



## Course Specifications

<b>Course Title:</b>	Introduction to Literature
<b>Course Code:</b>	221
<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>	Al-Imam Muhammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b> 3
<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>4. Pre-requisites for this course (if any):</b> ENG 115, ENG 106, ENG 116
<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		
2	Blended	60	100 %
3	E-learning		
4	Distance learning		
5	Other		

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

No	Activity	Contact Hours
1	Lecture	34
2	Laboratory/Studio	
3	Tutorial	12
4	Others (Midterms, quizzes, classwork, practical application)	14
	<b>Total</b>	<b>60</b>

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b>
This course aims to introduce students to various genres of literature, fiction (short story, novella, and novel), poetry, drama and essay. It also aims to enhance students' appreciation and understanding of literary language and different approaches to literary criticism designed to increase student confidence when responding to literature.
<b>2. Course Main Objective</b>
The purpose of this course is to provide students with the basics of studying literature.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b> <i>On completing this course, students will be able to:</i>	
1.1	Identify the aspects of the major literary genres, poetry, drama and fiction.	K2
1.2	Recall the basic literary terms, techniques and structures used in different literary texts (poems, plays or fiction) studied.	K3

CLOs		Aligned PLOs
<b>2</b>	<b>Skills :</b> <i>On completing this course, students will be able to:</i>	
2.1	Interpret orally and in writing the literary texts of the different genres for denotative and connotative meaning, structure and development, and make connections between literal and figurative detail.	S1
2.2	Compare and contrast the characteristics of each literary genre.	S2
2.3	Develop a general understanding of the historical and cultural contexts of the works.	S7
<b>3</b>	<b>Values:</b> <i>On completing this course, students will be able to:</i>	
3.1	Show responsibility for self-learning and continue personal and academic development.	V1
3.2	Demonstrate an ability to work independently, and in a team to analyze an assigned literary text.	V2
3.3	Demonstrate ethical behavior inside the organization in personal and academic practices and also through displaying an appreciation of different philosophical, social, and cultural contexts.	V3

### C. Course Content

No	List of Topics	Contact Hours
1	Discussing the Course Contents and Methods of Evaluation Introduction to Literature: What is literature? Why is literature important? The Different Literary Genres: Poetry, Drama and Novel	4
2	An Introduction to Poetry Types of Poetry Selections of representative poems	6
3	Figurative Language and Stylistic Devices Application on selections of representative poems	6
4	Writing Tutorial 1: Writing about Poems—a Literary Analysis Essay	4
5	An Introduction to Drama Aristotle's definition of Drama and the tragic hero - Types of Drama- Elements of a Play	4
6	Suggested Representative texts for Drama: Oedipus the King (Abridged version), Antigone (Abridged version), Riders to the Sea, Trifles, or others. Application on representative text: Character - Plot - Structure	4
7	Application on representative text: Understanding Setting, Stage, and Sets.	4
8	Application on representative text: Theme - Tone - Language - Symbol.	4
9	Writing Tutorial 2: Writing about the elements of Drama—a Literary Analysis Essay	4
10	An Introduction to Fiction Types of Fiction - Elements of Fiction – General Terms	4
11	The Rise of the Novel: <i>Robinson Crusoe</i> by Daniel Defoe Suggested Representative texts for fiction: <i>Robinson Crusoe</i> (Abridged version), <i>The Old Man and The Sea</i> , <i>The Lottery</i> , <i>Sula</i> , <i>A Worn Path</i> , or others.	2
12	Application of Elements of Fiction: Theme - Character - Plot	4

