COURSE SPECIFICATIONS (CS)

Ramadan 1438 H, June 2017

Institution:	Majmaah University
Academic Department :	English
Programme:	English Language (B.Ed. Programme)
Course title and code:	Introduction to Literature (ENGL211)
Specification Approved Date :	8 /6/1440H, 11/2/2019

Institution:Majmaah University	Date: 8 /6/1440H, 11/2/2019
College/Department :College of Education-English Department	

A. Course Identification and General Information

1. Course title and code:**Introduction to Literature (ENGL211)**

2. Credit hours:**3**

3. Program(s) in which the course is offered. College of Education-English Department-Majmaah (If general elective available in many programs indicate this rather than list programs)

4. Name of faculty member responsible for the course: **Imran khan**

5. Level/year at which this course is offered:**Level 4**

6. Pre-requisites for this course (if any):**NA**

7. Co-requisites for this course (if any):   **NA**

8. Location if not on main campus: **NA**

9. Mode of Instruction (mark all that apply):

a. traditional classroom	√	What percentage?	**90**
b. blended (traditional and online)	√	What percentage?	**5**
c. e-learning	√	What percentage?	**5**
d. correspondence		What percentage?	
f. other		What percentage?	

B Objectives

What is the main purpose for this course?

Upon finishing the course, students should be able to:

1. Discuss the meaning of Literature (its definitions, debatable theories and concepts of literature).
2. Talk and write short notes about literary types and genres (Drama, Poetry, Novel, Essay, Fiction, Short Story, Non-fiction, etc).
3. Describe briefly the general features and characteristics of literary movements and epochs(e.g. Neo-classic, Romantic, Victorian, 20th Century Modern Literature, Postmodern Literature).
4. Talk/write about the uniqueness of literary texts(their specific features and characteristics).
5. Write a short note about a literary text (e.g. a poem, short story or about) .
6. Enumerate some of the functions of literature.
8. Read a literary text from a variety of angles and perspectives.
9. Demonstrate some tolerance of differences of opinions about literary texts and the fact other readers/students can interpret them differently.
10. Outline the contribution of some major writers in English literature (Chaucer, Shakespeare, Milton, Shaw, Dickens, Joyce, Virginia Woolf, Hardy, Keats, Coleridge, T.S. Eliot, etc.)

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1. 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)
1. Increased use of IT or web-based reference material
2. Use Web-CT for uploading material

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

The course aims to acquaint students with the fundamental concepts, theories, terms, genres, characteristics and functions of literature. There are five other courses of literature and criticism in our study plan, and this course should pave the way to them in both scope and method. Topics include: what is Literature, History of Literature, Literary Forms, Types and Genres ((poetry, novel, short story, drama, etc.), literary devices and techniques, literary movements, etc. The development of English literature from Old English (Anglo-Saxon Age) (e.g. the oldest known poem in English "Beowulf") to the twentieth and twenty first century literature, will be briefly surveyed (this will include- but may not be limited to- Neoclassic, Renaissance, Romantic, Victorian and the 20th century movements). Instructors may select a few representative texts of a few literary periods for a bit closer reading. Some outstanding English poets, dramatists, essayists and novelists may be highlighted.

Students will be trained on how to read a literary text effectively taking into account the unique features and functions of literary language (see Jakobson about the "poetic function" of language and Eagleton's "How to Read a Poem"). A variety of strategies and ways of reading a literary text may be considered depending on the instructor's/students preferences.

Instructors may opt to select any of the various introductory books available (such as Burgess's, Bate's, Meyer's, Mays's, etc.), or even more preferably a set of materials collated from a range of sources, including web-based materials). Variation in instruction methods and evaluation of students is also highly recommended.

1. Topics to be Covered		
List of Topics	**No. of Weeks**	**Contact hours**
Course orientation. What is Literature?	**1**	**3**
Fundamental Literary Concepts and Terms	**1**	**3**
Literary Forms and Genres: Poetry, Prose, Essay, Drama, Novel, Short Story, Flash Fiction, etc.	**1**	**3**
The Rise and Development of English Literature from the time of Anglo-Saxons to the Present Day: A Sketchy but Concise Survey	**2**	**6**
Shakespeare and His Time: Sketchy Introduction	**1**	**3**
How to Read a Literary Text? (ways and strategies of reading a poem, novel, play, etc.). Examples can be taken from any literary period.	**1**	**3**
More Focus on the Romantic and Victorian Movements (with reference to the features of each, their differences, figures and influences on later periods).	**1**	**3**
More Focus on 20th Century Literature (T.S. Eliot, Shaw, Osborne, Hemingway, etc).	**1**	**3**
Biographical Sketches of a few Selected Literary Figures from Different Literary Periods. Reading and analyzing, Edgar A. Poe	**1**	**3**

A Selected Text(s) for a bit Closer Reading: (instructors may opt to select a poem, sonnet, story, novella, short play) for a much closer reading- probing both content and form). E.g. William Shakespeare's Sonnet 18**: The Ultimate Valentine's Day Poem ,** Hemingway's **"The Old Man and the Sea**, Osborne's " **Look Back in Anger**", William Blake's **The Sick Rose,** Milton's " **On His Blindness**", Eliot's " **The Love song of J. Alfred Prufrock**", Edgar A. Poe's "The Mask of the Red death" ,Silke Wettergren "A **Moment Of Truth**", etc. (shorter text(s) is/are advisable, preferably one or two texts)	**3**	**9**
Revisions, Midterm and Final Exam	**2**	**6**

