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| **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**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **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: | | | | | | |
| ENG3262-2 Short Story is an insightful exploration into the rich and multifaceted world of the short story, delving into its distinct characteristics, technicalities, and components. The course offers students an opportunity to recognize and engage with critical theories, fundamentals, and acclaimed modern short story writers. Through the study of various techniques, strategies, and critical approaches, students will unravel the complex dimensions of the modern short story. By analyzing different works within the genre, the course emphasizes the importance of understanding and appreciating the art of the short story in the context of literary traditions and innovations. | | | | | | |
| 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): | | | | | | |
| The main objective of ENG3262-2 Short Story is to impart a comprehensive understanding of the short story as a unique and intricate literary form. Guided by the exploration of critical theories and notable writers, the course aims to equip students with the ability to critically compare, contrast, analyze, and appreciate various short stories. Emphasizing the distinguishing principles and aspects of the modern short story, students will develop analytical and interpretative skills that will enable them to engage with the genre on a profound level. By cultivating an awareness of the relevance and application of theoretical frameworks, the course aims to foster a deeper appreciation for the literary craftsmanship and aesthetic value of short stories, thereby enriching students' overall literary competence and enjoyment. | | | | | | |

**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 | - | - |
| 4 | Distance learning | - | - |

**3. Contact Hours** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 30 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **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 the characteristics, technicalities, and components of the short story, including describing the basic techniques and strategies specific to the modern short story | K1 | Students will engage in a guided analysis of selected short stories, focusing on identifying narrative elements such as plot, characterization, theme, setting, and point of view. Classroom discussions and cooperative learning will enable students to distinguish the characteristics and technicalities intrinsic to the genre. | Midterm Exam (30 Marks) |
| 1.2 | Recognize the critical theories and fundamentals and notable modern short story writers | K3 | Introduce students to key critical theories through lectures and readings, followed by discussions on how these theories apply to selected works. | Quiz (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Critically compare and contrast different short stories, incorporating analysis and appreciation of these stories in light of relevant theories | S7 | Implement comparative analysis exercises where students critically examine two or more short stories, employing a structured framework to highlight similarities and differences. | Final Exam (40 Marks) |
| 2.2 | Explain the distinguishing principles and aspects of modern short story | S1 | Through guided discussion, analysis, and reflection, students will delve into the principles that set the English short story apart from other literary forms. Focused reading on specific stories will support this understanding. | Seminar (20 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Value the process of critical reading and analysis in English literature, demonstrating a commitment to ongoing growth as discerning readers and writers | V1 | Facilitate group analysis of short stories, with an emphasis on critical reading. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Embrace diversity through the effective communication of ideas and principles inherent in different cultural short stories, fostering an appreciation for global literary traditions | V2 | Organize collaborative activities where students interpret and discuss short stories from diverse cultural backgrounds. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Demonstrate ethical and professional engagement in literary analysis, either independently or as a collaborative team member | V3 | Engage students in team-based or independent literary analysis, emphasizing ethical conduct and professional collaboration. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | A BRIEF INTRODUCTION TO SHORT STORY AND ITS CONVENTIONS AND HISTORICAL DEVELOPMENT AS A DISTINCT LITERARY GENRE | 3 |
|  | CHARACTERISTICS AND ELEMENTS OF SHORT STORY (LENGTH, DIFFERENCES FROM LONGER GENRES, THEME, PLOT, CONFLICT, DIALOGUE, CHARACTERIZATION, SYMBOLS, AND TYPES OF SHORT STORIES) | 6 |
| **3.** | OLD MAN AT THE BRIDGE (ERNEST HEMINGWAY) | 3 |
| **4.** | THE LUNCHEON (SOMERSET MAUGHAM) | 3 |
| **5.** | THE NECKLACE (GUY DE MAUPASSANT) | 3 |
| **6.** | THE GIFT OF THE MAGI (O’HENRY)/HOW MUCH LAND DOES A MAN NEED? (LEO TOLSTOY) | 3 |
| **7.** | MY DEAD BROTHER COMES TO AMERICA" (ALEXANDER GODIN) | 3 |
| **8.** | THE STORY OF AN HOUR (KATE CHOPIN) | 3 |
| **9.** | THE TELL-TALE HEART" (EDGAR ALLAN POE) | 3 |
