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الجمهوريــة اليمنـــية وزارة التعليم العالـي والبحث العلمي مجلس الاعتمـاد وضمان جـودة التعليم العالـي

## قصة قصيرة

**Template for Course Specification** 

I. Course Identification and General Information:					
Course Title:	Short Story				
Course Code and Number:	ENG302				
	theory seminar practice training Total				Total
Credit Hours:	3 hrs 42 hrs				
Level & Semester:	Level 2	Semeste	er 2	1	
Pre-requisites (if any):	History	of English	Literature (	if possible)	)
Co-requisites (if any):					
Program in which this course is	B.A. in English				
offered:					
Language of teaching the course:	English				
Location of teaching the course:	Faculty of Arts and Humanities – University of				
	Sana'a				
Prepared by:	DR. ANTELAK MOHAMMED ABDULMALKE				
	ALMUTAWAKEL				
Date of Approval:					

#### **II. Course Description:**

The Short story Course is one of the literary courses that designed for 3<sup>rd</sup> level. The main content of the course intends to introduce a historical background of the development of the genre, the main elements of a short story, the differences between a short story writing and a novel or novella, and analyses of (7-9) collective short stories from English or American Literature).

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IV. Alignment of Course Intended Learning Outcomes (CILOs)toProgram Intended			
Learning Outcomes (PILOs)			
	CILOs		
PILOs			
(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: show knowledge and understanding of	a1- To Show awareness of the major themes		
different linguistic and literary theories	and concepts in English or American short		
and schools of thought in English	stories		
linguistics/literature;			
A2: show knowledge of social values and	a2- To Show understanding of the various		
traditions common in other cultures;	English and American culture and issues manipulated by English literature.		
A3: show a solid background of various	<b>a3-</b> To Reflect their understanding of the		
communication skills, be it reading,	material studied through their ability to		
writing, speaking, or translation skills;	express ,themes in fluent spoken English and		
	accurate writing.		
A4: show knowledge and understanding of	<b>a4- Be</b> able to use the computer and internet		
modern research tools and methods,	to communicate their ideas promptly and		
including the employment of	produce well critical essays throughout the		
technology.	semester and search for critical essays in the		
	electronic libraries.		
(B) Intelle	ctual Skills		
B1: distinguish different literary forms and	<b>B1-</b> Differenciate the varied literary aspects of		
currents as well as their distinct	fiction genres of short story, novel and		
characteristics;	novella.		
B2: evaluate linguistic and cultural	<b>b2-</b> Analyze and criticize the various aspects		
L			

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phenomena and suggest explanations	of the short story.
for them;	
B3: compare different literary, linguistic	<b>b3-</b> Interpret the literary characteristics of
and translation theories and strategies;	short story, and understand the reasons for
	their emergence.
B4: distinguish different language skills in	<b>b4-</b> Analyze the forms and styles used in the t
terms of reading, writing, and speaking	short story produced by short story authors.
and listening;	
(C) Professional	& Practical Skills
C1: employ theories, terms and concepts	c1- Implement the different aspects and
common in literature, linguistics and	techniques of the shorty story in the stories
translation studies;	studied.
C2: employ different language skills in	c2- Develop some language skills to enhance
order to read and write different texts	their ability to analyze, paraphrase and
in English and translate them from	interpret texts from a short story.
English into Arabic and vice versa;	
C3:use research tools and methods to	c3- Carry out some in-depth research based
collect research data, analyze them,	on individual and groups efforts through
and present them in a scientifically	library reading to supplement their spoken
appropriate manner;	and writing skills.
C4: make use of basic technological	c4- Make use 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	communicate imaginatively and efficiently
people from different cultures;	with others within the same culture or
	beyond.

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D2: manage time, work under pressure,	<b>d2-</b> Cooperate with others in group work so	
and involve in team activities;	as to develop team spirit in the production of	
	research reports and presentation.	
D3: pursue knowledge to improve self-	<b>d3-</b> Develop interest in acquiring more	
learning;	knowledge in the field and other practical	
	ways to deepen interest in self-learning.	
D4: involve creatively in social and	<b>d4-</b> Use creative thinking and ways to	
academic activities.	enhance personal skills that engage with	
	others in social and academic activities.	

