









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

CILOs	Teaching Strategies	Assessment Strategies
<b>a1- To be able to provide a review of the major themes and concepts in English or American short stories and the historical events that influenced its emergence.</b>	<ul style="list-style-type: none"> <li>- Library activities</li> <li>- lectures</li> <li>- class discussion</li> <li>- Team work</li> <li>- presentation</li> <li>- assignment</li> <li>- Guest lecturer</li> <li>- Self learning</li> </ul>	<ul style="list-style-type: none"> <li>- class participation</li> <li>- quizzes</li> <li>- mid-term exam</li> <li>-Presentation</li> </ul>

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<b>to analyze texts from short stories.</b>	<ul style="list-style-type: none"> <li>- class discussion</li> <li>- presentation</li> <li>- assignment</li> <li>- Group work</li> </ul>	<ul style="list-style-type: none"> <li>- quizzes</li> <li>- mid-term exam</li> <li>- Final Exam</li> </ul>
<b>c3- Carry out some in-depth research based on individual or team efforts through library reading or electronic resources to supplement spoken and writing skills.</b>	<ul style="list-style-type: none"> <li>- lectures</li> <li>- class discussion</li> <li>- presentation</li> <li>- assignment</li> </ul>	<ul style="list-style-type: none"> <li>- class participation</li> <li>- quizzes</li> <li>- mid-term exam</li> </ul>
<b>c4- Take advantage of computer and internet facilities to produce good and prompt analytical reports.</b>	<ul style="list-style-type: none"> <li>- presentation</li> <li>- assignment</li> <li>- Research report</li> </ul>	<ul style="list-style-type: none"> <li>- class participation</li> <li>- quizzes</li> <li>- mid-term exam</li> <li>- research reports</li> </ul>
<b>(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:</b>		
<b>CILOs</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
<b>d1- use the literary and cultural knowledge in order to communicate efficiently with people from different cultures</b>	<ul style="list-style-type: none"> <li>- group discussion</li> <li>- pair work</li> <li>-Team &amp; self-learning work</li> </ul>	<ul style="list-style-type: none"> <li>- oral quizzes</li> <li>- individual presentation</li> </ul>
<b>d2- manage time and engage in team activities</b>	<ul style="list-style-type: none"> <li>- group discussion</li> <li>- pair work</li> <li>-Team work</li> </ul>	<ul style="list-style-type: none"> <li>- oral quizzes</li> <li>- individual presentation</li> </ul>
<b>d3-engage creatively in social and academic activities</b>	<ul style="list-style-type: none"> <li>- group discussion</li> <li>- pair work</li> <li>-Compare and contrast stories to our culture and stories from real life.</li> </ul>	<ul style="list-style-type: none"> <li>- oral quizzes</li> <li>- individual presentation</li> <li>-Group presentation.</li> <li>- End-of-term</li> </ul>

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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 better . -Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other on specific points outlined by the instructor being evaluated.

#### V. Course Content:

##### 1-Theoretical Aspect:

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

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c1, c2, c3, d1, d2, d3

### VIII. Schedule of Assessment Task for Students During the Semester:

No .	Assessment Method	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%	?
<b>Total Mark</b>			<b>100</b>	<b>100%</b>	

### IX. Learning Resources:

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

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

#### B: Essential References:

- Rashad Rushdi. Fen Alqesah AlQaseerah(Art of Short-Story).Cairo: Anglo Egyptian Library,1964.
- 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/](http://www.sparknotes.com/lit/)  
[://www.enotes.com/topics/](http://www.enotes.com/topics/)

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<http://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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	<p>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.</p> <p>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.</p>
3.	<p><b>Exam Attendance/Punctuality:</b></p> <p>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:</p> <ol style="list-style-type: none"><li>1. Sickness; proved by hospitalization report; that is; a discharge summary is necessary.</li><li>2. Death in the family proved by a death certificate or equivalent and personal identification.</li><li>3. Accidents proved by an expert report.</li></ol> <p>Military/Official engagement.</p>
4.	<p><b>Assignments/Projects:</b></p> <p>Homework should be clearly presented i.e.:</p> <ol style="list-style-type: none"><li>1. It should be written on A4 paper.</li><li>2. It should include a title page (Course Name, Semester, Date, Name...).</li><li>3. Should submitted on time.</li></ol>
5.	<p><b>Cheating: (Based on university by-laws)</b></p> <p>Cheating is strictly prohibited behavior. University regulations will be pursued and enforced on any cheating student</p>
6.	<p><b>Plagiarism: (Based on university laws)</b></p> <p>Plagiarism is defined as "copying or stealing someone else's words or ideas and claiming or presenting them as if they were your own."</p>

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

{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
	3				42
Level & Semester:	Level two, first semester				
Pre-requisites (if any):	none				
Co-requisites (if any):	none				
Program in which this course is offered:	BA				
Language of teaching the course:	English				
Location of teaching the course:	classroom				
Prepared by:	Dr. Abdulrahim Qasim Mohamed Al-Salwi				
Date of Approval:					

### II. Course Description:

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significant.		
b5- Introduce models of prose writings as exemplified in extracts of famous Novels, the Koran, the Bible etc.	Lecture	Presentation
(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:		
Course Intended Learning Outcomes	Teaching Strategies	Assessment Strategies
c1- Identify and explain the different Prose writing Formats and models in English and contrast them to Poetry.	Lecture Class discussion	Presentation
c2- Introduce the beauty of the English Language using as a model the famous speech of Dr. Martin Luther King Jr. "I have a Dream"	Lecture Class discussion	Presentation
c3- Introduce and explain some Models of Aesop 101 Fables highlighting their wisdoms.	Lecture Class discussion	Presentation
c4- 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
c5- Introduce models of prose writings as exemplified in extracts of famous Novels, the Koran, the Bible etc. Introduce models of prose writings as exemplified in extracts of famous Novels, the Koran, the Bible etc.	Lecture Class discussion	Presentation
(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:		
Course Intended Learning Outcomes	Teaching Strategies	Assessment Strategies
d1- Identify and explain the different Prose writing Formats and models in English and contrast them to Poetry.	Lecture Pair discussion	Presentation
d2- Introduce the beauty of the English Language using as a model the famous speech	Lecture Class discussion	Presentation

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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. Course Content:

### A-Theoretical Aspect:

Order	Units/Topics	Sub-Topics	Number 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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1	Presentation	All Along	20	20%	A1,b1,c1,d1,a2 ,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
<b>Total Mark</b>			<b>100</b>	<b>100%</b>	

### IX. Learning Resources:

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

1. *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. Course Policies:

1.	<b>Class Attendance:</b>
2.	<b>Tardy:</b>
3.	<b>Exam Attendance/Punctuality:</b>
4.	<b>Assignments/Projects:</b>
5.	<b>Cheating:</b>
6.	<b>Plagiarism:</b>
7.	<b>Other Policies:</b>

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