

Module Specification: EL230 (American Literature)

1. Factual information			
Module title	EL230: American Literature	Level	4
Module tutor	Dr. Hend Hamed	Credit value	4 credit hours
Module type	taught	Notional learning hours	2 hours/ week

2. Rationale for the module and its links with other modules	
<p>EL230 is designed to provide students with a comprehensive introduction to American literature. It will introduce them to a variety of texts that covers American Literature and culture from the discovery of the American Continents until the 20th Century. Students will read a stimulating mix of classic texts and less well-known works from a range of genres, including drama, poetry and prose, fiction, as well as autobiography, and speeches. EL230 will teach them how to read study and write about this diverse selection of texts. As the module progresses, students will become familiar with some of the cultural contexts and key theoretical concepts that are fundamental to American studies and learn how to use them in their own academic essays. They will also have the opportunity to reflect on what the texts studied in EL230 mean to us today.</p> <p>EL230 is an elective course offered to students enrolled in the BA English language and Literature Program. It is designed to provide a wide variety of American literary texts and contexts that would enable students, later on to appreciate critically the material they study in core OU courses such as AA100 Arts of Past and Present and A230 Reading and Studying Literature. This module allows students to practice their acquired knowledge from studying EL121—enables them to better grasp the contextual analysis of the material included in more advanced courses such as AA100 Arts of Past and Present, A230 Reading and Studying Literature.</p>	

3. Aims of the module	
<p>EL230 will give students an idea of how American Literature developed over the centuries from simple chronicles, diaries and lyric poems to complex literary forms and styles. This survey course will show that American Literature, as any national Literature, not only reflects, but also takes part in the historical and cultural making of the American nation. EL230 will further students' understanding of the central role of language and genre in the creation of meaning; develop students' skills of analysis and interpretation of both literary texts and critical literature. EL230 will develop the skills and knowledge acquired by students in humanities and literature; particularly through:</p> <ol style="list-style-type: none">The development of students' specialist knowledge, conceptual frameworks and terminology.The development of students' critical and analytic skills in relation to primary texts.The further development of students' ability to critically evaluate and synthesise ideas from a range of sources.Further development of students' ability to present clearly evidenced and constructed arguments in writing.	

4. Pre-requisite modules or specified entry requirements

EL121 Literary Appreciation and Critique

5. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to have:</i></p> <p>A1. A broad overview of American Literature and the different stages of its development</p> <p>A2. An understanding that both History and Literature are themselves interpretations and evaluations of America’s past and present.</p> <p>A3. An appreciation of American cultural evolution within the larger context of Western Civilization.</p>	<p>Introductory lecture provides the socio-historical context out of which subsequent lectures trace the analogical developments in American Literature and culture. Each subsequent lecture opens up with brainstorming, simultaneously assessing student’s knowledge and linking the present lecture content with that of the previous one(s). Online supplements provide additional information and links. Individual assignments necessitate the search for reliable material from both reliable resources.</p> <p>Hence, students will be assessed through</p> <ol style="list-style-type: none"> 1. Level of individual competence as reflected in class discussions. 2. Individual writing assignment requesting analysis of a given text. 3. Essay questions on Mid-term and Final exams <p>[A detailed assessment strategy is provided in the Course Guide]</p>

B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to be able to:</i></p> <p>B1. Trace the influence of historical events on writings</p> <p>B2. Distinguish between mainstream and ethnic writings</p> <p>B3. Relate literary concepts to works</p> <p>B4. Apply characteristics of movements and schools to works</p> <p>B5. Analyse literary and non-literary texts.</p>	<p>Lectures provide a detailed timeline of socio-historical developments in American culture and the corresponding literary productions or outcomes. Students are given selected texts to read, discuss, and analyse in class. At a later stage in the course, a selected home-reading text is briefly discussed in class and is subject for the TMA.</p>

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C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to be able to:</i></p> <ol style="list-style-type: none"> C1. Browse material and on-line sources C2. Develop research skills C3. Relate the course to other courses C4. Meet deadlines and work in a team 	<p>Students are asked to look up key terms and to read relevant texts in their assigned textbook before coming to class each week. This should support their levels of self-confidence and provide incentive for in-class participation. The individual writing assignment of a selected home-reading literary text, with its set deadline, require self-reliance in detecting resources and developing self-study skills.</p> <p>Hence, students will be assessed through</p> <ol style="list-style-type: none"> 1. Level of individual competence as reflected in class discussions. 2. Individual writing assignment requesting analysis of a given text. 3. Essay questions on Mid-term and Final exams. <p>[A detailed assessment strategy is provided in the Course Guide]</p>

