



Course Specifications

Course Title:	Introduction to Literature
Course Code:	ENGL 211
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
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input 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 4	
4. Pre-requisites for this course (if any): N/A	
5. Co-requisites for this course (if any): N/A	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	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	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	
Other Learning Hours*		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others(specify)	
	Total	

*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

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.

2. Course Main Objective

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.)

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Discuss the meaning of the word Literature.	K1

CLOs		Aligned PLOs
	Outline some major concepts, themes, trends and genres in English Literature	
1.2	Talk/write about the intellectual and social issues relevant to understanding Literature.	K1
1.3	Improve students' reading and analytical skills by encouraging a close reading and understanding of individual literary pieces.	K1
2	Skills :	
2.1	Think critically, creatively and analytically using knowledge and experience gained from the study of English literature.	S1
2.2	Compare and contrast different literary movements (e.g. Neo-classicism vs. romanticism; Romantic vs. Victorian Literature, Modern vs. Postmodern Poetry, etc.).	S1
3	Competence:	
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.	C3
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.).	C3

C. Course Content

No	List of Topics	Contact Hours
1	Course orientation. What is Literature?	3
2	Fundamental Literary Concepts and Terms	3
3	Literary Forms and Genres: Poetry, Prose, Essay, Drama, Novel, Short Story, Flash Fiction, etc.	3
4	The Rise and Development of English Literature from the time of Anglo-Saxons to the Present Day: A Sketchy but Concise Survey	6
5	Shakespeare and His Time: Sketchy Introduction	3
6	How to Read a Literary Text? (ways and strategies of reading a poem, novel, play, etc.). Examples can be taken from any literary period.	3
7	More Focus on the Romantic and Victorian Movements (with reference to	3



	the features of each, their differences, figures and influences on later periods).	
8	More Focus on 20 th Century Literature (T.S. Eliot, Shaw, Osborne, Hemingway, etc).	3
9	Biographical Sketches of a few Selected Literary Figures from Different Literary Periods. Reading and analyzing, Edgar A. Poe	3
10	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)	9
11	Revisions, Midterm and Final Exam	3
Total		45

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	Discuss the meaning of the word Literature. Outline some major concepts, themes, trends and genres in English Literature	-Lectures.	Quiz, Midterm and Final Examination
1.2	Talk/write about the intellectual and social issues relevant to understanding Literature.		
1.3	Improve students' reading and analytical skills by encouraging a close reading and understanding of individual literary pieces.	-Lectures.	Quiz, Midterm and Final Examination
2.0	Skills		
2.1	Think critically, creatively and analytically using knowledge and experience gained from the study of English literature.	-Lectures.	-Assignments -Class Participation.
2.2	Compare and contrast different	-Lectures.	-Assignments



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	literary movements (e.g. Neo-classicism vs. romanticism; Romantic vs. Victorian Literature, Modern vs. Postmodern Poetry, etc.).		-Class Participation.
3.0	Competence		
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.	-Assignments -Class Participation. - Quiz, Midterm and Final Examination.
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.).	-Lectures.	-Assignments -Class Participation. - Quiz, Midterm and Final Examination.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	1 st Midterm	Week 8	20%
2	2 nd Midterm	Week 15	20%
3	Class participation, Presentation	All along	10%
4	Final Exam	End of semester	50%
5			
6			
7			
8			

*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 :

Students were welcome to visit during office hours (8-11) on Monday during the lecturer's office hours during the first half of this semester. With the Covid-19 lockdown, students are welcomed to contact via Email.



F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	An Introduction to Literature (Sylvan Barnet William E. Burton, William E. Cain Longman; 16th edition, 2010 edition)
Essential References Materials	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
Electronic Materials	<ul style="list-style-type: none"> • Online Dictionaries • Glossaries for key terms • Literary dictionaries • Internet resources
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Class Room
Technology Resources (AV, data show, Smart Board, software, etc.)	Projector and Smart Board
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students	Student Feedback.
The Teacher/Instructor	Colleagues	Peer Observation and feedback.
Teaching Process	Experienced Faculty Members	Workshops, Training sessions
The Verification of Student Evaluation	Resident/Visiting Faculty Members	Second checks on the mid/final papers and the overall evaluation process of the student
Course Effectiveness	Faculty Members	Bi-annual meetings of the faculty members. Comparing the course syllabus and description to other universities.

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



