2, a3, b2, c1, c2, c3, d2
11	African Revival	Things Fall Apart by Chinua Achebe	Eleventh	3	a2, a3, b2, c1, c2, c3, d2
12	African Revival	Things Fall Apart by Chinua Achebe	twelfth	3	a2, a3, b2, c1, c2, c3, d2
13	African Revival	Things Fall Apart by Chinua Achebe	Thirteenth	3	a2, a3, b2, c1, c2, c3, d2
14	Final Exam		Fourteenth	3	a2, a3, b2, c1, c2, c3, d2
Numbe Semest	er of Weeks and Cor er:	ntact Hours per	14	42	

2. Practical Aspect (if any):

Order	Tasks/Experiments	Number of	Contact	Learning	
		Weeks	Hours	Outcomes	
1					
2					
3					
4					
5					
6					
7					

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8			
9			
10			
11			
12			
13			
14			
	of Weeks and Contact Hours per		
Semeste	r:		

VI. Teaching Strategies of the Course
- Lectures
- Group Discussions
- Individual Presentations
- Class discussion
- Library activities
Delin manufa
- Pair 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. Schedule of Assessment Task for Students During the Semester:									
No	Assessment Method	Week	Mark	Proportion of Final	Aligned CILOs				
•		Due		Assessment					
1	Assignments	Weeks 2	10	10%	a1, a2, a3, b1, b2, b3,				
		to 13			c1, c2, c3, d1, d2, d3				

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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	100%	

IX	Learnin	σR	esoure	ec.
1/1.	Learnin	<u> 2</u> 1\	csourc	CS.

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

1. Reader: Collected essays from:

Bassnett, S. (1993). *Comparative Literature: A Critical Introduction*. Oxford, UK: Blackwell.

- 2. Achebe, Chinua (1959). Things Fall Apart. London: Macmillan.
- 3. Saleh, Tayeb (1975). The Wedding of Zein. London: Saqi. (Two short stories.)
- 4. Mahfouz, Naguib (1991). Miramar. London: Blackwell.
- 5. Hakki, Yahya (2004). *The Lamp of Umm Hashim and Other Stories*. Cairo: The American University in Cairo Press.

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C. Supplementary Materials:

D. Electronic Materials and Websites (if any):

Internet journals and Sites.

2.ww.wikipedia.com

X. Course Policies:

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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.

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

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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.
- 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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