



## Course Specifications

<b>Course Title:</b>	Literary Criticism
<b>Course Code:</b>	ENG 442
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	Department of English Language & Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

## Table of Contents

<b>A. Course Identification.....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>3</b>
1. Course Description .....	3
2. Course Main Objective.....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>5</b>
<b>D. Teaching and Assessment .....</b>	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	5
2. Assessment Tasks for Students .....	6
<b>E. Student Academic Counseling and Support .....</b>	<b>7</b>
<b>F. Learning Resources and Facilities.....</b>	<b>7</b>
1.Learning Resources .....	7
2. Facilities Required.....	8
<b>G. Course Quality Evaluation .....</b>	<b>8</b>
<b>H. Specification Approval Data .....</b>	<b>8</b>

## A. Course Identification

<b>1. Credit hours:</b>	<b>2 Hours</b>
<b>2. Course type</b>	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>	<b>Level 7 / Fourth Year</b>
<b>4. Pre-requisites for this course (if any):</b>	
ENG 333, ENG 339, ENG 340	
<b>5. Co-requisites for this course (if any):</b>	
None	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	24	75%
2	Blended	8	25%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	24
2	Laboratory/Studio	8
3	Tutorial	8
4	Others (Tests, classwork, presentations, practical sessions)	24
	<b>Total</b>	<b>64</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course is a survey of Western literary criticism with an emphasis on the most prominent critics, texts, schools, and ideas from the Classical Age till the Early 20<sup>th</sup> Century. It is a course in the history of ideas related to the criticism of literature and literary texts. The course begins with a brief survey of major figures in the development of a critical theory of literature. The emphasis will be on the careful reading of primary theoretical texts, with attention as well to historical and social contexts. This survey will include Plato, Aristotle, Horace, Longinus, Sidney, Dryden, Pope, Wordsworth, Coleridge, Arnold, and Eliot. The survey should provide a basic frame of reference from which to understand and assess the critical scene. go over excerpts of texts that have used these theories.

## 2. Course Main Objective

The main objective of the course is to intensify students' proficiency in the skills of criticism: the ability to reason, think critically, communicate effectively, and appreciate excellent writing and thinking. The following sub-objectives develop the main objective as students will be able to:

1. Recognize the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories.
2. Demonstrate an understanding of key concepts, themes, and features of the periods the studied texts represent in literary criticism.
3. Identify the structure and logic of the studied critics to differentiate between them.
4. Develop interpretive, analytical, and communication skills.
5. Write in an insightful and informed way about the studied works.
6. Read literary texts critically to develop close reading skills.
7. Use the acquired skills and knowledge in their own study and discussions of literary texts
8. Recognize the ways in which these practices and ideas open themselves to transformations in other literary and non-literary contexts.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of the course, students will be able to:</i>	
<b>1.1</b>	List key concepts in literary criticism.	<b>K 2</b>
<b>1.2</b>	Demonstrate knowledge and understanding of the history of literary theory in the West, the theorists and critics, the important schools and movements	<b>K 3</b>
<b>1.3</b>	Compare between the critics' logic as represented in their critical works.	<b>K 4</b>
<b>1.4</b>	Relate the studied texts with the historical and cultural contexts important to those theories.	<b>K 5</b>
<b>2</b>	<b>Skills:</b> <i>By the end of the course, students will be able to:</i>	
<b>2.1</b>	Apply close reading skills to the texts at hand to discuss new ideas and interpretations.	<b>S 1</b>
<b>2.2</b>	Interpret how the meaning, significance, and value of specific literary critical works are rendered to assess literary texts.	<b>S 2</b>
<b>2.3</b>	Analyze the powerful effect of literary texts on various aspects of life; the historical, cultural, political and social.	<b>S 3</b>
<b>2.4</b>	Write critical arguments about the interpretations of the critics.	<b>S 5</b>
<b>2.5</b>	Use research methodologies to analyze specific literary critical texts or one of the critics.	<b>S 6</b>
<b>2.6</b>	Build an awareness of the debates of philosophers, writers and critics through history and the role in the development of English literature.	<b>S 7</b>
<b>3</b>	<b>Values:</b> <i>By the end of the course, students will be able to:</i>	
<b>3.1</b>	Demonstrate liberal learning skills in discussions, arguments and interpretations of literary texts.	<b>V 1</b>
<b>3.2</b>	Communicate effectively on individual tasks, and collaboratively within teams to understand literary theory.	<b>V 2</b>
<b>3.3</b>	Demonstrate academic integrity in all course related work and abide by the ethical standards in research of literary texts using literary theories.	<b>V 3</b>
<b>3.4</b>	Show an ability to research effectively making use of available resources	<b>V 4</b>

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the Course: Introduction to the nature, the function, and the orientations of literary criticism	2
2	Classical Criticism: Plato and Literary Criticism	2
3	Aristotle as A literary Critic: Aristotle's Theory of Imitation Vs. Plato's	2
4	Aristotle's theory of Tragedy and Application on Sophocles' <i>Oedipus Rex</i>	2
5	Comparative reading: Plato vs Aristotle	2
6	Roman Neoclassical Criticism: Analysis of Horace's <i>Ars Poetica</i> and Longinus's <i>On the Sublime</i>	2
7	Renaissance Literary Criticism: Analysis of Sir Philipp Sidney's <i>Apology for Poetry</i>	2
8	Literary Responses: practical sessions	2
9	English Neoclassical Literary Criticism: Analysis of John Dryden's <i>An Essay of Dramatic Poesy</i> and Alexander Pope's <i>An Essay on Criticism</i>	2
10	Romantic Literary Criticism: Analysis of some parts of Wordsworth's <i>A preface To Lyrical Ballads</i> and Coleridge's <i>Biographia Literaria</i>	2
11	Comparative Discussion: Wordsworth vs Coleridge	2
12	Victorian Literary Criticism: Analysis of Matthew Arnold's "The Function of Criticism at the Present Time"	2
13	The Modern age and Eliot's <i>Tradition and the Individual Talent</i>	2
14	Presentations and critical discussions on the readings drawn from the classical period to the beginning of the 20 <sup>th</sup> century	2
15	Revision	2
16	Revision	2
<b>Total</b>		<b>32</b>