13	Application of Elements of Fiction: Point of view -Setting	2
14	Writing Tutorial 3: Writing an essay about literary analysis	4
15	Midterms, Quizzes, Classwork	4
<b>Total</b>		<b>60</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
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Identify the aspects of the major literary genres, poetry, drama and fiction.	-Lecturing -Online teaching	- Conducting searches - Participation
1.2	Recall the basic literary terms, techniques and structures used in different literary texts (poems, plays or fiction) studied.	-Presentations -Task-based sessions -mind-mapping -Collaborative and peer technique teaching	- Quizzes - Midterm & Final exams
<b>2.0</b>	<b>Skills</b>		
2.1	Interpret orally and in writing the literary texts of the different genres for denotative and connotative meaning, structure and development, and make connections between literal and figurative detail.	-Lecturing -Presentations -Online teaching -Tutorials -Responses to Literature -Classwork -Class discussions	- Dissecting literary commentaries & essays. - Participation summarizing editing - response reports - writing paragraphs - essay (long or short) - Midterm & Final exams
2.2	Compare and contrast the characteristics of each literary genre.		
2.3	Develop a general understanding of the historical and cultural contexts of the works.		
<b>3.0</b>	<b>Values</b>		
3.1	Show responsibility for self-learning and continue personal and academic development.	- Write papers	- multimedia or presentation slides (individual or peer or group)
3.2	Demonstrate an ability to work independently, and in a team to analyze an assigned literary text.	- Learn to edit and criticize their own work - Self-learning exercises	- peer evaluations - self-evaluations
3.2	Demonstrate ethical behavior inside the organization in personal and academic practices and also through displaying an appreciation of different philosophical, social, and cultural contexts.	- Collaborative and peer technique teaching	- peer or group discussion - writing paragraphs - essay (long or short)

### 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%

#	Assessment task*	Week Due	Percentage of Total Assessment Score
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. Agami, Muhammad. <i>An EFL Student Guide to Literary Analysis</i></li> <li>2. Barnet, Sylvan. William E. Burto and William E. Cain. <i>An Introduction to Literature</i>. Longman, 2010.</li> <li>3. Mays, Kelly J. <i>The Norton Introduction to Literature: Shorter Thirteenth Edition</i>. W. W. Norton &amp; Company, 2018.</li> </ol>
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<b>Essential References Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to Literature by Stanislav Kolář (available online in PDF).</li> <li>2. Barnard, Robert. <i>A Short History of English Literature</i>. Oxford: Blackwall Publishers Ltd., 1998.</li> <li>3. Bennet, Andrew and Nicholas Royle. <i>An Introduction to Literature, Criticism and Theory</i>. London: Routledge, 2016.</li> <li>4. Burgess, Anthony. <i>English Literature: A Survey for Students</i>. Essex: Longman, 1974.</li> <li>5. Chris, Baldick. <i>Oxford Dictionary of Literary Terms</i>. Oxford, 2008</li> <li>6. <i>Dictionary of Literary Terms</i>. Coles, 2003.</li> <li>7. Everett, Barbara. <i>Poets in their Time: Essays on English Poetry from Donne to Larkin</i>. London: Faber and Faber. 1986.</li> <li>8. Leech, Geoffrey N. <i>A Linguistic Guide to English Poetry</i>. Essex: Longman Group Limited, 1969.</li> <li>9. Legouis, Emile et al. <i>A History of English Literature</i>. Letchworth: Aldine Press, 1967.</li> <li>10. Lewis, C. S. <i>The Discarded Image</i>. Cambridge, Cambridge University Press, 2012.</li> <li>11. Rees, R. J. <i>English Literature: An Introduction for Foreign Readers</i>. Macmillan: 1973.</li> <li>12. Showalter, Elaine. <i>Teaching Literature</i>. Australia: Blackwell, 2003.</li> <li>13. Tambling, Jeremy. <i>What is Literary Language?</i> Philadelphia: Open University Press, 1988.</li> <li>14. Thornely, G. C. and Gwyneth Roberts. <i>An Outline of English Literature</i>. Longman, 2004.</li> </ol>
<b>Electronic Materials</b>	<p><a href="https://janefriedman.com/best-literary-fiction-blogs-websites-2/">https://janefriedman.com/best-literary-fiction-blogs-websites-2/</a></p> <p><a href="http://lithub.com/">http://lithub.com/</a></p> <p><a href="http://www.everywritersresource.com/topliterarymagazines.html">http://www.everywritersresource.com/topliterarymagazines.html</a></p>
<b>Other Learning Materials</b>	

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	E-podium, overhead projector, electronic whiteboard, course book software, internet, speakers, data show
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> <li>▪ College resources center and library for doing research, working on projects and professional development.</li> <li>▪ University official online applications and platforms</li> </ul>

## 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

<b>Evaluation Areas/Issues</b>	<b>Evaluators</b>	<b>Evaluation Methods</b>
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>	