| **Total** | | **30** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Midterm Exam (30 Marks)**  **While aligned with specific CLOs for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time. Questions will encompass content beyond the mapped CLOs to maintain the interpretive and analytical nature of literary study. In literature courses, measurement mapping is based on best practices and the types of interpretive questions within the exam.**  **Chosen CLO for Alignment:** 1.1 (Identify the characteristics, technicalities, and components of the short story, including describing the basic techniques and strategies specific to the modern short story)  **Format:** Determined by course teaching team  *This assessment has been meticulously developed by the course teaching team and is designed to be cumulative in nature, encompassing and building upon all the material covered up until the point in time it is administered. It aims to comprehensively evaluate the students' understanding and application of the course content, reflecting a progressive and integrative approach to learning.* | Mentioned in the new Course Syllabus | 30% |
|  | **Quiz (10 Marks)**  **Chosen CLO for Alignment:** 1.2 (Recognize the critical theories and fundamentals and notable modern short story writers)  **Focus:** The quizzes can focus on reinforcing students' understanding of the critical theories, fundamentals, and notable modern short story writers. This aligns with foundational knowledge in the Knowledge and Understanding domain.  **Format:** Determined by course teaching team  *This assessment has been meticulously developed by the course teaching team and is designed to be cumulative in nature, encompassing and building upon all the material covered up until the point in time it is administered. It aims to comprehensively evaluate the students' understanding and application of the course content, reflecting a progressive and integrative approach to learning.* | Mentioned in the new Course Syllabus | 10% |
|  | **Final Exam (40 Marks)**  **Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course. Questions will span beyond the mapped CLOs to uphold the nuanced and subjective aspects of literary analysis. The mapping process in literature aims to adhere to best practices while accounting for the interpretive nature of questions assessing literary analysis.**  **Chosen CLO for Alignment:** 2.1 (Critically compare and contrast different short stories, incorporating analysis and appreciation of these stories in light of relevant theories)  **Format:** Determined by course teaching team  *This assessment has been meticulously developed by the course teaching team and is designed to be cumulative in nature, encompassing and building upon all the material covered up until the point in time it is administered. It aims to comprehensively evaluate the students' understanding and application of the course content, reflecting a progressive and integrative approach to learning.* | Mentioned in the new Course Syllabus | 40% |
| **4.** | **Seminar (20 Marks)**  **Chosen CLO for Alignment:** 2.2 (Explain the distinguishing principles and aspects of modern short story)  **Focus:** The seminar can be an opportunity for students to demonstrate their ability to explain and elucidate the principles and aspects of the modern short story. This aligns with the Skills domain, focusing on in-depth understanding and practical application.  **Format:** Determined by course teaching team  **Assessment Criteria:** Depth of understanding, clarity and effectiveness of presentation, and engagement with the principles and aspects of the short story.  *The seminar component of this course, meticulously crafted by the course teaching team, serves a dual purpose. It is both cumulative, encapsulating the breadth of knowledge and skills acquired throughout the course, and evaluative, designed to measure the values and ethical considerations inherent in the subject matter. Given the interactive nature of seminars, the format may be modified to best suit the class size and dynamics. Additionally, the seminar may be divided into several sessions, as determined by the course teaching team, to ensure optimal engagement and thorough exploration of the topics. This approach is intended to provide an environment conducive to both intellectual growth and the development of values central to this course.* | Mentioned in the new Course Syllabus | 20% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Textbook prepared by the Department that includes:  # The historical development of Short Story and its conventions.  # The following short stories:  "Old Man at the Bridge" (Ernest Hemingway)  “The Luncheon (Somerset Maugham)”  "The Necklace" (Guy de Maupassant)  “The Gift of the Magi (O’Henry)”/”How Much Land Does a Man Need?” (Leo Tolstoy)  "My Dead Brother Comes to America" (Alexander Godin)  "The Story of an Hour" (Kate Chopin)  "The Tell-Tale Heart" (Edgar Allan Poe)  Other Alternative Texts:  "Eveline" (James Joyce)  "The Cop and the Anthem" (O. Henry)  "Old Age" (Anton Chechov)  "Little Selves" (Mary Lerner)  "War" (Sherwood Anderson)  "Theft" (Katherine Ann Porter)  "The Enemy of All the World" (Jack London)  "What Men Live By" (Leo Tolstoy) |
| **Essential References** | An Introduction to Literature. Kellenberg Memorial HS, 2016  Gioia, Dana and X. J. Kennedy. Literature: An Introduction to Fiction, Poetry and Drama. 13th ed., 2018.  Smith, Jennifer J. The American Short Story Cycle. Edinburgh UP, 2016.  Toolan, Michael. Making Sense of Narrative Text: Situation, Repetition, and Picturing in the Reading of Short Stories. Routledge, 2016. |
| **Electronic Materials** | **Students are encouraged to explore the following electronic resources for further details:**  Saudi Digital Library: <https://itcsvc.kku.edu.sa/KKU_SDL>  Shmoop: <https://www.shmoop.com/>  SparkNotes: <https://www.sparknotes.com/> |
| **Other Learning Materials** | Utilization of computers, audio-visual equipment, and pertinent digital platforms to facilitate the analysis and appreciation of short stories, exploring diverse themes, narrative techniques, and cultural contexts. |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |