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الأدب الأمريكي في القرن (١٩) Template for Course Specification

I. Course Identification and General Information:					
Course Title:	America	American Literature of the Nineteenth Century			
Course Code and Number:					
Credit Hours:	theory	seminar	practice	training	Total
Greate flours.	3			42	
Level & Semester:	Level fo	Level four - first semester			
Pre-requisites (if any):	NA	NA			
Co-requisites (if any):	NA	NA			
Program in which this course is	B.A. in	B.A. in English language & literature			
offered:					
Language of teaching the course:	English	English			
Location of teaching the course:	Faculty	Faculty of Arts & Humanities, Sana'a University			
Prepared by:	Rawia A	Rawia Ali al-Kumaim (Associate Professor)			
Date of Approval:					

II. Course Description:

The objective of this course is to introduce American literature to level four students in the Dept. of English. To meet this goal, students will learn about the historical and political circumstances that led to the early waves of migration from Europe to America and the subsequent establishment of a new kind of literature and a new spirit that accompanied a characteristically new religious tone. Puritanism in nineteenth century America and the themes associated with it like freedom, individualism and the direct relation with God are going to be studied as the main characteristics of the "new" spirit of what was called the "New World". These were the themes that influenced and shaped the American character and formed the American Dream, which this course will bring into focus. Some selected works of the major writers of the period (like Emerson,

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Thoreau, Hawthorn, Poe and Whitman) are going to be studied, analyzed and treated as the clearest representations of the artistic, philosophical, intellectual and cultural features of this period.

IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended **Learning Outcomes (PILOs) PILOs CILOs** (A) Knowledge & Understanding: Upon the completion of the BA program, Upon the completion of this course, students are expected to be able to: students are expected to be able to: A1: show knowledge and understanding of a1- show understanding of American different linguistic and literary theories Romanticism, Transcendentalism, and schools of thought in English and Puritanism and the historical American literature; circumstances that led to their emergence. A2: express a knowledge of social values and a2- express knowledge of the puritanical traditions common in other cultures; principles that dominated the social, religious and political scene in 19th century America. A3: show a solid background of various a3- Develop students skills in participating communication skills, be it reading, effectively during classes to reflect their writing, speaking, or translation skills; understanding of the themes outlined

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	above.
A4: show knowledge and understanding of	a4- employ technological skills to search
modern research tools and methods,	the web libraries to find more information
including the employment of technology;	on the topics mentioned in the syllabus.
(B) Intelle	ctual Skills
B1 : distinguish different literary forms and	b1- Distinguish differences & similarities
currents as well as their distinct	between Transcendentalism, Romanticism,
characteristics;	Enlightenment & Puritanism.
B2: evaluate linguistic and cultural	b2- explore the historical roots of the
phenomena and suggest explanations for	above mentioned movements and learn
them;	about the reasons why some survived
	while others died.
B3: compare different literary, linguistic and	b3- compare & contrast American trends of
translation theories and strategies;	Puritanism & Romanticism with those
	prevailed in Britain & Europe.
B4 : distinguish different language skills in	b4- Analyze the literary texts prescribed to
terms of reading, writing, and speaking	explore the variety of styles & diction
and listening;	employed in those texts.
(C) Professional	& Practical Skills
C1: employ theories, terms and concepts	c1- Investigate the theories, philosophies &
common in literature, linguistics and	the historical events that shaped American
translation studies;	literature.
C2: employ different language skills in order	c2- read more about the writers & their
to read and write different texts in English	writings and express the new information
and translate them from English into	in writing & class discussion.
Arabic and vice versa;	
C3: use research tools and methods to	c3- Collect related data from university &

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collect research data, analyze them, and	web libraries to expand knowledge given in			
present them in a scientifically	the lectures. Make a short bibliography on			
appropriate manner;	a selected topic &write a short assignment.			
C4: make use of basic technological	c4- expand knowledge through watching			
applications to facilitate learning and	documentaries on the historical			
research process;	background that shaped American			
	literature & do presentations.			
(D) Transfe	rrable Skills			
D1: make use of the linguistic and cultural	d1- interact with the global community			
knowledge acquired in order to interact	with a high-level cross-cultural			
efficiently and appropriately with people	communication. Freedom, globalization,			
from different cultures;	the American Dream, Peace are vital topics			
	for vital discussions.			
D2: manage time, work under pressure, and	d2- Involve the students in team work to			
involve in team activities;	debate the main objectives of the course.			
D3 : pursue knowledge to improve self-	d3- Expand knowledge on the American			
learning;	culture through watching English-speaking			
	TV channels, especially news &			
	documentaries.			
D4 : involve creatively in social and academic	d4- positively involve students in social			
activities.	media dialogue with Americans &			
	foreigners in general to develop cultural			
	tolerance, the students' skills in the English			
	language & its cultural component			