D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to be able to:</i></p> <ol style="list-style-type: none"> D1. Engage in reflective reading and critical debates of literary and non-literary texts. D2. Make use of the proper key concepts and literary terminology D3. Produce a well-sustained argument supported by textual and critical evidence that keeps the work focused and coherent. 	<p>Students are asked to look up key terms and to read relevant texts in their assigned textbook before coming to class each week. This should support their levels of self-confidence and provide incentive for in-class participation. The individual writing assignment of a selected home-reading literary text, with its set deadline, require self-reliance in detecting resources and developing self-study skills.</p>

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6. Indicative content.
<p>EL230 course content is set within the historical framework of the establishment and evolution of American nationality and culture. Hence, it proceeds through studying a selection of texts within set historical periods and their corresponding literary concepts/movement thus:</p> <p>Weeks 1 & 2: Beginnings: Discovery of the Americas, The Puritans, and the Revolutionary Period.</p> <p>Week 3: American Romanticism, Transcendentalism, and the Gothic</p> <p>Weeks 4 & 5: American Naissance in Fiction and Poetry</p> <p>Weeks 6 & 7: The Civil War, Slavery, and Black American Voices</p> <p>Week 9: Realism & Naturalism in American Literature</p> <p>Weeks 10 – 13: American Literature between Two World Wars [Modernism and Experimental Writing]</p> <p>Week 14: African-American Writers</p>

7. Assessment strategy, assessment methods and their relative weightings		
<p>EL230 assessment plan is:</p> <ol style="list-style-type: none"> 1) One TMA (20%): The students are asked to respond to an essay question that addresses a relevant text, selected from the textbook. They are expected to search for supporting material through the E-library or other resources, read, and then synthesize their acquired knowledge into a written critical analysis that addresses the requirements of the essay question. 2) One 2-hour Mid-term assessment (MTA) (30%) The MTA: students will analyse texts from the material covered. They will comment on different texts, either by writing about certain themes, comparing/contrasting two texts, doing a close analysis of a particular texts or any other activity related to the course material. 3) One 2-hour Final Exam (50%) The final exam will be two hours in duration. It will include texts for close reading but it may also include shorter essay questions on the cultural contexts and basic key terms studied. 		
<p style="text-align: center;">Components</p>	<p style="text-align: center;">Form of Assessment & Marks</p>	<p style="text-align: center;">%</p>

7. Assessment strategy, assessment methods and their relative weightings

CONTINUOUS ASSESSMENT	TMA	20	50%
	MTA	30	
FINAL ASSESSMENT	FINAL EXAM	50	50%
GRAND TOTAL		100	100%

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes														
	A1	A2	A3	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3
Assignment	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Midterm Assessment	X	X	X	X	X	X	X	X					X	X	X
Final Exam	X	X	X	X	X	X	X	X					X	X	X

9. Teaching staff associated with the module

Name and contact details

Tutor's name	Contact details	Contact hours
Hoda Khallaf	hkhallaf@arabou.edu.sa	Not available yet
Hend Ezzeldin	hezzeldin@aou.edu.sa	
Amira Fouad	afouad@arabou.edu.sa	
Dr. Hend Hamed	hezzeldin@aou.edu.kw	

10. Key reading list

Author	Year	Title	Publisher	Location
Course Book	2013	The Norton Anthology of American Literature	W.W. Norton & Company	New York, USA

11. Other indicative text (e.g. websites)

The course material consists of The Norton Anthology of American Literature [Eighth Shorter Edition]. It is inclusive of:

Introductions and Timelines:

Each key period in American Literature is given a brief explanation of socio-historical background and context; followed by a timeline of major events/literary productions.

Headnotes:

These give a biography of the writer along with a historical and contextual introduction to the excerpts or full-texts of his/her work[s] that follow.

Excerpts and full-texts:

The Norton Anthology contains excerpts and full-texts of over 80 authors.

Photos and Illustrations:

These help students visualize the socio-historical contexts of the included material.

Additional suggested e-sources:

- An Outline of American Literature

<http://odur.let.rug.nl/~usa/LIT/index.htm>

- A Student's History of American Literature

<http://classiclit.about.com/library/bl-etexts/esimonds/bl-esimonds-student-1-1.htm>

- The Cambridge History of British and American Literature

<http://www.bartleby.com/cambridge/>

- Literary Resources—American

<http://andromeda.rutgers.edu/~jlynch/Lit/american.html>

- Perspectives in American Literature

<http://web.csustan.edu/english/reuben/pal/table.html>

- American Literature on the Web

<http://www.nagasaki-gaigo.ac.jp/ishikawa/amlit/>

- Outline of American Literature

<http://usinfo.state.gov/products/pubs/oal/oaltoc.htm>

- American Literature Web Resources

<http://www.millikin.edu/aci/crow/links.html>