### 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 and Understanding		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.1	List key concepts in literary criticism.	Lectures Group Discussion PPT Presentations Inquiry-guided sessions Debates	Oral/ written Exams Question and answer exercises Graphic organizers (Mind maps, Ven diagrams...etc.) Portfolio (can include summaries critiques,
1.2	Demonstrate knowledge and understanding of the history of literary theory in the West, the theorists and critics, the important schools and movements		
1.3	Compare between the critics' logic as represented in their critical works.		
1.4	Relate the studied texts with the historical and cultural contexts important to those theories.		
2.0	<b>Skills</b>		
2.1	Apply close reading skills to the texts at hand to discuss new ideas and interpretations.	Lectures Group Discussion PPT Presentations Inquiry-guided sessions Debates Research Ethics Tutorial Online posts	Oral/ written Exams Research Papers Handouts Quizzes Portfolio (can include summaries critiques, bibliographies...etc.) Research Papers Graphic organizers (Mind maps, Ven diagrams...etc.)
2.2	Interpret how the meaning, significance, and value of specific literary critical works are rendered to assess literary texts.		
2.3	Analyze the powerful effect of literary texts on various aspects of life; the historical, cultural, political and social.		
2.4	Write critical arguments about the interpretations of the critics.		
2.5	Use research methodologies to analyze specific literary critical texts or one of the critics.		
2.6	Build an awareness of the debates of philosophers, writers and critics through history and the role in the development of English literature.		
2.7	Apply close reading skills to the texts at hand to discuss new ideas and interpretations.		
3.0	<b>Values</b>		
3.1	Demonstrate liberal learning skills in discussions, arguments and interpretations of literary texts.	Peer/Group Discussions Student Presentations Debates Research Ethics Tutorial	Self- learning exercises Self-evaluation Observation Research papers Portfolio (can include summaries critiques,
3.2	Communicate effectively on individual tasks, and collaboratively within teams to understand literary theory.		
3.3	Demonstrate academic integrity in all course related work and abide by the ethical standards in research of literary texts using literary theories.		
3.4	Show an ability to research effectively making use of available resources		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterms- Choice to allocate either: One Midterm	7 or 8	30%

#	Assessment task*	Week Due	Percentage of Total Assessment Score
	Two Midterms	6 or 7 - 11 - 12	30% or 40%
2	Course Work as assigned by the convener/instructor (see <b>D1</b> Assessment methods).	Throughout the semester	30% or 20%
3	Final Exam	16 & 17	40%
4	<b>Total</b>		<b>100%</b>

\*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:

- Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads.
- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.
- Instructors are assigned one hour for student academic advising.
- Faculty emails are accessible for students.
- Online interaction between instructor and student is available using the university's official online platforms.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ol style="list-style-type: none"> <li>1. Habib, M A. R. <i>Literary Criticism from Plato to the Present: An Introduction</i>. John Wiley &amp; Sons, 2011. Print.</li> <li>2. Leitch, Vincent B. <i>Norton Anthology of Theory and Criticism</i>. Norton &amp; Company Limited, W.W, 2018. Print.</li> <li>3. Cuddon, J A. <i>The Penguin Dictionary of Literary Terms and Literary Theory</i>. London: Penguin Books, 2014. Print.</li> </ol>
<b>Essential References Materials</b>	<ol style="list-style-type: none"> <li>1. Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. Manchester: Manchester University Press, 2019. Print.</li> <li>2. Bennett, Andrew, and Nicholas Royle. <i>An Introduction to Literature, Criticism and Theory</i>. 2016. Print.</li> <li>3. Culler, Jonathan D. <i>Literary Theory: A Very Short Introduction</i>. Oxford: Oxford University Press, 2011. Print.</li> <li>4. Murfin, Ross C, and Supryia M. Ray. <i>The Bedford Glossary of Critical and Literary Terms</i>. 2018. Print.</li> <li>5. Selden, Raman, Peter Widdowson, and Peter Brooker. <i>A Reader's Guide to Contemporary Literary Theory</i>. 2017. Print.</li> </ol>
<b>Electronic Materials</b>	<a href="#">Online Literary Criticism Collection from the Internet Public Library</a> <a href="#">Library Spot: Literary Criticism</a> <a href="#">LiteraryHistory.com</a> <a href="#">Yahoo Search Directory: Literature &gt; Criticism and Theory</a> <a href="#">A Bibliography of Literary Theory, Criticism and Philology</a>
<b>Other Learning Materials</b>	



## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms Main Library King Abdullah City Campus Library
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	The university's official cloud server <a href="http://cloud.imamu.edu.sa">cloud.imamu.edu.sa</a> gives access to faculty and students to multiple <b>Microsoft Office 365</b> applications such as OneDrive, Teams, SharePoint, Kaizala ...etc. <ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Cisco Webex</li> <li>• AV</li> <li>• Data show</li> <li>• E-podium</li> <li>• overhead projector</li> <li>• electronic whiteboard</li> <li>• course book software</li> <li>• Internet Access</li> </ul>
<b>Other Resources</b> (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 and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	Direct

**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

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	