



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

LANE- 446- LITERARY CRITICISM

SEMESTER TWO

Spring 2016

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Course Specifications

Institution: UNIVERSITY OF JEDDAH	Date of Report :-1 March 2016
College/Department: FACULTY OF SCIENCES AND ARTS, KHULAIS CAMPUS, DEPARTMENT OF ENGLISH AND TRANSLATION	

A. Course Identification and General Information

1. Course title and code: LANE 446		
2. Credit hours: 3		
3. Program(s) in which the course is offered: LANE (If general elective available in many programs indicate this rather than list programs)		
4. Name of faculty member responsible for the course: Dr. Wajed Khan Rahematulla Khan Pathan		
5. Level/year at which this course is offered: 4 th YEAR		
6. Pre-requisites for this course (if any): INTRODUCTION TO LITERATURE (LANE 341)		
7. Co-requisites for this course (if any):		
8. Location if not on main campus: KHULAIS		
9. Mode of Instruction (mark all that apply):		
a. Traditional classroom	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="80"/>
b. Blended (traditional and online)	<input type="checkbox"/> What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="10"/>
d. Correspondence	<input type="checkbox"/> What percentage?	<input type="text"/>
f. Other	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="10"/>
Comments:		



B Objectives 1. What is the main purpose for this course?

B. Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

- Learners will have acquaintance with the traditional and modern concepts, insights, and tools of literary criticism.
- Learners will have familiarity with the most important insights of recent practices in practical criticism.
- Learners will become competent critical readers of literary texts; they will have ability to write clear cogently argued responses to literary material.
- Learners will become aware of their own reading strategies and the broader cultural forces that influence them.
- Learners will have a general acquaintance with the major literary genres and would be able to produce close readings of poetic, fictional, and dramatic texts.
- Learners will know that readers create, do not discover, literary meanings.
- Learners will be able to apply schools of criticism in reading and analysing literature.
- Learners will show a deep response and appreciation to the experience of literature.
- Learners will demonstrate the skills of critical thinking.
- Learners will show self-growth as a result of the interpretation experience.
- Learners will gain familiarity with the history of literary criticism in the West.
- Learners will gain familiarity with the author-centred, the reader-centred, the context-centred, and the text-centred approaches to literature.
- Learners will have the ability to use the critical idiom of literary studies in their own.

attempts at practical criticism.

Form 5a_Course Specifications_SSRP_1 JULY 2013

Page 3

- Learners will become familiar with the process and techniques of writing response statements and formal papers.



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)

- Giving learners taut sessions on the basics of literature and literary criticism, followed by detailed and focused training in close critical reading of literary texts of different genres.
- Using educational video material to help students enrich their learning experience.
- Encouraging learners to read a good deal of creative and critical literature. Thus learners will familiarize themselves with the essential literary terms and express their responses in writing.
- Encouraging learners to watch the available video versions of modern plays and to listen to the audio versions of poems set for study. This will help them internalize the material and would foster further interest in the subject.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Literary background	5.6	17
Individual theories	7.5	25
Reading texts	1	3



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	45	N/A	N/A	--		45
Credit	3					3

3. Additional private study/learning hours expected for students per week.	1
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy:
<ul style="list-style-type: none"> • A brief summary of the knowledge or skill the course is intended to develop; • A description of the teaching strategies to be used in the course to develop that knowledge or skill. • The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

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. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge: <ul style="list-style-type: none"> Learners close-read parts of a play text, looking for the features characteristic of the genre of drama. Learners train to approach a poem systematically, getting an overall picture of it, analysing it into the components, establishing relations between the components, and eventually forming a coherent critical response. Learners train to look for the basic conflict in poems and to build upon the conflict in order to show how a poem usually reconciles the opposing ideological impulses. Learners train to arrive at the theme of a poem as a result of the analysis of its formal properties and their interaction. Learners train to recognize and explain the argument of the poem. Learners train to attend to and account for the poet's choice of language. Learners train to read fiction critically. Learners become familiar with the traditional and contemporary critical and theoretical practices in the field of literary study. Learners train to discuss issues concerning the nature and function of literature and literary criticism. Learners develop skills of producing close readings of different kinds of literature. Learners will know how to write response statements and formal papers in literary studies. 		
1.1			
1.2			
2.0	Cognitive Skills <ul style="list-style-type: none"> The students would gradually develop the skill of critical reading and writing. The students would learn to recognise and build valid arguments, element-by-element. The students would learn to differentiate between an opinion and an argument. The students will learn to keep their arguments free from logical fallacies. The students will learn to spot assumptions underlying the arguments. The students would learn to measure the adequacy of an argument. The students would learn to make informed choices between Inductive and Deductive arguments. 		
2.1			
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1			
3.2			
4.0	Communication, Information Technology, Numerical		
4.1			



