



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	Majmaah University.
Academic Department:	English language Department
Programme:	English language.
Course title and code:	Principles of Literary Criticism –ENGL221
Specification Approved Date:	10/ 05 / 1440 H

Course Specifications

Institution: Majmaah University.	Date: 10/05/1440
College/Department: AzZulfi College	

A. Course Identification and General Information

1. Course title and code: Principles of Literary Criticism ENGL221																				
2. Credit hours: 3 Hours.																				
3. Program(s) in which the course is offered: English (If general elective available in many programs indicate this rather than list programs)																				
4. Name of faculty member responsible for the course																				
5. Level/year at which this course is offered: 5th level																				
6. Pre-requisites for this course (if any): N/A																				
7. Co-requisites for this course (if any): N/A																				
8. Location if not on main campus:																				
9. Mode of Instruction (mark all that apply):																				
<table style="width: 100%; border: none;"> <tr> <td style="width: 35%;">a. traditional classroom</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 25%;">What percentage?</td> <td style="width: 30%; text-align: center;"><input type="text" value="100%"/></td> </tr> <tr> <td>b. blended (traditional and online)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>c. e-learning</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>d. correspondence</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>f. other</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> </table>	a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>	b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>	c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>	d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>	f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
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f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>																	
Comments:																				



B. Objectives

1. What is the main purpose for this course?

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.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)

C. Course Description (Note: General description in the form used in Bulletin or handbook)

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 aesthetic 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.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Course Introduction. Literature and literary criticism.	1	3
The origins: Classicism: Plato (<i>Republic</i>) versus Aristotle (<i>Poetics</i>)	2	6
Classicism: Longinus <i>On the Sublime</i> Horace: <i>The Art of Poetry</i>	2	6
Renaissance criticism: Philip Sydney: <i>Defence of Poesie</i>	1	3
Neo-classical criticism: David Hume <i>Of the Standard of Taste</i> Samuel Johnson, John Dryden <i>an Essay of Dramatic Poesy</i> , Alexander Pope <i>Essay on Criticism/ Essay on Man</i> The Enlightenment: John Locke, David Hume	3	9
Romantic criticism: Kant: <i>Critique of Judgement</i> Wordsworth: <i>Preface to the Lyrical Ballads</i> Shelley: <i>A Defense of Poetry</i>	3	9
19 th century criticism: Hegel <i>Introduction to the Philosophy of Art</i> Arnold <i>Function of Criticism</i>	2	6
Early 20 th century criticism: Modernism: T.S..Eliot <i>Tradition and the Individual Talent</i>	1	3

Formalism: Shklovsky <i>Art as Technique</i> , Jakobson Bakhtin's Dialogism		
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2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45	-	.....	.....	.....	.....45...
	Actual		-	.....	.....	.....	.....
Credit	Planned		-	.....	.....	.....	.....
	Actual		-	.....	.....	.....	.....

3. Additional private study/learning hours expected for students per week. <input type="text"/>

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1	Define and state the basic concepts, principles, methods and practices in the field of literary criticism.		



2	Recognize and state the interrelation between literary criticism and literary writing.		
3	Explain the intellectual and cultural backgrounds shaping literary criticism.		
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.		
5	Recognize what distinguishes each type of literary criticism in its orientations and methods.		
6	Understand, identify and explain the main aesthetic features of a literary work in connection to literary criticism		
7	. Demonstrate a capacity to consistently apply critical principles and concepts in a close reading of a literary work.		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1			
2			
3			
4			
5			
6			
7			
8			

D. Student Academic Counseling and Support



1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

E Learning Resources

1. List of 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

John Hopkins Guide to Literary Theory and Criticism Online Database

Literary Criticism: An Introduction to Theory and Practice Charles E Bressler 2011

Introduction to Literary Criticism and Theory Bennet & Royle Routledge 2014

An Introduction to Literary Criticism Yashdhara Parsad Centrum Press 2016

2. List of Essential References Materials (Journals, Reports, etc.)

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)



1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
2. Technology resources (AV, data show, Smart Board, software, etc.)
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
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2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
3. Processes for Improvement of Teaching
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Name of Course Instructor:...

Signature: Date Specification Completed: 10/05/1440

Course Coordinator: Dr. Taher Al Bayouli
Saleh Al Harthi

Program Coordinator: Dr

Signature: Date Received:10/ 05/ 1440