## 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:

8 8	8	
CILOs	Teaching Strategies	Assessment
		Strategies
a1- To be able to provide a	- Library activities	- class participation
review of the major themes and	- lectures	- quizzes
concepts in English or American	- class discussion	- mid-term exam
short stories and the historical	- Team work	-Presentation
events that influenced its	- presentation	
emergence.	- assignment	
	- Guest lecturer	
	- Self learning	

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the new genre –short story-	-	assignment	- research report
whether political, gender,	_	produce Creative work	l coscoron rop orc
philosophical or social.	_	research report	
piniosopineur or socium	_	Self-learning	
a3- reflect their understanding of	_	lectures	- class participation
	_		
the material studied through the	_	class discussion	- quizzes
ability to express ideas in fluent	-	presentation	- mid-term exam
spoken English and accurate	-	assignment	-creative work (writing
writing.	-	Team work	a short story, painting
	-	Discussions with guest	of characters, plays on
		lecturer (short story	themesetc. left open
		writers, p literature	for students' creativity
		professors of Arabic	
		Dept. PHD students in	
		the same field).	
	-	Self learning	
a4- To be able to use the	-	class discussion	- quizzes
computer and internet to	-	presentation	- class participation
communicate their ideas	-	assignment	- mid-term exam
promptly, and produce well	-	Team work	-research reports
researched reports throughout	-	Self learning	
the semester.			
(B) Alignment of Course Intended	Learn	ing Outcomes of Intellectu	al Skills to Teaching
Strategies and Assessment Stra	tegies:		
CILOs		Teaching Strategies	Assessment
			Strategies

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b1-Contrast the major literary	- lectures	- class participation
and philosophical elements of the	- class discussion	- quizzes
of the short story to other genres	- presentation	- mid-term exam
of fiction.	- assignment	
	- guest lecturer	
<b>b2- Appreciate the various</b>	- lectures	- class participation
aspects of the short story and its	- class discussion	- quizzes
impact on the English culture &	- presentation	- mid-term exam
vice versa	- assignment	
	- Team work	
b3- Interpret the literary	- lectures	- class participation
characteristics of a short story	- class discussion	- quizzes
and understand the reasons for	- presentation	- mid-term exam
their emergence.	- assignment	
b4- Analyze the forms and styles	- lectures	- class participation
used in the fiction produced	- class discussion	- quizzes
during this period.	- presentation	- mid-term exam
	- assignment	-Final Exam
	- Team work	-Research reports

(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 selected	- class discussion	- quizzes
short stories.	- Group work	- mid-term exam
	- presentation	
c2- Use literary language skills	- lectures	- class participation

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to analyze texts from short	- class discussion	- quizzes
stories.	- presentation	- mid-term exam
	- assignment	- Final Exam
	- Group work	
c3- Carry out some in-depth	- lectures	- class participation
research based on individual or	- class discussion	- quizzes
team efforts through library	- presentation	- mid-term exam
reading or electronic resources	- assignment	
to supplement spoken and		
writing skills.		
c4- Take advantage of computer	- presentation	- class participation
and internet facilities to produce	- assignment	- quizzes
good and prompt analytical	- Research report	- mid-term exam
reports.		- research reports

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

Strategies and Assessment Strategies:				
CILOs	Teaching Strategies	Assessment		
		Strategies		
d1- use the literary and cultural	- group discussion	- oral quizzes		
knowledge in order to	- pair work	- individual		
communicate efficiently with	-Team & self-learning work	presentation		
people from different cultures				
d2- manage time and engage in	- group discussion	- oral quizzes		
team activities	- pair work	- individual		
	-Team work	presentation		
d3-engage creatively in social	- group discussion	- oral quizzes		
and academic activities	- pair work	- individual		
	-Compare and contrast stories to	presentation		
	our culture and stories from real	-Group presentation.		
	life.	- End-of-term		

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-Compare to the development of short story in the Arabic literature (e.g. The Thousand Nights and a Night, Kaliyah Wademneh)	debriefing in class of students and teacher regarding what went well and what could have gone betterSmall group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each
	other on specific
	points outlined by the
	instructor being
	evaluated.