4.2			
5.0	Psychomotor		
5.1			
5.2			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	<p>(i) Description of cognitive skills to be developed- Students will imbibe skills of critical reading as the core approach to making sense of literary texts.</p> <p>(ii) Teaching strategies to be used to develop these cognitive skills- Students will receive a calibrated exposure to the terms, texts, and tools of literary studies by way of lectures, worksheet-based exercises, group discussion and oral presentations.</p> <p>(iii) Methods of assessment of students cognitive skills- I shall assess their level by conducting periodic tests.</p>
Interpersonal Skills & Responsibility	ORGANIZING GROUP DISCUSSIONS AND ORAL PRESENTATIONS
Communication, Information Technology, Numerical	Viewing literature-related programs on the Internet
Psychomotor	N/A



Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	QUIZ 1	4	15%
2	MID-TERM TEST	8	20%
3	QUIZ 2	12	15%
4	IN-CLASS ASSESSMENT	---	20%
5	FINAL EXAM	14	30%



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):

I am available at my office for 2 hours a day, exclusively for students to interact with me. I also encourage students to ask me for any help they may require in the classroom sessions. Besides, I am available for consultations on my e-mail.

E. Learning Resources

1. List of Required Textbooks:

Elizabeth Closs Traugott's *Linguistics for Students of Literature*, Harcourt Brace Jovanovich, 1980.

Andrew Bennett's *An Introduction to Literature, Criticism and Theory*, Pearson Longman, 2009

Kathleen McCormick, Gary Waller and Linda Flower. *Reading Texts: Reading, Responding, Writing*. Lexington: D. C. Heath and Company, 1987.

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

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc):

M. H. Abrams. *A Glossary of Literary Terms*. 9th Edition. Cengage, 2009.

Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice*. New Jersey: Prentice Hall, 1999.

Eagleton, Terry. *Literary Theory: An Introduction*. Great Britain: Blackwell Publishers, 2008.

Habib, M. A. R., *A History of Literary Criticism and Theory*. Great Britain: Blackwell Publishers, 2008.

Mario Klarer. *An Introduction to Literary Studies*. London: Routledge, 2004

Simon Sheperd and Mick Walis. *Studying Plays*. London: Bloomsbury Academic, 2010

Stephen Matterson. *Studying Poetry*. London: Bloomsbury Academic, 2010

Paul Goring, Jeremy Hawthorn and Domhnall Mitchell. *Studying Literature*. 2nd edition. London: Bloomsbury, 2010.

Edgar V. Roberts. *Writing About Literature*. 13th edition. New York: Longman, 2012

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.):

- Radio and TV interviews
- News bulletins



- Interviews
- Business bulletins
- National Geographic commentaries
- Discovery Channel commentaries

5. 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.):

- Classrooms
- LCD Projectors
- Multimedia white board
- Laboratory computers



2. Computing resources (AV, data show, Smart Board, software, etc.):

CDs containing video material on literary criticism

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) NIL

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

1. Periodical quizzes and tests
2. Classroom manoeuvres to continually assess learners' progress
3. In class interaction among learners
4. Periodical analyses of learner errors
5. Suggestions for the learners to eliminate their errors

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor:

Periodic internal as well as common tests and Quizzes.

3 Processes for Improvement of Teaching:

I periodically offer the learners a sample of their errors and my suggestions for them to eliminate them.

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)

Discussion among various team members of the faculty based on the examination results.



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

The skills coordinator may consult other teachers of the department for a continuous assessment of the learners' progress in the areas of language learning, and listening skill in particular.

Faculty or Teaching Staff: DR. WAJED KHAN RAHEMATULLA KHAN PATHAN

Signature: _____ **Date Report Completed: 1 March 2016**

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____