



Course Specification

— (Bachelor)

Course Title: **Advanced Literary Criticism**

Course Code: ENGL 421

Program: **B.A. in English**

Department: **English**

College: **College of Education**

Institution: **Majmaah University**

Version: *Course Specification Version Number*

Last Revision Date: 4 October 2023

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A. General information about the course:

1. Course Identification

1. Credit hours: (2)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (8)

4. Course general Description:

Building on ENGL 221 "Principles of Literary Criticism", this course is primarily designed to introduce students to the major literary theories and approaches of advanced modern and postmodern literary criticism. The course is designed to make students know the various different literary theories and approaches and how to apply these theories on a work of literature. The topics will range from Russian Formalism to Postmodern Theories (such as the most recent Ecocriticism and Metacriticism) and including in between theories and approaches like: Structuralism, Post structuralism, New Historicism, Postcolonial Criticism, Cultural Criticism, Phenomenology and Reader-response, etc. The course will also introduces students to the differences between theory and practice in literary criticism. This course which, as mentioned earlier in this description, builds on the previous criticism course Principles of Literary Criticism is essential as it is considered a way for the students to have a better understanding of all the literary works they have been studying. Course instructors' philosophy favors interdisciplinary and a variation approach to course materials, methods of instruction and evaluation of students

5. Pre-requirements for this course (if any): ENGL 221

6. Co-requisites for this course (if any): None

7. Course Main Objective(s):

By the end of the course, students should be able to

1. Enumerate and discuss the major trends of twentieth century literary criticism.
2. Compare and contrast Anglo-American New Criticism in relation to Russian Formalism
3. Explore the development of modern criticism in Structuralism and Marxism and other theories including but not limited to: Phenomenology, Deconstruction, Psychoanalysis and Literary Criticism, Reader-response Theory (including the Death of the Author Approach), New Historicism, Feminist Criticism, Ecocriticism, Metacriticism, etc.
4. Give critiques of some of the major trends of twentieth century critics (e.g. T.S. Eliot, Arnold, I.R. Richards, Empson, Ransom, Russian Formalists, Jakobson, etc.).
5. Apply some critical methods and approaches such as Structuralism, Post structuralism, Reader-response to a certain literary text





2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	25	83%
2	E-learning	5	17%
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	25
2.	Laboratory/Studio	5
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Enumerate and discuss the major trends of twentieth & twenty first centuries literary criticism.	K1	Lectures Seminars and Group Discussions	Class participation Quizzes, Mids and Finals Assignments and Response-papers.
2.0	Skills			
2.1	Cognition): Relate major trends of twentieth century	S2	Lectures/teaching students how to	Class participation



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	critics (Compare and contrast Structuralism and Post structuralism, Modern and Postmodern Criticism, etc.).		read attentively and critically. Seminars and Group Discussions	Quizzes and Mids Assignments and Response-papers.
2.2	(Communication): Apply modern and postmodern critical methods to literary texts and to cultural phenomenon (e.g. Apply Reader-response or deconstruction strategies to approaching a novel or short story/play (e.g. Becket's waiting for Godot).	S1	Class discussions/teaching students to think independently and engage in group discussion	Presentations Group assignments
3.0	Values, autonomy, and responsibility			
3.1	Students can act responsibly and ethically in carrying out individual as well as group projects.	V1, V2	Team work,	Presentations, projects, observation

C. Course Content

No	List of Topics	Contact Hours
1.	Course Introduction: Introduction to literature and Literary Theory	2
2.	Theory before "theory"	2
3	Formalism literary theory – Russian Formalism	2
4	Structuralism	2
5	Post-structuralism and Deconstruction Criticism	2
6	New Historicism and Cultural Criticism	2
7	Reader Response Theory/ First Mid-term Exam	2
8	Marxism	2



9	Psychoanalytic Criticism	2
10	Feminist Criticism	2
11	Post-colonialism and Orientalism	2
12	Some most recent approaches: Ecocriticism, Metacriticism, Postmodernism, etc.	2
13	Second Mid-term Exam	2
14	General Review and Application (of some theories to some texts)	2
15	General Review and Application (of some theories to some texts)	2
16	Final Exam	2
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exams	Week 7, 12	20%
2.	Quizzes, presentation and/or papers, participation, etc.	All along	10%
3.	Assignment or response-paper		10%
4	Final Exam	End of semester	40%
5	Midterm Exams	Week 7, 12	20%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	<p>Culler, Jonathan. (2011). Literary Theory: A very Short Introduction. Oxford: Oxford university Press.</p> <ul style="list-style-type: none"> • Peter Barry. An Introduction to Literary and Cultural Theory. 2nd Edition. 2002 • Raman Selden, Peter Widdowson and Peter Brooker. A Reader's Guide to Contemporary Literary Theory. 5th Edition • Edward W, Said. Orientalism. 1978 <p>Viktor Shklovsky. " Art as Technique" in Russian Formalist Criticism: Four Essays, ed. Lee T. Lemon and Marion J. Reis</p> <ul style="list-style-type: none"> • Eagleton, Terry. (2003). Literary Theory: An Introduction (2nd edition): Britain: Blackwell.
Supportive References	<ul style="list-style-type: none"> • Victor Erlich. Russian Formalism: History – Doctrine. 1955. • Fredric Jameson. The Prison-House of Language: A Critical



	<ul style="list-style-type: none"> Account of Structuralism and Russian Formalism. 1972. Marxism and Form: Twentieth- Century Dialectical Theories of Literature., 1971
Electronic Materials	<ul style="list-style-type: none"> The Political Unconscious: Narrative as a Socially Symbolic Act, 1981. Michel Foucault. The Order of Things: An Archaeology of the Human Science.1966, trans. 1970. The Archaeology of Knowledge, 1969, trans 1972. Ann Jefferson and David Robey, eds. Modern Literary THEORY: A Comparative Introduction, 1982 Terry Eagleton. Criticism and Ideology. 1976. A. Richards. Principles of Literary Criticism.1934. Raymond Williams. Culture and Society, 1780 – 1950. 1958
Other Learning Materials	<p>www. English uwosh.edu/core?formalism. html</p> <p>www. dmoz. org?arts?literature?reviews_and criticism/theory</p> <p>http://en.wikipedia.org/wiki/Critical_theory</p> <p>http://en.wikipedia.org/wiki/Frankfurt_School</p> <p>http://www.cla.purdue.edu/academic/engl/theory/index.html</p> <p>http://plato.stanford.edu/entries/critical-theory/</p> <p>http://www.kristisiegel.com/theory.htm</p>

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture rooms should be large enough to accommodate the number of registered students
Technology equipment (projector, smart board, software)	Laptop computer - projector system
Other equipment (depending on the nature of the specialty)	None

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	- Department, Co-coordinator, Peer reviewer, Students, etc.	- Both direct and indirect
Effectiveness of Students assessment	Department, Co-coordinator, Peer reviewer, Students, etc	Both direct and indirect
Quality of learning resources	Department, Co-coordinator, Peer reviewer, Students, etc	



Assessment Areas/Issues	Assessor	Assessment Methods
The extent to which CLOs have been achieved	Department, Co-coordinator, Peer reviewer, Students, etc	Both direct and indirect
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Department Board/Council; Academic Board and Committee for Course/Curricula Development
REFERENCE NO.	
DATE	