V. Cour	V. Course Content:					
1-Theoretical Aspect:						
Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes	
1	Introduction:	The influence left by				
	History of	left by Guy de		3	a1, a2, a3,	
	English	Maupassant, Kate	first		b1	
	literature and	Chopin, Kathleen	IIFSt			
	history of	Mansfield				
	England					
2	Introduction to	Elements of a short		3	a2, a3, b2,	
	the Aspects of a	story and techniques	Second		c1, c2, c3,	
	short story				<b>d2</b>	
3		CAN-CAN				
	ARURO		Third &	6	a2, a3, b2,	

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	VIVANTE		fourth		c1, c2, c3,
					<b>d2</b>
4	KATE	STORY OF AN		6	a2, a3, b2,
	CHOPIN	HOUR	Fifth & sixth		c1, c2, c3,
					<b>d2</b>
5	ANN BEATIE	SNOW			a2, a3, b2,
			Seventh &	6	c1, c2, c3,
					<b>d2</b>
			eighth		
6	ANNE PERTY	THE WINDING		6	a2, a3, b2,
		SHEET	Ninth & tenth		c1, c2, c3,
					<b>d2</b>
7	JAMES	THE BOARDING		6	a1, a2, a3,
	JOYCE	HOUSE	Eleventh &		b1, b2, b3,
			twelfth		c1, c2, c3,
					d1, d2, d3
8	KATHRIRIN	MISS BRILL			a2, a3, b2,
	MANFIELD			6	c1, c2, c3,
			Thirteenth		<b>d2</b>
			&fourteenth		
9	DH	THE ROCKING-	BY THE END		a2, a3, b2,
	LAWRENCE	HORSE WINNER	OF THE	SEFL-	c1, c2, c3,
			TERM	STUDY	<b>d2</b>
10	GRACE	MOTHER	BY THE END	SELF	
	PALEY		OF THE	STUDY	
			TERM		
Numbo	r of Weeks and C	Contact Hours per	14	42	

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2. Practical Aspect (if any):					
Order	Tasks/Experiments	Number of Weeks	Contact Hours		Learning Outcomes
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
Number of Semester:	Weeks and Contact Hours per				

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

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		

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	c1, c2, c3, d1, d2, d3	
	c1, c2, co, d1, d2, do	

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

#### IX. Learning Resources:

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

1. Marcus, Sybil. A world of Fiction: Twenty Timeless Stories. New York: Pearson/Longman, 2006.

#### **B:** Essential References:

- 1. Rashad Rushdi. Fen Alqesah AlQaseerah(Art of Short-Story).Cairo: Anglo Egyptian Library,1964.
- 2. Any Reference on the History of English Literature

#### **C. Supplementary Materials:**

Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- U-tube lectures.
- CD Films

D. Electronic Materials and Websites (if any):

://www.sparknotes.com/lit/ ://www.enotes.com/topics/

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/www.sparknotes.com/lit/charles dickens pdf/ https://www.cliffsenotes.com/literature/ Hard Times /book-summary

Critical articles of short stories on website. Students search by themselves

#### X. Course Policies:

#### 1. Class Attendance:

- Absence is absence whatever is the reason.
- Absence, however, does not constitute as an excuse for not completing assignments or keeping yourself updated. A student is responsible for all the class work and handing in papers on-time in spite of his/her absence.
- Based on the university by-laws a student must attend 70 % of classes in order to have the right to receive a grade, which means that he/she is allowed a maximum of four absences during the whole semester. Five absences will result in an "F" regardless of his/her progress. (according to the law of the university)

#### 2. Tardiness: (Based on the university laws)

- 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

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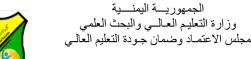
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conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a 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.
- 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...).
- 3. Should submitted on time.
- 5. | Cheating: (Based on university by-laws)

Cheating is strictly prohibited behavior.

University regulations will be pursued and enforced on any cheating student

6. | Plagiarism: (Based on university laws)

Plagiarism is defined as "copying or stealing someone else's words or ideas and claiming or presenting them as if they were your own."

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	University regulations will be pursued and enforced on any plagiarism attempt.
7.	Other Policies:

{END}

## النثر الانجليزي الحديث

**Course Specification for Modern Prose** 

I. Course Identification and General Information:					
Course Title:	Modern Prose				
Course Code and Number:					
Credit Hours:	theory	practice	seminar	training	Total
dicuit nours.	3				42
Level & Semester:	Level two, first semester				
Pre-requisites (if any):	none				
Co-requisites (if any):	none				
Program in which this course is	BA				
offered:					
Language of teaching the course:	English				
Location of teaching the course:	classroom				
Prepared by:	Dr. Abdulrahim Qasim Mohamed Al-Salwi				
Date of Approval:					

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**Modern** Prose: The Course introduces survey of the biographies of famous English literary figures in the 17th 18th and 19th century and their contributions in the English Literature, in addition to the introduction of varieties of prose writing models e.g. (speeches, fable stories, etc..).