IV. Alignment of Course Intended Learning Outcomes (CILOs)

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

CILOs	Teaching	Assessment
	Strategies	Strategies
a1-To identify the main cultural, historical,	- Lecturing	- Class participation
religious and artistic components of	- class discussions	- quizzes
American literature of the 19 th century	-library activities	
a2- To explore the details of various areas	- lecturing	- writing paragraphs
of knowledge related to this course of the	- visiting the	on the most important
historical, religious, cultural & artistic	university & web	points discussed in the
features of the period.	libraries	classroom.
	- a small research	
a3- To appreciate the various artistic forms	- lecturing	- Discussing the
of the works subject for study.	- Watching	contents of the
	documentaries	documentaries.
		- writing brief
		paragraphs.
a4- To relate the past American culture	-lecturing	- A midterm exam
with the present-day American culture.	-Reading books	- A short research
	-watching	
	documentaries	

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

CILOs	Teaching	Assessment
	Strategies	Strategies
b1- Analyze the American present-day	Lecturing	-Midterm exam
cultural scene and relate it to its historical	Explanations	
roots.	Class participation	

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b2- compare & contrast the philosophical	- lecturing	- Short assignments
& literary movements in 19 th century	- Watch	
America in a global context.	documentaries	
b3- To apply the major themes in the	Class debates	- quizzes
syllabus in class debates.		
b4- investigate the intellectual & religious	Class debates	- writing a short
trends of the period.		paragraph

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

CILOs	Teaching	Assessment
	Strategies	Strategies
c1- analyze the artistic trends adopted by	-Lecturing	- Midterm exam
the main writers of this period.	-class participation	final exam
c2- discuss the common intellectual	- lecturing	Assignment
features of all texts assigned in the syllabus	- class participation	quizzes
as well as the special features of each text.		
c3- Apply their computer skills to research	-individual work	Evaluation of
on the topics of the course.	- team work	individual & team
		work
c4- Read each other's researches to expand	group work	Teacher's evaluation
knowledge as well as to discover the skills		on the group
of each other.		discussions

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

CILOs	Teaching	Assessment
	Strategies	Strategies
d1- Using the linguistic and cultural	- team work	Assignment
knowledge acquired in order to interact		quizzes
efficiently and appropriately with people from		Midterm & final exams

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different cultures;		
d2-: manage time, work under pressure, and	Using the cyber	oral discussions and
involve in team activities;	material in group &	written assignment.
	individual work.	
d3- pursue knowledge to improve self-	Visiting the	Evaluating the
learning	libraries to expand	assignments
	knowledge of	
	theories and arts.	
d4- involve creatively in cultural, social and	Watch	Oral & written quizzes
academic activities.	documentaries on	
	similar activities.	

V. Cour	V. Course Content:					
1-	1-Theoretical Aspect:					
Order	Units/Topics	Sub-Topics	Number of Weeks	Contac t Hours	Learning Outcomes	
1	Introducing the course description and its requirements	Surveying the major themes of the syllabus	first	3	A1+ a1+ a2+b1	
2	Background	The historical & religious context in Europe during the Middle Ages	Second	3	A4+a4+b1+c2+ d2	
3	Reformation & the Roman Catholic Church	The heroes of Reformation: Martin Luther &	Third	3	A3+a1+a2+b1+ c1+d3	

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		John Calvin			
4	First migrations to	Christopher		3	a1+b3+c1+d1+
	America, the 'New	Columbus and	fourth		d4
	World'	his letters			
5	The first	The relation		3	c1+c2+c3+c4+d
	settlements in the	between the			4
	'New World' &	new settlers	Fifth		
	their geographical	and the native	Titui		
	locations	Americans			
6	America as a	Puritanism		3	A1+b3+c3+D1+
	theocracy		Sixth		d3+d4
7	The Civil War,	Democracy &		3	A4+b4+c1+D2+
	Declaration of	the			d3+d4
	Independence &	Bill of rights	Seventh		
	drafting a				
	constitution				
8	Romanticism,	Freedom of		3	a2+b2+C1+c4+
	Transcendentalism	worship, direct			d3
	, individualism &	spiritual contact			
	the American	with God &	eighth		
	Dream	innovative			
		artistic styles.			
9	Indian thought in	Mysticism & the		3	A4+b4+C4+c1+
	19 th century	doctrine of Self.			d3+d1
	American		Ninth		
	literature				
10	Emerson	Individualist,	m -	3	A1+a1+b2+c1+
		optimist, the	Tenth		c4+d2

