



Course Specification

(Bachelor)

Course Title: **Short Story**

Course Code: **ENG3262-2**

Program: **Bachelor of Arts in English**

Department: **Department of English**

College: : **College of Languages and Translation**

Institution: **King Khalid University**

Version: **2**

Last Revision Date: **February 11, 2026**



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	5
D. Students Assessment Activities	6
E. Learning Resources and Facilities	6
F. Assessment of Course Quality	7
G. Specification Approval	7





A. General information about the course:

1. Course Identification

1. Credit hours: (2)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (Semester 5 – Year 3)

4. Course General Description:

The Short Story course (ENG3262-2) offers focused study of the short story as a compact yet intellectually rich literary genre. Students examine the historical emergence of short fiction, the formal features that distinguish it from longer narrative forms, and the interpretive strategies needed for close analysis. Through a range of stories by major writers from different traditions, the course develops students' ability to analyze narration, characterization, symbolism, irony, and thematic design while also considering cultural context. The course is structured to deepen literary interpretation, comparative thinking, and short analytical writing in ways appropriate to third-year English majors.

5. Pre-requirements for this course (if any):

ENG2361-3 Introduction to Literature

6. Co-requisites for this course (if any):

N/A

7. Course Main Objective(s):

- Introduce students to the short story as a major literary form with its own history, conventions, and artistic economy.
- Develop students' ability to identify and explain central elements of short fiction, including plot, character, setting, symbol, and point of view.
- Strengthen close-reading, comparative, and interpretive skills through guided analysis of selected stories.
- Enable students to compare narrative strategies across authors, periods, and cultural settings.
- Promote ethical research, responsible citation, and constructive participation in literary discussion.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	E-learning		
3	Hybrid • Traditional classroom • E-learning		





No	Mode of Instruction	Contact Hours	Percentage
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify key elements of short fiction—plot, theme, conflict, characterization, setting, point of view, and symbolism—and explain how they function in selected stories.	K3, K5	Interactive lectures, guided close reading, multimedia support, and class discussion of story structure and technique.	Reading quizzes; Midterm Exam; Final Exam
1.2	Explain the historical development of the short story genre and its evolution across different literary traditions.	K3, K4	Historical overview lectures, author comparison, contextual timelines, and instructor-led discussion.	Quizzes; Midterm Exam; Final Exam
2.0	Skills			





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.1	Analyze selected short stories using appropriate literary frameworks and textual evidence.	S1, S3, S6	Analytical workshops, group close reading, interpretive discussion, and guided short writing.	Group Project & Presentation; Analytical Essay; Final Exam
2.2	Compare authors' stylistic choices and narrative strategies in the construction of short fiction.	S1, S5, S6	Comparative analysis activities, research-supported discussion, and instructor-guided analytical writing.	Analytical Essay; Group Project & Presentation; Midterm Exam
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate ethical academic practice in literary interpretation, citation, and the use of print and digital sources.	V1, V3	Workshops on academic integrity, guided citation practice, and modelling of responsible literary analysis.	Analytical Essay; Group Project; Participation rubric
3.2	Collaborate effectively in group discussion and presentation on short fiction through responsible and constructive participation.	V2, V3	Group tasks, peer feedback, collaborative interpretation, and instructor mentoring.	Group Project & Presentation; Peer evaluation; Participation rubric

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to the short story and its historical development as a distinct literary genre.	3
2.	Conventions and elements of short fiction: length, narrative economy, theme, plot, conflict, dialogue, characterization, symbol, and genre variation.	6
3.	Ernest Hemingway, "Old Man at the Bridge."	3





4.	Somerset Maugham, "The Luncheon."	3
5.	Guy de Maupassant, "The Necklace."	3
6.	O. Henry, "The Gift of the Magi," and / or Leo Tolstoy, "How Much Land Does a Man Need?"	3
7.	Alexander Godin, "My Dead Brother Comes to America."	3
8.	Kate Chopin, "The Story of an Hour."	3
9.	Edgar Allan Poe, "The Tell-Tale Heart."	3
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	Week 7	30%
2.	Reading Quizzes	Week 5 and Week 10	10%
3.	Group Project & Presentation	Between Week 3 and Week 13	10%
4.	Analytical Essay	Week 14	10%
5.	Final Exam	Week 16-17	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	- Department-prepared short-story anthology and study guide. - Selected primary texts from the authors listed in the course content. - Instructor-prepared handouts on narrative technique, close reading, and comparison.
Supportive References	- Abrams, M. H. A Glossary of Literary Terms. - Gioia, Dana, and X. J. Kennedy. Literature: An Introduction to Fiction, Poetry, and Drama. - Murfin, Ross, and Supryia M. Ray. The Bedford Glossary of Critical and Literary Terms. - Smith, Jennifer J. The American Short Story Cycle. Edinburgh UP, 2016. - Toolan, Michael. Making Sense of Narrative Text. Routledge, 2016.
Electronic Materials	- Saudi Digital Library (SDL). - University LMS materials and instructor-curated reading aids. - Reputable literary reference resources and digital archives suitable for undergraduate study.
Other Learning Materials	Use of audiovisual presentation tools, digital annotation exercises, and guided worksheets to support analysis of narrative technique and theme.





2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	- Standard classroom accommodating 25-30 students - Adequate lighting and ventilation - Comfortable seating suitable for group discussion - Whiteboard and notice board
Technology equipment (projector, smart board, software)	- Computer and stable internet connection for instructor use - Data projector and screen - Audio speakers for multimedia presentations - Optional smart board
Other equipment (depending on the nature of the specialty)	- Whiteboard markers and erasers - Portable microphone if required - Display or bulletin board - Access to SDL and academic databases - Optional language-lab support - Optional audio equipment - Optional student device-support area

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, faculty, program leaders, and peer reviewers	Student evaluations, peer review, classroom observation, and teaching feedback surveys.
Effectiveness of Students assessment	Students, faculty, and program leaders	Analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Faculty and program leaders with student input	Surveys, resource-use data, and review of resource adequacy against course needs.
The extent to which CLOs have been achieved	Faculty, program leaders, and peer reviewers	Assessment mapping through exams, projects, and indirect student feedback.
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