#### III. Aims and Objectives of the Course:

- 1. Identify and explain the different Prose writing Formats and models in English and contrast them to Poetry.
- 2. Introduce the beauty of the English Language using as a model the famous speech of Dr. Martin Luther King Jr. "I have a Dream"
- 3. Introduce and explain some Models of Aesop 101 Fables highlighting their wisdoms.
- 4. Introduce biographies of famous literary figures in English Literary figures in the 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> century whose contributions to English prose writings are significant.
- 5. Introduce models of prose writings as exemplified in extracts of famous Novels, the Koran, the Bible etc.

#### 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:

Course Intended Learning Outcomes	Teaching Strategies	Assessment
		Strategies
a1- Identify and explain the different Prose writing Formats and models in English and	Lecture	Presentation

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contrast them to Poetry.		
a2- Introduce the beauty of the English Language using as a model the famous speech	Lecture	Presentation
of Dr. Martin Luther King Jr. "I have a Dream"		
a3- Introduce and explain some Models of Aesop 101 Fables highlighting their wisdoms.	Lecture	Presentation
a4- Introduce biographies of famous literary	Lecture	Presentation
figures in English Literary figures in the 17 <sup>th</sup> ,		
18 <sup>th</sup> , 19 <sup>th</sup> and 20 <sup>th</sup> century whose contributions		
to English prose writings were significant.		
a5- Introduce models of prose writings as	Lecture	Presentation
exemplified in extracts of famous Novels, the		
Koran, the Bible etc.		
(B) Alignment of Course Intended Learning (	Outcomes of Intellectua	al Skills to Teaching
(B) Alignment of Course Intended Learning ( Strategies and Assessment Strategies:	Dutcomes of Intellectua	al Skills to Teaching
	Outcomes of Intellectual Teaching Strategies	Assessment
Strategies and Assessment Strategies:		
Strategies and Assessment Strategies:		Assessment
Strategies and Assessment Strategies:  Course Intended Learning Outcomes  b1- Identify and explain the different Prose writing Formats and models in English and	Teaching Strategies	Assessment Strategies
Strategies and Assessment Strategies:  Course Intended Learning Outcomes  b1- Identify and explain the different Prose writing Formats and models in English and contrast them to Poetry.  b2- Introduce the beauty of the English Language using as a model the famous speech of Dr. Martin Luther King Jr. "I have a	Teaching Strategies  Lecture	Assessment Strategies Presentation

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contributions to English prose writings were

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significant.						
b5- Introduce models of prose writings as	Lecture	Presentation				
exemplified in extracts of famous Novels, the						
Koran, the Bible etc.						
(C) Alignment of Course Intended Learning (	Outcomes of Profession	nal and Practical Skills				
to the Teaching Strategies and Assessment S	trategies:					
Course Intended Learning Outcomes	Teaching Strategies	Assessment				
		Strategies				
c1- Identify and explain the different Prose	Lecture	Presentation				
writing Formats and models in English and contrast them to Poetry.	Class discussion					
c2- Introduce the beauty of the English	Lecture	Presentation				
Language using as a model the famous speech of Dr. Martin Luther King Jr. "I have a Dream"	Class discussion					
c3- Introduce and explain some Models of	Lecture	Presentation				
Aesop 101 Fables highlighting their wisdoms.	Class discussion					
c4- Introduce biographies of famous literary	Lecture	Presentation				
figures in English Literary figures in the 17th,	Class discussion					
18th, 19th and 20th century whose						
contributions to English prose writings were						
significant.	T4	Durantation				
c5- Introduce models of prose writings as exemplified in extracts of famous Novels, the	Lecture Class discussion	Presentation				
Koran, the Bible etc. Introduce models of	Class discussion					
prose writings as exemplified in extracts of						
famous Novels, the Koran, the Bible etc.						
(D) Alignment of Course Intended Learning (	Outcomes of Transfera	ble Skills to Teaching				
Strategies and Assessment Strategies:						
Course Intended Learning Outcomes	Teaching Strategies	Assessment				
Ŭ.		Stratogica				
		Strategies				
d1- Identify and explain the different Prose	Lecture	Presentation				
writing Formats and models in English and	Pair discussion					
contrast them to Poetry.						
d2- Introduce the beauty of the English	Lecture	Presentation				
Language using as a model the famous speech	Class discussion					
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of Dr. Martin Luther King Jr. "I have a Dream"		
d3- Introduce and explain some Models of Aesop 101 Fables highlighting their wisdoms.	Lecture Class discussion	Presentation
d4- Introduce biographies of famous literary figures in English Literary figures in the 17th, 18th, 19th and 20th century whose contributions to English prose writings were significant.	Lecture Class discussion	Presentation
d5- Introduce models of prose writings as exemplified in extracts of famous Novels, the Koran, the Bible etc.	Lecture Class discussion	Presentation

