**Introduction to Literature ENG 207**

**Course Specifications**

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| Institution: **Imam Muhammad Ibn Saud Islamic University**  Date: **Oct. 2017** |
| College/Department  **College of Languages and Translation/ Department of English Language and Literature** |

A. Course Identification and General Information

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| 1. Course title and code: **Introduction to Literature ENG 207** |
| 2. Credit hours: **3 credit hours** |
| 3. Program(s) in which the course is offered.  (If general elective available in many programs indicate this rather than list programs)  **BA in English Language, Literature and Translation** |
| 4. Name of faculty member responsible for the course |
| 5. Level/year at which this course is offered: **Level** **3/ 2nd Year** |
| 6. Pre-requisites for this course (if any)  **None** |
| 7. Co-requisites for this course (if any)  **None** |
| 8. Location if not on main campus: **Main Campus** |
| 9. Mode of Instruction (mark all that apply)  100%  *√*  a. traditional classroom What percentage?  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  Comments: **The course is taught in regular classrooms with a direct contact with students.** |

B. Objectives

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| 1. What is the main purpose for this course?  **This course intends to introduce students to the major genres of literature. It intends to equip students with basic knowledge of the different genres and forms of literature. It will also provide students with basic literary terms. The course also aims to help students to acquire basic skills that would help them to analyze a piece of a literary work.**  **Therefore, the major objectives of the course are as follows:**   1. **To acquire knowledge and understanding of the different literary genres (i.e. poetry, drama, novel and short story).** 2. **To gain knowledge and understanding of major literary terms of each genre.** 3. **To identify different aspects in literary texts** 4. **To analyze a literary concept in a given text.** |
| 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)   * **Updating the course poetry texts every 4 semesters maximum.** * **Integrating websites related to literary analysis to provide students with extra material and more practical training.** |

C. Course Description (Note: General description in the form used in Bulletin or handbook)

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| Course Description:  **This is a 3-credit-hour course that introduces the literary genres. It also introduces the main literary terms to students in level 3. Students are expected to know how to define and explain the major terms of a literary text.** |

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| 1. Topics to be Covered | | |
| List of Topics | No. of  Weeks | Contact hours |
| **Introduction to literature & its genres** | **1** | **3** |
| **Basic literary terms** | **2** | **6** |
| **Figures of speech and sound devices** | **1** | **3** |
| **Poetry & major aspects of a poem** | **1** | **3** |
| **Samples of poetry** | **2** | **6** |
| **Drama & major aspects of a play** | **1** | **3** |
| **Sample of a play (preferably one act play)** | **2** | **6** |
| **Midterm** | **1** | **3** |
| **Fiction & major aspects of fiction** | **2** | **6** |
| **Sample of a short story** | **2** | **6** |
| **Revision** | **1** | **3** |

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| 2. Course components (total contact hours and credits per semester): | | | | | | |
|  | Lecture | Tutorial | Laboratory  or Studio | Practical | Other: | Total |
| Contact  Hours | 48 |  |  |  |  | 3 x16= 48 |
| Credit | 3 |  |  |  |  | 3 |

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| 3. Additional private study/learning hours expected for students per week.  3 |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |
| 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. (Courses are not required to include learning outcomes from each domain.) |

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| **Code**  **#** | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge**  **By the end of the course the student should be able to:** | | |
| 1.1 | Define the different literary genres & the basic literary terms | Class lectures | Quizzes  Exams |
| 1.2 | Outline the different literary concepts in a literary text | Assigning written works and reading texts | Quizes  Exams |
| **2.0** | **Cognitive Skills**  **By the end of the course the student should be able to:** | | |  |  |
| 2.1 | Interpret the different aspects of a literary text | Class lectures  Assigning Presentations | Written Assignments |
| 2.2 | Evaluate a literary text. | Class discussion  presentation | Assigning texts for analysis |
| **3.0** | **Interpersonal Skills & Responsibility**  **By the end of the course the student should be able to:** | | |
| 3.1 | Demonstrate an ability to analyze and evaluate a piece of work independently. | Group/pair discussions | Group Assignments |
| 3.2 | Work individually or in teams to analyze literary texts and concepts related to this course | Group/pair review analysis | Team power point presentations  Group Assignments |
| **4.0** | **Communication, Information Technology, Numerical**  **By the end of the course the student should be able to:** | | |
| 4.1 | Illustrate major literary terms effectively using written and oral language correctly | Group/pair discussions | Power point Presentations |
| 4.2 | Assess the type and aspects of a literary text effectively using PP presentations. | Presentations  Class discussion | Written and oral feedback from students |
| **5.0** | **Psychomotor N/A** | | |
| 5.1 |  | NOT APPLICABLE |  |
| 5.2 |  | NOT APPLICABLE |  |