2. Course components (total contact hours and credits per semester):

		Lecture	**Tutorial**	**Laboratory/ Studio**	**Practical**	**Other:**	**Total**
Contact Hours	**Planed**	**45**					**45**
	Actual	**42**					**42**
Credit	**Planed**	**45**					**45**
	Actual	**42**					**42**

3. Additional private study/learning hours expected for students per week.	2

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
1.0	**Knowledge**		
1.1	Discuss the meaning of the word Literature. Outline some major concepts, themes, trends and genres in English Literature	Group Discussion	Assignment
1.2	Talk/write about the intellectual and social issues relevant to understanding Literature.	Presentation Practice	Quizzes Exams
1.3	Improve students' reading and analytical skills by encouraging a close reading and understanding of individual literary pieces.	Pair activity	Quizzes Exams
2.0	**Cognitive Skills**		
2.1	Think critically, creatively and analytically using knowledge and experience gained from the study of English literature.	lectures	Quiz
2.2	Compare and contrast different literary movements (e.g. Neo-classicism vs. romanticism; Romantic vs. Victorian Literature, Modern vs. Postmodern Poetry, etc.).	lectures	Quiz
3.0	**Interpersonal Skills & Responsibility**		
3.1	Students can complete writing assignments in due time in collaboration with each other. Display cross-cultural tolerant views as a result of studying literature. Exhibit inter-team and intra-team skills while engaging in focus group discussions about literature.	Lectures wherein students learn how to manage time;	Performance on quizzes, mid-term test and final written exam shows how students recall and synthesize information;
3.2	Students can actively and critically participate in class activities. Demonstrate soft communication skills drawing on knowledge and skills obtained from studying literature (creative reading, flexibility, self-management, etc.).	Class discussions with students on ethical behaviour in doing research;	Individual and group assignments as evidence to accomplishing tasks and meeting deadlines;
4.0	**Communication, Information Technology, Numerical**		
4.1	Using electronic/web-based test data bases in the context of literature.	Encourage students to use audio, video and web-based material;	Allocate marks for the use of audio, video and web-based material in

			students' assignments and presentations;
4.2	Using multimedia in studying new trends in English and world literature.	Encourage students to consult a computer lab specialist for assistance with web-based material;	Notify students about the scale(s) to be used in evaluating their assignments.
5.0	**Psychomotor**		
5.1	NIL		
5.2			

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	1st midterm	Middle of term	15 %
2	Participation	All along	5 %
3	Home assignments/Quizzes	All along	5 %
4	2nd midterm	Week 12	15 %
5	Final	Week 15	60 %
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)

1 hour / week

E Learning Resources

1. List Required Textbooks •   **An Introduction to Literature (Sylvan Barnet William E. Burton, William E. Cain Longman; 16th edition, 2010 edition)**

2. List Essential References Materials (Journals, Reports, etc.)
     1.   R. T. Jones Studying Poetry (Edward Arnold: London 1986)
     William J Long, English Literature: Its History and its Significance for the Life of the English Speaking World

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
     • **Dictionaries**
     • **Glossaries for key terms**
     • **Literary dictionaries**
     • **Internet resources**

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.   1. The Norton Introduction to Literature, Carl E. Bain, Jerome Beaty, J. Paul Hunter, W. Norton & Company 1986. 2. English Literature: A Very Short Introduction(Jonathan Bate Oxford University Press   2010). 3. English Literature: A Survey for Students. (Anthony BurgessLongman28th edition 2001) 4. Literature: Portable Anthology Janet E. Gardner, Beverly Lawn , Jack Ridl , Peter Schakel Bedford Books2017 (4th edition)   ISBN13: 9781319035341ISBN10: 1319035345. 5. Elements of Literature: Essay, Fiction, Poetry, Drama, Film Robert Scholes, Carl H. Klaus, Nancy R. Comley, and Michael Silverman Oxford University Press1991.

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.)
     • **Computer Lab**
     • **Lecture rooms well equipped with teaching aids**
     • **Projector with internet**
     • **Library**
     • **Conference hall**

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Lecture rooms well equipped with teaching aids •   **Language labs** •   **Library**

• **Conference hall**

2. Technology resources (AV, data show, Smart Board, software, etc.) • **Laptop computer** • **Multimedia projector system** • **Computer lab**

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 • Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class • End of term college evaluation of course by students (to be collected by the department) • End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better • Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other's students on specific points outlined by the department and the instructor being evaluated

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department •Peer observation to benefit from colleagues' objective feedback and suggestions for improvement

3. Processes for Improvement of Teaching • Training sessions • Workshops to facilitate the exchange of experiences amongst faculty members • Regular meetings where problems are discussed and solutions given • Discussion of challenges in the classroom with colleagues and supervisors • Encouragement of faculty members to attend professional development conferences • Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

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) • Check marking of a sample of examination papers either internal or external member • Students who believe they are under graded can have their papers checked by a second reader.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

•   Compare syllabi and course description with other universities
•   Meetings of faculty members to discuss improvement
•   Have a curriculum review committee to review the curriculum periodically and suggest
Improvements.

Name of Course Instructor: Imran Khan

Signature: Date Specification Completed8/6/1440

Program Coordinator: Dr.Dr Aied Alenazi
Signature: ……………………….. Date Received: …………………………......