V. Cou	V. Course Content:							
A	A-Theoretical Aspect:							
Order	Units/Topics	Sub-Topics	Numbe r of Weeks	Contact Hours	Learning Outcomes			
1	Identify and explain the different Prose writing Formats and models in English and contrast them to Poetry.	Introduction, definition of the main topics of study during the semester	1	3	A1,b1,c1,d1			
2	Introduce the beauty of the English Language using as a model the famous speech of Dr. Martin Luther King Jr. "I have a Dream"	"I have a Dream" Speech	3	9	A2,b2,c2,d2			
3	Introduce and explain some Models of Aesop 101 Fables highlighting	Aesop 101 Fables	4	12	A3,b3,c3,d3			

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	their wisdoms.				
4	Introduce biographies of famous literary figures in English Literary figures in the 17 <sup>th</sup> , 18 <sup>th</sup> , 19 <sup>th</sup> and 20 <sup>th</sup> century whose contributions to English prose writings were significant.	biographies of famous literary figures in English Literary figures in the 17 <sup>th</sup> , 18 <sup>th</sup> , 19 <sup>th</sup> and 20 <sup>th</sup> century	he 4	12	A4,b4,c4,d4
5	Introduce models of prose writings as exemplified in extracts of famous Novels, the Koran, the Bible etc.	Extracts of famous Novels, the Koran, the Bible etc.	1	3	A5,b5,c5,d5
6	Mid- term exam	Mid- term exam	1	3	A1,b1,c1,d1,a2, b2,c2,d2,a3,b3,c 3,d3
7	Final exam	Final exam	1	3	A3,b3,c3,d3,A4, b4,c4,d4,a5,b5,c 5,d5
	r of Weeks and Co er: 15 weeks 45 h				
В.	. Practical Aspect	(if any):	<u> </u>		
Order	Tasks/Experiments		Number of Weeks	Contact Hours	Learning Outcomes
1					
1 2					

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

VI. Teaching Strategies of the Course	
Lecture	
Practical analysis	
Class discussion	
Pair discussion	
Presentation	

VII.	VII. Assignments					
No.	Assignment	Aligned CILOs (symbols)	Week	Mark		
			Due			
1	Presentation	A1,b1,c1,d1,a2,b2,c2,d2,a3,b3,c3,d3,a4,b4,c4,d4	All along	10		
	Total Mark			10		

VIII. Schedule of Assessment Task for Students During the Semester:								
No	Assessment	Week	Mark	<b>Proportion of Final</b>	Aligned			
	. Method Due Assessment CILOs							

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1	Presentation	All	20	20%	A1,b1,c1,d1,a2
		Along			,b2,c2,d2,a3,b3
					,c3,d3,
2	midterm	7	20	20%	A1,b1,c1,d1,a2
					,b2,c2,d2,a3,b3
					,c3,d3
3	written final exam		60	60%	A3,b3,c3,d3,A
					4,b4,c4,d4,a5,b
					5,c5,d5
	Total Mark		100	100%	

## IX. Learning Resources:

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

- A Handbook of Prose Model Examples. Compiled by the Subject Professor from Grolier Academic Electronic Encyclopedia And From Word Literary Heritage Encyclopedia.
- **B:** Essential References:
  - 1. A Handbook of Prose Model Examples By Dr. Abdulrahim Al-Salwi
  - 2. Extracted essential prose examples are made available for Xeroxing.
- C. Electronic Materials and Websites:
  - 1. Grolier Academic Electronic Encyclopedia CD
  - 2. Word Literary Heritage Encyclopedia
  - 3. Google Online Search.

X. Co	X. Course Policies:				
1.	Class Attendance:				
2.	Tardy:				
3.	Exam Attendance/Punctuality:				
4.	Assignments/Projects:				
5.	Cheating:				
6.	Plagiarism:				
7.	Other Policies:				

	عميد الكلية	
عيسي	د. عبدالملك محد	أ.م.

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