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|  | 5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.) | | | | | | | | | |
| **Course**  **LOs #** | |  | **Program Learning Outcomes**  **(Use Program LO Code #s provided in the Program Specifications)** | | | | | | | |
| **1.1** | **1.3** | **2.1** | **2.2** | **3.1** | **3.3** | **4.1** | **4.2** | **5.1** |
| **1.1** | | **√** |  |  |  |  |  |  |  |  |
| **1.2** | |  | **√** |  |  |  |  |  |  |  |
| **2.1** | |  |  | **√** |  |  |  |  |  |  |
| **2.2** | |  |  |  | **√** |  |  |  |  |  |
| **3.1** | |  |  |  |  | **√** |  |  |  |  |
| **3.2** | |  |  |  |  |  | **√** |  |  |  |
| **4.1** | |  |  |  |  |  |  | **√** |  |  |
| **4.2** | |  |  |  |  |  |  |  | **√** |  |
| **5.1** | |  |  |  |  |  |  |  |  |  |

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| 6. 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 | Participation | 1-15 | 10% |
| 2 | Assignment | 5-10 | 10 |
| 3 | Midterm | 8th week | 20% |
| 4 | Final | 16 | 60% |

D. Student Academic Counseling and Support

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| 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)  **3Hrs a week** |

E Learning Resources

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| 1. **List Required Textbooks** 2. Mays, Kelly J. (ed.): The Norton Introduction to Literature with 2016 MLA Update. (12th edition) W. W. Norton & Company, US, 2016. 3. Introduction to Literature by Stanislav Kolář (available online in PDF). |
| 1. List Essential References Materials (Journals, Reports, etc.)   1.Barnet, Sylvan & etal. An Introduction to Literature, (16th edition). Longman, UK, 2010.  2.X. J. Kennedy: Literature: An Introduction to Fiction, Poetry, and  Drama. Boston: Little, Brown, 1983. |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)  1. SEL Studies in English Literature 1500-1900 (Stud Engl Lit), Rice University: Johns Hopkins University Press (Journal). |
| 4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.  1. <http://literature.org>  2. <https://literarydevices.net/scansion/>  3. <https://www.youtube.com/watch?v=1vF0HySkrC4> |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

F. Facilities Required

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| 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.)  -Classroom |
| 2. Computing resources (AV, data show, Smart Board, software, etc.)  Data-show projector or e-podium |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) |

G Course Evaluation and Improvement Processes

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching   * **Formal, anonymous course evaluations by students at the end of course** * **In addition to informal student feedback throughout the semester.** |
| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department  In-class peer-review to give support and disseminate good practice. |
| 3 Processes for Improvement of Teaching   * **Holding regular meetings between course conveners and instructors to address problems of the course** * **Keeping up to date with pedagogical theory and practice** * **On-going review of last semester’s teaching strategies and results to set goals for achieving excellence in teaching.** |
| 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)   * **Identify rubrics for each students’ activity or assignment** * **Checking grading of a sample of examination papers either by a resident or visiting faculty member** |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  **Course specifications to be reviewed periodically in line with course evaluations by students, course reports by teachers, feedback from host institutions, and program reviews.** |

Name of Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Report Completed: \_\_\_\_\_\_\_\_\_\_\_\_

Name of Field Experience Teaching Staff \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_