

COURSE CODE	MA Eng. 753	COURSE LEVEL & YEAR	2nd year level
COURSE TITLE	Introduction to literature		
COURSE TEACHER/S			
CREDIT HOURS	3		
PRE-REQUISITES	Introduction to English literature 602 ENG		
CO-REQUISITES	None		
DURATION OF COURSE	16 weeks		
TOTAL STUDENT STUDY TIME	3 hours per each contact hour weekly		
AIMS	<p><i>Subject-specific skills (Knowledge Skills):</i></p> <ul style="list-style-type: none"> • A comprehensive knowledge of the main characteristics of the literary genres. • A thorough understanding of the elements of fiction and drama. • A solid knowledge of the Greek and Roman influences on English literature. <p><i>Core Academic skills (Cognitive Skills):</i></p> <ul style="list-style-type: none"> • Ability to make written and oral critiques of certain texts. • Capacity for competent literary analysis through comparison, contrast and synthesis of ideas. • Adequate use of rhetorical devices. <p>(c) <i>Personal and Key skills:</i></p> <ul style="list-style-type: none"> • Ability to empathize with members of other cultures. • Commitment to responsible action in response to obligations and assigned tasks. • Self-discipline and inner motivation resulting in learning independently and taking the initiative to do more than the expected level of work. • Effective participation as a team player significantly contributing to group projects and discussions. 		
INTENDED LEARNING OUTCOMES	<p>Specify briefly ILOs in relation to the three aim clusters as in the above box.</p> <ul style="list-style-type: none"> • Students are introduced to the definition(s) of literature. • Students are introduced to the basic elements of the different literary genres. • Students are introduced to different literary devices, trends and movements. • Students are introduced to narrative verse • Elements of Drama • One-act plays • Short stories 		
LEARNING/TEACHING METHODS	<p>Pay attention to the distinction between ‘teaching’ and ‘learning’. This is not only about the ‘teaching’ methods you will use, but also about what ‘learning’ strategies you will encourage students to adopt.</p> <ul style="list-style-type: none"> • Clarify expectations at the outset and throughout the semester. • Give students choices in selecting their topics. • Require a timeline and evidence of work completed for projects and • Research papers. • Assign group projects / presentations. • Include class participation as a component of the course assessment. 		
ASSIGNMENTS	<p>List the frequency and type of formative (non-assessed) assignments given over the duration of the course.</p>		

Students will do a lot of library-oriented assignments and present their works in the classroom. More importantly, students will share their assignments amongst themselves. They have to use the Internet and other online research tools to exchange ideas.

ASSESSMENT

List methods, frequency, time, and percentage of the mark for each assessment, including final examination.

- midterm
- presentations
- a term paper
- a final

SYLLABUS PLAN

Outline plan week by week for the duration of the course.

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
A General Introduction to Literature	2	2
Narrative Verse: the epic	2	2
Narrative Verse: the ballad	2	2
Dramatic Verse	2	2
Victorian Poetry	2	2
Lyrical Verse: descriptive, elegy, the sonnet and the ode	2	2
Lyrical verse: metaphysical poetry	2	2
Quizzes and midterm	2	2
Drama: tragedy and comedy	2	2
One-act plays	2	2
The novel	2	2
The short story	2	2
Trends in Literary Criticism	2	2
The Most Important Literary Movements in English Literature	2	2
End-of-term Exam	2	2

INDICATIVE BASIC READING LIST

List text books and main supporting reference works.

1. X. J. Kennedy & Dana Gioia, Literature: An Introduction to Fiction, Poetry, and Drama. Harper Collins, 1996.
2. Jerome J. Paul & Beaty Hunter, The Norton Introduction to Literature. Norton, 1998.
3. Michael Meyer, The Bedford Introduction to Literature: Reading, Thinking, Writing. Bedford St. Martin, 2002.