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| --- | --- |
| **Course Title:** | **Principles of Literary Criticism** |
| **Course Code:** | **ENGL 221** |
| **Program:** | **B.A English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours: 3 hours p/week** | | | |  | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | | **√** | | College | | | **√** | Department | | | | **√** | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered: 5th Level/3rd Year** | | | | | | | | | | | |  | | | | |
| **4. Pre-requisites for this course** (if any)**:**  **Not Applicable** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**:** | | | | | | | | | | | | | | | | |
| **Not Applicable** | | | | | | | | | | | | | | | | |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** |  |  |
| **2** | **Blended** | 2.5 hours | 90% |
| **3** | **E-learning** | 0.5 hour (Weekly) | 10% |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 2.5 hours |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) | 0.5 hours |
|  | **Total** | **3 hours** |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description |
| This course aims to introduce the main ideas, concepts, principles and methods of literary criticism.  It first surveys the history of literary criticism’s movements and approaches since the Greeks and Romans up to the late 19th and the early 20th centuries. The most prominent figures and the seminal works of criticism across this long period will be briefly surveyed. (Plato, The Republic), Aristotle (Poetics), Horace, Longinus, Sidney, Dryden, Pope, Samuel Johnson, Wordsworth, Coleridge, Shelley, Matthew Arnold, Jakobson, Bakhtin, C. Brooks…). The course discusses the interrelation between world, author, text and reader as the four variables of literature and literary criticism. It then explores and discusses the position of each critical approach regarding these variables.  Based on the idea that literary criticism has always been closely related to literary practice and that literary criticism develops in connection to literary writing, shapes it and is in turn shaped by it, the historical study will be combined with an aesthetical approach that focuses on particular literary movements, concepts and practices. We will particularly study the practice of Romantic writing as a literary trend in relation to Romantic criticism (Wordsworth, Coleridge and Shelley) and Victorian Criticism (Matthew Arnold’s Touchstone Method…) in relation to Victorian literary writing.  They are expected to develop their understanding of the theoretical positions of each trend and the entailed critical and analytical methodology.  Students are also expected to reflect on the link between the developments in literary criticism and the wider history of thought.  The ultimate aim of the course is to develop the students’ analytical and critical competencies in the practice of reading and writing about literary texts.  The teaching methodology of the course will mainly use lecturing, class discussions, seminars, and participation of students with oral presentations. As to evaluation, it will include quizzes, tests, one mid-term exam, written assignments and oral presentations. |
| 2. Course Main Objective |
| Develop a clear and comprehensive view of the history and progression of literary criticism.  Have a clear understanding of the major texts in the history of literary criticism.  Understand the progression and shift in approach from one period of literary criticism to another and differences and dissimilarities between critics within the same trend.  Identify in each type of criticism, its basic tenets, key ideas and concepts, principles and methods.  Recognize the overall cultural and philosophical backgrounds shaping each period of literary criticism.  Determine the interrelation between literary criticism and literary writing  See the practical value of literary criticism by reflecting on its applicability to literary texts.  Think critically about the different critical movements, concepts and methods by evaluating their strengths, their limitations and their applicability to literary texts. |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Define and state the basic concepts, principles, methods and practices in the field of literary criticism. | K1 |
| 1.2 | Recognize and state the interrelation between literary criticism and literary writing. | K1 |
| 1.3 | Explain the intellectual and cultural backgrounds shaping literary criticism. | K1 |
| 1.4 | Identify the progression of literary criticism from its origin to the early twentieth century and understand the shift in each period's outlook and conception of literature and of criticism. | K1 |
| 1.5 | Recognize what distinguishes each type of literary criticism in its orientations and methods. | K1 |
| 1.6 | Understand, identify and explain the main aesthetic features of a literary work in connection to literary criticism | K2 |
| **2** | **Skills :** |  |
| 2.1 | Evaluating and analyzing literary texts by using different theories and approaches in literary criticism. | S1 |
| 2.2 | Developing critical skills. | S2 |
| **3** | **Values:** |  |
| 3.1 | Students can complete writing assignments in due time. | V1 |
| 3.2 | Students can participate in class discussion and think critically and creatively making use of the knowledge and skills gained from the course. | V1 |
| 3.3 | Students can act responsibly and ethically in carrying out individual as well as group projects | V1 |
| 3.4 | Demonstrate how to use online courses i.e. BB (Blackboard Learn and all its components), materials, electronic journals, websites like Kahoot, cliffs-notes, spark-notes etc. | V2 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Course Introduction.  Literature and literary criticism. | **3** |
| 2 | The origins:  Classicism: Plato (*Republic*) versus Aristotle (*Poetics*) | **6** |
| 3 | Classicism: Longinus *On the Sublime*  Horace: *The Art of Poetry* | **6** |
| 4 | Renaissance criticism: Philip Sydney: *Defence of Poesie* | **3** |
| 5 | Neo-classical criticism: David Hume *Of the Standard of Taste*  Samuel Johnson, John Dryden *an Essay of Dramatic*  *Poesy, Alexander* Pope *Essay on Criticism/ Essay on Man*  The Enlightenment: John Locke, David Hume | **6** |
| 6 | Romantic criticism: Kant: *Critique of Judgement*  Wordsworth: *Preface to the Lyrical Ballads*  Shelley: *A Defense of Poetry* | **6** |
| 7 | 19th century criticism: Hegel *Introduction to the Philosophy of Art*  Arnold *Function of Criticism* | **6** |
| 8 | Early 20th century criticism: Modernism: T.S..Eliot *Tradition and the Individual Talent*  Formalism: Shklovsky *Art as Technique, Jakobson* Bakhtin’s Dialogism ***y*** | **6** |
| 9 | Revision | **3** |
|  |  |  |
| **Total** | | **45 hours** |

