



Course Specifications

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

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A. Course Identification

1. Credit hours: 2
2. Course type 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"/>
3. Level/year at which this course is offered: Level 6/Year 3
4. Pre-requisites for this course (if any): Introduction to Literary Forms: ENG 330
5. Co-requisites for this course (if any):

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	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	30
Other Learning Hours*		
1	Study	
2	Assignments	10
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	40

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description <ul style="list-style-type: none"> It provides students with insight into various types of stories.
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2. Course Main Objectives

- To develop the students' understanding of different elements of a short story: plot, structure, characters, point of views, setting, motifs, themes, symbolism. and familiarize them with the techniques for their critical analysis.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	To define different elements of a short story such as: plot, structure, characters, point of views, setting, motifs, themes, symbolism.	K1
1.2	To state the different techniques of writing short stories.	K2
1.3	To memorize the different methods of character analysis.	K3
2	Skills:	
2.1	To enable the students to critically evaluate short stories by comparing their salient features.	S1
2.2	To analyze the different types of stories—social, horror, psychological, etc.	S3
3	Competence:	
3.1	Use of Blackboard for additional opportunities for practice/research purposes	C2
3.2	Active involvement in group work, classroom discussion, and pair-work.	C2

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	Cat in the Rain (Ernest Hemingway)	4
5	The Tell-Tale Heart (Edgar Allan Poe)	4
6	My Dead Brother Comes to America (Alexander Godin)	4
7	The Story of an Hour (Kate Chopin)	4
8	The Necklace (Guy de Maupassant)	4
9	The Killers (Ernest Hemingway)	4
Total		30

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	To define different elements of a short story such as: plot, structure, characters, point of views, setting, motifs, themes, symbolism.	Lectures, Discussions, Relating content to prior knowledge, Regular review	Two Progress Tests, Final Exam, Assignments/quizzes.

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.2	To state the different techniques of writing short stories.	Discussions, Co-operative learning, Regular review	Two Progress Tests, Final Exam, Assignments/quizzes
1.3	To memorize the different methods of character analysis.	Encouraging extracurricular involvement.	Assignments/quizzes
2.0	Skills		
2.1	To enable the students to critically evaluate short stories by comparing their salient features.	Discussions, Co-operative learning	Evaluating students' participation in classroom discussions.
2.2	To analyze the different types of stories—social, horror, psychological, etc.	Discussions, Co-operative learning,	Evaluating students' participation in classroom activities and homework assignments.
3.0	Competence		
3.1	To assess them using e-learning To describe of the different techniques of writing.	Seven weekly office hours available for students' questions regarding the use of Blackboard	Evaluating students' participation involving classroom discussions and homework assignments.
3.2	Active involvement in group work, classroom discussion, and pair-work.	Discussions, Co-operative learning,	Evaluating students' participation in classroom activities and homework assignments.

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	Milton Crane, <i>Fifty Great Short Stories</i>, Bantam Classics: Reissue Ed., 1983. (ISBN: 0553277456) Katrina Kenison & John Updike, <i>The Best American Short Stories</i>, Houghton Mifflin, 2000. (ISBN: 039 5843677)
Essential References Materials	X.J. Kennesdy, <i>An Introduction to Fiction</i>, New England: Harper's Collins Pub. Company, 1991.
Electronic Materials	BlackBoard
Other Learning Materials	Douglas Angus, <i>Best Short Stories of the Modern Age</i>, Fawcett, 1987. (ISBN: 0449300587)

2. Facilities Required

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

Evaluation Areas/Issues	Evaluators	Evaluation Methods
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

Council / Committee	Department of English Council
Reference No.	20138
Date	24/2/1441 G

Prepared by: Course Coordinator

Reviewed and Approved by: Quality Committee