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		major				
		transcendentali				
		st and a				
		democratic				
		ideal.				
11	Thoreau	A romantic			3	A1+a1+B1+c1+
		individualist, an	ı			d31+d4
		optimist, a	Eleve	nth		
		naturalist, & an				
		anarchist.				
12	Hawthorne	A conservative,	,		3	A1+a4+B1+c3+
		a pessimist &	twelf	th		dd1+d4
		the original sin				
13	Poe	Art for art's			3	A1+B2+C2+d2
		sake, a	Thirtee	enth		+d3
		pessimist				
14	Whitman	A romantic	Fourt	eenth	3	A1+a3+B2+b3+
		individualist,				C2+c2+d3
		Democracy as a				
		spiritual faith.				
	er of Weeks and Co	ontact Hours per	14		42	
Semes	ter:					
2	. Practical Aspect	(if any):				
Order	Tacks /Fyr	norimonts	Number	Co	ntact	Lograina
oruel	Tasks/Exp	Jei illelits	of Weeks		ours	Learning Outcomes
1			OI WEEKS	П	ours	Outcomes
2						

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4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
Number of Weeks and Contact Hours per Semester:			

VI. Teaching Strategies of the Course

Lecturing – encouraging questions- encouraging answers.

Encouraging critical thinking – writing short paragraphs to enhance writing – class discussions to develop speaking – quizzes

Visiting the libraries to develop skills of reading and writing – short researches – midterm & final exams

VII. Activities/Assignments					
No.	Activities/Assignments	Aligned CILOs	Week	Mark	
			Due		
1	Attendance and Participation	A2+b1+b3+c2+d2+d4	All	10	
			weeks		
2	Assignments	A1+a3+b1+b3+c2+c3+d1+d3	All	10	
			weeks		

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VIII. Schedule of Assessment Task for Students During the Semester:					
No	Assessment	Week	Mark	Proportion of Final	Aligned
-	Method	Due		Assessment	CILOs
1	Assignments	7-14	10	10%	A1+a3+b2+c4
					+d1+d3
2	Attendance and	1-14	10	10%	a2+a4+b1+b2
	Participation				+c3+d1+d3+d
					4
3	Midterm	8-14	10	10%	All
4	written final exam	16	70	70%	All
Total Mark			100	100%	

IX. Learning Resources:

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

A handout will be compiled with selections from:

- 1. Bayam, Nina (2011). *The Norton Anthology of American Literature.* Vol. A (W.W. Norton & Company).
- 2. Gray, Richard (2011). *A History of American Literature.* (Meldon: Wiley-Blackwell).

B: Essential References:

- 1. Fischer, Reninger (2005) . *An Anthology of American Literature of the 19th Century.* (India: Chand & Co. Ltd).
- 2. Bercovitch, Sacvan(2005). The Cambridge History of American Literature. Vol.
- 1+2 (Cambridge: Cambridge University Press.

C. Supplementary Materials:

"Who Were the Puritans? Online History

Curriculum"//https:youtube/XZCAcMMqOha

- D. Electronic Materials and Websites (if any):
 - 1. Library of Congress (2011). Books that Shaped America from 1850-1900.

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//www.Norton&Company.

X. Course Policies:				
Class Attendance : Shouldn't be less than %75 of the total number of the weeks				
in the semester				
Tardy: Determined by the Department, the teacher and the bylaws of the				
faculty.				
Exam Attendance/Punctuality : According to item (45) in the students affairs				
bylaws, the following rules will be applied:				
1- No student will be allowed to enter the venue of the exam after half an hour				
from its beginning.				
2- No student will be allowed to leave the venue of the exam before the first				
half hour.				
Assignments/Projects : The Department determines the time of delivering &				
submitting assignments.				
Cheating : According to item (72), if a student cheats in an exam s/he will be				
subject to the following penalties:				
1- Cancelling the exam in the course.				
2- Depriving him/her from one or two courses (to be determined by the				
penalties committee).				
Impersonation : According to item (79) in the bylaws of the students affairs,				
permanent expulsion is the penalty to impersonation.				
Other Policies: According to the bylaws of the students affairs, using the				
cellphone is not allowed in the classes or during the exams.				

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