



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)





Course Specifications

Institution: Imam Mohammed ibn Saud Islamic University	Date: 25 OCT 2017
College/Department : College of Languages and Translation - Department of English	

A. Course Identification and General Information

1. Course title and code: Literary Criticism - ENG 465			
2. Credit hours: 2hrs			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
Bachelor Program of English Language and Literature			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: L7 – 4 th Year			
6. Pre-requisites for this course (if any): Literary Criticism - ENG 364			
7. Co-requisites for this course (if any): A study of the major Genres of Literature			
8. Location if not on main campus: ---			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

This course is designed to help students:

- 1-List the different schools/approaches of twentieth-century literary criticism.
- 2-Recognize the different theories of literary criticism of the twentieth century.
- 3-Identify the major twentieth-century figures of literary criticism.
- 4-Recognize how twentieth-century criticism, with its ideologies and schools, is remarkably different from criticism of previous centuries.
- 5-Identify the different principles of each school/approach and the reasons behind such different approaches to a literary text.
- 6-Recognize how one or more schools of literary criticism can appear as a reaction to one or more previous schools/approaches of literary criticism.
- 7-Recognize the possibilities of different readings, and, therefore, the different possible ways, of reading and understanding the same literary text.
- 8-Recognize the increasing role of women in the field of critical writings.
- 9-Read and evaluate literary texts from different perspectives according to certain set methodologies.
- 10-Identify the features of the twentieth-century criticism.
- 11-Identify and define the main tenets and figures of every of the twentieth-century schools/approaches of literary criticism.

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)

- To develop, Prepare PPT and Slide comparisons.
- To have in-class comparative debates.
- Encourage write-ups by students.

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

Course Description:

This course introduces students to twentieth-century schools of literary criticism. It introduces students of English literature to a considerable number of 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 one literary text from different perspectives. This course will also introduce students to twentieth-century currents and cross-currents of thoughts, strategies and methodologies as for how to approach a literary text. Pioneers of literary criticism and founders of schools/approaches of literary criticism will be studied.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
An Overview of the Course and its Contents	1	2
Literary Criticism & Background	1	2
New Criticism	1	2
New Criticism Applied	1	2
New Criticism- Writing an essay	1	2
Psycho-Analysis	1	2
Psycho-Analysis Application	1	2
Psycho-Analysis – Writing an essay	1	2
Feminism	1	2
Feminism Applied	1	2
Feminism – Writing an essay	1	2
Post-Colonial Theory	1	2
Post-Colonial Theory Applied	1	2
Post-Colonial Theory– Writing an essay	1	2
Students' Presentations and Discussions	1	2
Students' Presentations and Discussions	1	2

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	32					32
	Actual	32					32
Credit	Planned	2					2
	Actual	2					2

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

2

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 On completing the course, students will be able to:		
1.1	Define critical schools/ approaches/ movements in reactions to each other.	Lectures Class Discussion PP Presentations	Oral/ written Exams Research Papers PP Presentations
1.2	Outline the major assumptions and principles of every school or approach		
2.0	Cognitive Skills On completing the course, students will be able to:		
2.1	Evaluate research methodologies to compare schools/ approaches of criticism of the twentieth century.	Lectures Class Discussion PP Presentations	Oral/ written Exams Research Papers PP Presentations
2.2	Analyze the assumptions and tenets of every school/ approach of twentieth-century literary criticism with appropriate methods, approaches, and perspectives.		
3.0	Interpersonal Skills & Responsibility On completing the course, students will be able to:		
3.1	Demonstrate working independently and in teams to read and analyze critically and independently a range of literary critical texts.	Group Discussion PP Presentations	Research Papers PP Presentations
4.0	Communication, Information Technology, Numerical On completing the course, students will be able to:		
4.1	Demonstrate correctly the use of information and communications technologies in investigating the various critical orientations of the 20th century criticism and theory.	Using smart boards Using the internet in research Using PP presentations	Computerized Research papers PP Presentations
5.0	Psychomotor		
5.1	Not Applicable		

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	Quizzes	4 th & 7 th weeks	10%
2	Midterm	8 th week	20%
3	Presentations	15 th & 16 th weeks	10%
4	Final Exam	17 th	60%

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)

- Instructors are expected to provide guidance, support, and tutoring during office hours.
- 2 office hours per week.

E Learning Resources

1. List Required Textbooks

Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice*. New Jersey: Prentice Hall, 2002.

2. List Essential References Materials (Journals, Reports, etc.)

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester, 2002.
- Castle, Gregory. *The Blackwell Guide to Literary Theory*. Blackwell, 2007.
- Chris, Baldick. *Oxford Dictionary of Literary Terms*. Oxford, 2008
- *Dictionary of Literary Terms*. Coles, 2003.
- Morner, Kathleen and Ralph Rausch. *NTC's Dictionary of Literary Terms*. Chicago: 1991.
- Propp, V. *The Morphology of the Folktale*. Austin: University of Texas Press, 2013.
- Seldon, Raman and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. London: Pearson, 2005.
- Tyson, Lois (2014). *Literary Theory Today*. New York: Taylor and Francis.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

<http://www.ipl.org/div/literit/>
<https://www.loc.gov/rr/main/alcove9/literature/criticism.html>
<http://www.libraryspot.com/literit.htm>
https://www.aabacosmallbusiness.com/Arts/Humanities/Literature/Criticism_and_Theory
<http://www.cddc.vt.edu/feminism/lit.html>
http://www.unizar.es/departamentos/filologia_inglesa/garciala/bibliography.html
<http://projects.chass.utoronto.ca/emls/emlshome.html>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

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.)
Classrooms
2. Technology resources (AV, data show, Smart Board, software, etc.)
E-podium, overhead projector, electronic whiteboard, internet, speakers
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
College resources center and library for doing research, working on projects and professional development

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
<ul style="list-style-type: none"> - Tracking the students' progress and grades. - Examining the course/teacher evaluations at the quality assurance unit at the end of each semester Using anonymous students' feedback throughout semester.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
<ul style="list-style-type: none"> - Regular meetings to be held by the course coordinator. - Examining the course/teacher evaluations at the quality assurance unit at the end of each semester. - Examining the students' grades.
3. Processes for Improvement of Teaching
<ul style="list-style-type: none"> - Workshops, seminars and training sessions to be held by the course coordinator. - Instructors are encouraged to attend/participate in professional conferences as well as to research and publish.
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)
<p>Internal course periodic review occurs in accordance with NCAAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit.</p>

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- A 2-hour introductory session to be held by the course coordinator at the beginning of the course.
- Five training sessions and workshops to be given by different instructors throughout the course.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: 25 OCT 2017

Program Coordinator: _____

Signature: _____ Date Received: _____

