



## Course Specifications

<b>Course Title:</b>	Short Story
<b>Course Code:</b>	ENG 331
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	English
<b>College:</b>	Faculty of Languages and Translation
<b>Institution:</b>	King Khalid University

## Table of Contents

<b>A. Course Identification</b> .....	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes</b> .....	<b>3</b>
1. Course Description.....	3
2. Course Main Objective.....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content</b> .....	<b>4</b>
<b>D. Teaching and Assessment</b> .....	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students .....	6
<b>E. Student Academic Counseling and Support</b> .....	<b>6</b>
<b>F. Learning Resources and Facilities</b> .....	<b>6</b>
1. Learning Resources .....	6
2. Facilities Required.....	6
<b>G. Course Quality Evaluation</b> .....	<b>7</b>
<b>H. Specification Approval Data</b> .....	<b>7</b>

## A. Course Identification

<b>1. Credit hours:</b> 2
<b>2. Course type</b> a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 6, 3 <sup>rd</sup> Year
<b>4. Pre-requisites for this course (if any):</b> Introduction to Literary Forms: ENG 330
<b>5. Co-requisites for this course (if any):</b> N/A

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	30

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course is designed as an introduction short fiction, especially different short stories. Students will be introduced to a range of short texts written in English and some significant short stories translated into English. The course aims to broaden students' understanding and appreciation of the range of writing in short forms. The course provides students with insight into various types of short stories. It reinforces the theory studied in Introduction to Literary Forms (the definition of short story, the characteristics of the language of short story, symbolism, themes etc.). It introduces 7 short stories belonging to different literary movements.

## 2. Course Main Objective

- To develop the students' understanding of different elements of a short story: plot, structure, characters, point of views, setting, motifs, themes, symbolism.
- To familiarize students with the techniques for the critical analysis of short stories
- To provide students with critical tools necessary for the analysis of short story in the cultural and historical context

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
Upon successful completion of the course, learners will be able to:		
1	<b>Knowledge and Understanding</b>	
1.1	Identify the characteristics, technicalities, and components of short story	K2
1.2	Recognize the critical theories and fundamentals and notable English short story writers	K3
1.3	Describe the basic techniques, strategies, and critical approaches to the English short story	K3
2	<b>Skills :</b>	
2.1	Explain the distinguishing principles, and aspects of the English short story	S5
2.2	Analyze and appreciate various short stories in light of the relevant theories	S6
2.3	Critically compare and contrast different short stories	S3
3	<b>Values:</b>	
3.1	Participate actively in quizzes, in-class discussion about the cultural and historical factors that have influenced English short story	V1
3.2	Develop critical thinking ability for exploring cultural and historical factors that have influenced English short stories	V2

## C. Course Content

No	List of Topics	Contact Hours
1	History of and types of Short Story	1
2	Characteristics and Elements of Short Story	1
3	Old Man at the Bridge (Ernest Hemingway)	4
4	The Necklace (Guy de Maupassant)	4
5	The Gift of the Magi (O. Henry)	4
6	The Killers (Ernest Hemingway)	4
7	My Dead Brother Comes to America (Alexander Godin)	4
8	The Story of an Hour (Kate Chopin)	4
9	The Tell-Tale Heart (Edgar Allan Poe)	4
<b>Total</b>		<b>30</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Identify the characteristics, technicalities and components of short story	Lectures, Discussions, Relating content to prior knowledge, Regular review	Two Progress Tests, Final Exam, Assignments/quizzes
1.2	Recognize the critical theories and fundamentals and notable English short story writers	Discussions, Co-operative learning, Regular review	Two Progress Tests, Final Exam, Assignments/quizzes
1.3	Describe the basic techniques, strategies and critical approaches to the English short story.	Encouraging extracurricular involvement	Assignments/quizzes
<b>2.0</b>	<b>Skills</b>		
2.1	Explain the distinguishing principles, and aspects of the English short story	Discussions, Lectures, Co-operative learning	Evaluating students' participation in classroom discussions, Two Progress Tests, Final Exam, Assignments/quizzes
2.2	Analyze and appreciate various short stories in light of the relevant theories	Discussions, Lectures, Co-operative learning	Evaluating students' participation in classroom activities and homework assignments, Two Progress Tests, Final Exam, Assignments/quizzes
2.3	Critically compare and contrast different short stories	Discussions, Lectures, Co-operative learning,	Evaluating students' participation in classroom discussions, Two Progress Tests, Final Exam, Assignments/quizzes
<b>3.0</b>	<b>Values</b>		
3.1	Participate actively in quizzes, in-class discussion about the cultural and historical factors that have influenced English short story	Discussion, Group and individual assignments	Quizzes, Individual and group Presentations
3.2	Develop critical thinking ability for exploring cultural and historical factors that have influenced English short stories	Discussion, Group individual assignments and Pair work	Quizzes, Individual and group Presentations

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Homework/quizzes, class participation	Various	10%
2	First Progress Test	Week 7	20%
3	Second Progress Test	Week 13	20%
4	Final Exam	Week 16	50%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

Faculty office hours= 10 per week.

## F. Learning Resources and Facilities

### 1. Learning Resources

Required Textbooks	Goyet, F. (2014). <i>The classic short story, 1870-1925: Theory of a genre</i> . Open Book Publishers.  Katrina Kenison & John Updike, <i>The Best American Short Stories</i> , Houghton Mifflin, 2000. (ISBN: 039 5843677)
Essential References Materials	Abrams, M. H., & Harpham, G. G. (2015). <i>A glossary of literary terms</i> . Boston (Mass.): Wadsworth Cengage Learning.  Hemingway, E. (2003). <i>The complete short stories of Ernest Hemingway</i> . New York: Scribner. Henry, O., & Harris, J. (1969). <i>The gift of the Magi, and other O. Henry stories</i> . New York: Caedmon. Chopin, K. (1981). <i>The story of an hour</i> . Jimcin Recordings.
Electronic Materials	The Black Board
Other Learning Materials	<a href="https://www.literature.com/">https://www.literature.com/</a> <a href="https://americanliterature.com/">https://americanliterature.com/</a>

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<b>Classroom: 30 seats with white board</b>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<b>Smart Board, Projector</b>

Item	Resources
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement	Program Leaders	1. Regular meetings among teachers and the course coordinator 2. Regular meetings by the curriculum review committee 3. Departmental council meetings to discuss proposals for the curriculum
Processes for Verifying Standards of Student Achievement	Program Leaders	Mutual checking of random samples of examination papers by coordinators and other teachers of the same course and by the designated committees
Processes for Improvement of Teaching	Faculty, Program Leaders, Peer Reviewer	1. In-house workshop. 2. Working group meetings. 3. Training new instructors
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	Faculty Peer Reviewers	Occasional in-class observations by faculty peers

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	Department of English
<b>Reference No.</b>	14
<b>Date</b>	May 2, 2021