# 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 and Understanding** | | |
| 1.1 | Define and state the basic concepts, principles, methods and practices in the field of literary criticism. | * Instructor’s Demo/Presentation * Class discussions * Students' independent research activities. * Group and Pair work | * Quizzes * Class Presentation * Mid-Terms * Final written exam |
| 1.2 | Recognize and state the interrelation between literary criticism and literary writing. |
| 1.3 | Explain the intellectual and cultural backgrounds shaping literary criticism. |
| 1.4 | Identify the progression of literary criticism from its origin to the early twentieth century and understand the shift in each period's outlook and conception of literature and of criticism. |
| 1.5 | Recognize what distinguishes each type of literary criticism in its orientations and methods. |
| 1.6 | Understand, identify and explain the main aesthetic features of a literary work in connection to literary criticism |
| **2.0** | **Skills** | | |
| 2.1 | Evaluating and analyzing literary texts by using different theories and approaches in literary criticism. | * Instructor’s Demo/Presentation * Class discussions * Students' independent research activities. * Group and Pair work | * Quizzes * Class Presentation * Mid-Terms * Final written exam |
| 2.2 | Developing critical skills. |
| **3.0** | **Values** | | |
| 3.1 | Complete writing assignments in due time. | * Class discussions * Students' independent research activities. * Group and Pair work * Discussion Board on Blackboard Learn * Online Classroom for Reinforcement of Concepts | * Rubric for Timely Submission of Assignments * Rubric for Participation in Group and Pair Work Activities * Rubric for Discussion Board on Blackboard Learn * Online Classroom attendance |
| 3.2 | Participate in class discussion and think critically and creatively making use of the knowledge and skills gained from the course. |
| 3.3 | Act responsibly and ethically in carrying out individual as well as group projects |
| 3.4 | Use of electronic journals and data basis, Blackboard Learn |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | **Quizzes** | **5th week** | **5%** |
| **2** | **Mid-Terms (I & II)** | **6th /11th Week** | **40%** |
| **3** | **Class Participation, Assignments, Discussion Board on BB, Projects etc.** | **On-Going** | **5 %** |
| **4** | **Final Examination** | **End of Semester** | **50%** |
| **5** | **Total** |  | **100%** |

**\*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 :** |
| * Supervision of activities. * Office hours 2 hrs/ week. (Monday 09:00 to 11:00 a.m.) * Blackboard Learn online learning processes (Discussion Board, Quizzes etc.) * Available by email and WhatsApp Course Group * Email: [b.rehman@mu.edu.sa](mailto:b.rehman@mu.edu.sa) |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | ***A History of Literary Criticism from Plato to the Present***  M. A.R. Habib Blackwell Publishing, 2005  ***A Handbook of Critical Approaches to Literature****.*  Wilfred Guerin Oxford University Press, 2010 |
| **Essential References Materials** | ***John Hopkins Guide to Literary Theory and Criticism*** Online Database  ***Literary Criticism: An Introduction to Theory and Practice*** Charles E Bressler2011  ***Introduction to Literary Criticism and Theory Bennet***& Royle Routledge2014  ***An Introduction to Literary Criticism***Yashdhara Parsad Centrum Press 2016 |
| **Electronic Materials** |  |
| **Other Learning Materials** |  |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | Lecture rooms should be large enough to accommodate the number of registered students |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * E-Podium * Interactive Smart Board * HDMI Cable   Internet/Wi-Fi to access Edugate, Blackboard (BB Learn) and other online resources |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Stationery:   * Papers, White Board Markers, Pen, Pencils * Papers for printing /photocopying * Chart papers/ Permanent Markers for Activities   Glue, A4 Batteries for PPT Pointer etc |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Questioning Assessment for Learning strategies/ AfL Strategies Self- Assessment, Peer Assessment etc. | Instructor | Indirect Method |
| Quizzes and Mid-Term Exams, Final Exam | Instructor | Direct Method |
| Portfolio of Students Work (Class and Home Assignments) | Instructor | Direct Method |
| Samples of representative student work generated in response to typical course assignments/Discussion Board on Blackboard Learn | Instructor | Direct Method |
| End of term college evaluation of course by students ( to be collected by the department) | Students | Indirect Method |
| Evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class. | Students | Indirect Method |

**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 Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |