اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Literary Theory
Course Code:	ENG 447
Program:	Bachelor of Arts in English
Department:	Department of English Language & Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification

1. Credit hours:	2 Hours

2. Course type

a.	University ☐	College ☐	Department ☑	Others ☐
b.		Required ☑	Elective ☐	

3. Level/year at which this course is offered:	Level 8 /Fourth Year

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

ENG 442 ENG 438

5. Co-requisites for this course (if any)**:**
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 application)	24
	Total	64

B. Course Objectives and Learning Outcomes

1. Course Description

This course is an extension of ENG 442 Literary Criticism that further surveys twentieth and century schools of literary criticism ranging from formalism and structuralism to New Criticism, psychoanalysis, feminist theory and post-colonial theory. It presents students of English literature knowledge of the schools and approaches of literary criticism essential to reading and interpreting literary texts. These schools/approaches of literary criticism will open up new vistas and horizons before the students as to how to approach a literary text from different perspectives. The course will also cover recent currents and crosscurrents of thoughts, strategies and methodologies giving students the opportunity to apply diverse theories to the analysis of literary texts.

2. Course Main Objective
The main objective of this course is for students to approach literary texts critically from different standpoints/perspectives. This objective is supported by the following sub-objectives as students will:
- Acquire comprehensive knowledge about different schools and approaches of twentieth-century literary theory.
- Recognize the major twentieth-century figures of literary theory.

- Evaluate the different principles of each school/approach and the reasons behind such different approaches to a literary text.
- Critically discuss how one or more schools of literary criticism can appear as a reaction to one or more previous schools/approaches of literary theory.
- Apply the studied theories effectively on selections of literary text.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding** *By the end of the course, students will be able to:*	
1.1	List a range of methodologies used in different literary theories.	**K 2**
1.2	Describe critical schools/ approaches/ movements in reactions to each other.	**K 3**
1.3	Recognize the different contexts (social, political, and cultural) that led to the emergence the major assumptions and principles of every school or approach.	**K 4**
2	**Skills:** *By the end of the course, students will be able to:*	
2.1	Demonstrate, through reflection, and understanding of the complex relationship between the various schools of literary theory.	**S 1**
2.2	Analyze critically literary texts through the different lenses of literary approaches of literary theory.	**S 2**
2.3	Generate ideas and creative analysis of the methods, approaches, and perspectives that are appropriate to the various schools of literary theory.	**S5**
2.4	Use appropriate research methods (e.g., MLA style) in the practical application of the theories on selected texts.	**S6**
3	**Values:** *By the end of the course, students will be able to:*	
3.1	Demonstrate self-learning attributes during class discussions, class work and assignments.	**V 1**
3.2	Communicate effectively on individual tasks, and collaboratively within teams to understand literary theory.	**V 2**
3.3	Demonstrate academic integrity in all course related work and abide by the ethical standards in research of literary texts using literary theories.	**V 3**
3.4	Show an ability to research effectively making use of available resources	**V 4**

C. Course Content

No	List of Topics	Contact Hours
1	**Introduction to the course:** Major Twentieth-century Schools of Literary theory and theorists.	2
2	**Formalism & New Criticism**	2

3	**Practical Application:** Formalism and New Criticism Suggested text for application: (*The text below is a recommendation. Other representative texts can be included at the discretion of the coordinator*) Poem "*Who so List to Hun"* by Sir Thomas Wyatt; Emily Dickinson's "A Bird, came down the Walk"	2
4	*Quiz 1*	2
5	**Structuralism**	2
6	**Practical Application:** Structuralism Suggested text for application: (*The text below is a recommendation. Other representative texts can be included at the discretion of the coordinator*) George Orwell's *Animal Farm*; Philip Larkin's "To My Wife";	2
7	*Mid-Term Exam*	2
8	**Psychoanalytic Theory**	2
9	**Practical Application:** Psychoanalytic Theory Suggested text for application: (*The text below is a recommendation. Other representative texts can be included at the discretion of the coordinator*) The story of *Cinderella*; Edgar Allan Poe's "The Cask of Amontillado,"; Robert Browning's "Porphyria's Lover."	2
10	**Feminist Theory**	2
11	**Practical Application:** Feminist Theory Suggested text for application: (*The texts below are recommendations. Other representative texts can be included at the discretion of the coordinator*) Christina Rosetti's "After Death,"; Kate Chopin's "The Story of an Hour,"; Alice Walker's, *The Color Purple*	2
12	*Quiz 2*	2
13	Postcolonial theory	2
14	Postcolonial theory Suggested text for application: (*The texts below are recommendations. Other representative texts can be included at the discretion of the coordinator*) *Toni Morrison's The Bluest Eye*; Derek Walcott's "A Far Cry from Africa,"; James Joyce's "Araby"; Mary Shelley's, *Frankenstein.*	2
15	Revision	2
16	Revision	2
	Total	32

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 a range of methodologies used in different literary theories.	Lectures Group Discussion PPT Presentations Inquiry-guided Instruction	Oral/ written Exams Quizzes Portfolio (can include summaries critiques, bibliographies...etc.) Research Papers
1.2	Describe critical schools/ approaches/ movements in reactions to each other.		
1.3	Recognize the different contexts (social, political, and cultural) that led to the emergence the major assumptions and principles of every school or approach.		
2.0	**Skills**		
2.1	Demonstrate, through reflection, and understanding of the complex relationship between the various schools of literary theory.	Lectures Group Discussion PPT Presentations Inquiry-guided Instruction Task-based sessions Tutorials	Oral/ written Exams Quizzes Portfolio (can include summaries critiques, bibliographies...etc.) Research Papers
2.2	Analyze critically literary texts through the different lenses of literary approaches of literary theory.		
2.3	Generate ideas and creative analysis of the methods, approaches, and perspectives that are appropriate to the various schools of literary theory.		
2.4	Use appropriate research methods (e.g., MLA style) in the practical application of the theories on selected texts.		
3.0	**Values**		
3.1	Demonstrate self-learning attributes during class discussions, class work and assignments.	Using the internet Group Discussion PPT Presentations Task-based sessions	Self-evaluation Portfolio (can include summaries critiques, bibliographies...etc.) Research Papers PPT Presentations
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.		

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

*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 (e.g., Microsoft Teams, Blackboard Learn, Microsoft Kaizala).

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	1. Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice*. Boston: Pearson Longman, 2011. Print. 2. Dobie, Ann B. *Theory into Practice: An Introduction to Literary Criticism*. , 2015. Print. 3. Eagleton, Terry. *Literary Theory: An Introduction*. Malden, Mass: Blackwell Publishing, 2015. Print.
Essential References Materials	1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 2019. Print. 2. Bennett, Andrew, and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. 2016. Print. 3. Guerin, Wilfred L, Earle Labor, Lee Morgan, Jeanne C. Reesman, and John R. Willingham. *A Handbook of Critical Approaches to Literature*. 2011. Print. 4. Habib, M A. R. *Literary Criticism from Plato to the Present: An Introduction*. John Wiley & Sons, 2011. Print. 5. Jonathan Culler, *Literary Theory: A Very Short Introduction* (2000) 6. Leitch, Vincent B. *Norton Anthology of Theory and Criticism*. Norton & Company Limited, W.W, 2018. Print. 7. Murfin, Ross C, and Supryia M. Ray. *The Bedford Glossary of Critical and Literary Terms*. 2018. Print. 8. Selden, Raman, Peter Widdowson, and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. 2017. Print.
Electronic Materials	Online Literary Criticism Collection from the Internet Public Library Library Spot: Literary Criticism LiteraryHistory.com Yahoo Search Directory: Literature > Criticism and Theory A Bibliography of Literary Theory, Criticism and Philology
Other Learning Materials	-

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms Main Library King Abdullah City Campus Library

Item	Resources
Technology Resources (AV, data show, Smart Board, software, etc.)	The university's official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple **Microsoft Office 365** applications such as OneDrive, Teams, SharePoint, Kaizala …etc. • Blackboard • Cisco Webex • AV • Data show • E-podium • overhead projector • electronic whiteboard • Internet Access
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 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

Council / Committee	
Reference No.	
Date	