ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

Course Specifications

Institution: **Imam Muhammad Ibn Saud Islamic University**	Date: 12/10/2019

College/Department:
College of Languages and Translation/ Department of English Language and Literature

A. Course Identification and General Information

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 and Literature

4. Name of faculty member responsible for the course

5. Level/year at which this course is offered: **L3 / 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):

a. traditional classroom	✓	What percentage?	**100%**
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:

B Objectives

1. What is the main purpose for this course?

The main purpose of this course is to:

1- Introduce students to the literary genres of poetry, short story, novel and drama.
2- Gain knowledge and understanding of the major literary terms, techniques and structures of each genre.
3- Identify the different literary aspects expressed in literal or figurative terms in selected literary texts from each genre.
4- Equip students to read critically and evaluate literary texts.
5- Develop students' analytical skills through expressing orally and in writing the ideas, terms, and techniques used in a given literary 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)

- Implementing educational technology applications that enhance learning environments.
- 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)

Course Description:

This course is an introductory literature course that intends to introduce students to the literary genres of poetry, short story, novel, and drama. The course offers a range of works belonging to these genres, and students will explore the basic literary terms and techniques (the poetic, the narrative and dramatic structures). The course is designed with the goal to help students develop their analytical skills as well as develop an understanding and appreciation for literature. It aims to equip students with the ability to develop critical approaches to thinking, reading and writing about literary works. In this course students are expected to define, critique and express their opinions both orally and in a written academic form.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to Literature & its Genres	1	3
Poetry: Kinds of Poetry and Basic Literary Terms	1	3
Sample Poems Analysis	2	6
Writing Practice: Writing and Commenting on Poems	1	3
Poetry Revision & Discussion + Midterm 1	1	3
Drama: Kinds of Plays & the major aspects of Drama	2	6
Sample one-Act Plays	2	6

Midterm 2	1	2
Writing Practice: Writing a Literary Essay	1	4
Fiction: Kinds of Fictional Writings & Major aspects of Fiction	1	3
Sample Short Story	2	6
Revision & Discussion	1	3

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	42	6				48
	Actual						
Credit	Planed	3					3
	Actual						

3. Additional private study/learning hours expected for students per week. | 4 |

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.)

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 aspects of the major literary genres poetry, drama and fiction.	- Lectures - Class Discussion - Assigned reading material - Analysis of texts	- In-class discussions - Written classwork - Oral and written exams - Assignments
1.2	Describe the basic literary terms, techniques and structures used in different literary texts (poems, plays or short stories).		
1.3	Recognize the factors in literature that relate to human experience and overlap with influences from history, politics, culture, or philosophy.		
2.0	**Cognitive Skills** By the end of the course the student should be able to:		
2.1	Interpret orally and in writing the literary terms and techniques used in a given literary text.	- Lectures - Group discussions	- Oral and written exams
2.2	Evaluate and assess literary texts of various	- Assigning	

	genres for denotative and connotative meaning, structure and development, and make connections between literal and figurative detail.	Presentations	-Writing research papers - Class discussions
3.0	**Interpersonal Skills & Responsibility** **By the end of the course the student should be able to:**		
3.1	Demonstrate an ability to work independently, and in a team to analyze an assigned literary text.	- Individual or group assignments - Group work - Peer work - Peer review	- Punctuality - Meeting deadlines - Observation - Writing research papers
3.2	Show responsibility for self-learning and continue personal and academic development in doing their assignments.		
3.3	Demonstrate ethical behavior inside the class in personal and academic practices and also through displaying an appreciation of different philosophical, social, and cultural contexts.		
4.0	**Communication, Information Technology, Numerical:** **By the end of the course the student should be able to:**		
4.1	Demonstrate communication technology skills such as operating computer programs to type written assignments and researching by using various resources such as the Internet.	- Using Smart Boards - Using the internet -Using Audio and video recordings	- Research papers - PowerPoint presentations
5.0	**Psychomotor** NA		

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Midterm 1	6th week	10%
2	Midterm 2	11th week	15%
3	Assignment or Research or Accumulative Classwork	13th week	10%
4	Participation	Every Week	5%
5	Final Exam		60%
6	Total		100%

D. Student Academic Counseling and Support

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)

Two hours a week

E Learning Resources

1. List Required Textbooks
1. Mays, Kelly J. (ed.): *The Norton Introduction to Literature with 2016 MLA Update*. (12th edition) W. W. Norton & Company, US, 2016.   2. *Introduction to Literature* by Stanislav Kolář (available online in PDF).
2. 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 Electronic Materials, Web Sites, Facebook, Twitter, etc.
1. SEL Studies in English Literature 1500-1900 (Stud Engl Lit), Rice University: Johns Hopkins University Press (Journal).   2. SDL Saudi Digital Library   3. https://wwnorton.com/college/english/nael/welcome.htm   4. http://literature.org   5. https://literarydevices.net/scansion/
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.   **None**

F. Facilities Required

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.)   **Lecture rooms**
2. Technology resources (AV, data show, Smart Board, software, etc.)   **Overhead projector, course book software, internet, speakers**
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   **None**

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Formal, anonymous course evaluations by students at the end of course**
- **Informal student feedback throughout the semester.**

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- **Self-evaluation.**
- **Prepare general file for course.**
- **Review sample of students' work by another faculty member.**

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**
- **Conduct Workshops, seminars and training sessions**
- **Review of previous course reports 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)

- **Identifying 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 are to be reviewed periodically in line with course evaluations by students and course reports by teachers**
- **Acquire feedback from host institutions, and program reviews.**
- **Benchmark the management of similar courses in local and international institutes.**

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: 12/10/2019

Program Coordinator: _____

Signature: _____ Date Received: _____