



# Course Specification

— (Bachelor)



<b>Course Title:</b> Introduction to Literary Studies
<b>Course Code:</b> LANT1208
<b>Program:</b> BA in English Language
<b>Department:</b> Languages and Translation
<b>College:</b> Education and Arts
<b>Institution:</b> University of Tabuk
<b>Version:</b> 2023.10
<b>Last Revision Date:</b> 2022





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## A. General information about the course:

### 1. Course Identification

<b>1. Credit hours: ( 3√ )</b>				
<b>2. Course type</b>				
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track
B.	<input type="checkbox"/> √ Required		<input type="checkbox"/> Elective	
<b>3. Level/year at which this course is offered: (4th Level / 2nd Year)</b>				
<b>4. Course general Description:</b>				
This course introduces students to the basic principles of literary studies. The course covers the three main literary genres which are poetry, fiction and drama. Students are introduced to the technical and analytical tools related to these genres, and they study selected examples of each genre and acquire the skills of reading and analyzing them.				
<b>5. Pre-requirements for this course (if any):</b>				
None				
<b>6. Pre-requirements for this course (if any):</b>				
None				
<b>7. Course Main Objective(s):</b>				
This course aims to introduce students to the concept and definition of literature, and to the three major genres: fiction, poetry, and drama. Students will be exposed to elements, distinctive qualities, and salient features of each genre. The discussion will be centred on short stories, poems, novellas, and one or two-act plays. Students are expected to read poetry loudly in the classroom, and write a one-page short story, and a short dramatic dialogue.				

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> </ul>		



No	Mode of Instruction	Contact Hours	Percentage
	● E-learning		
4	Distance learning		

### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

### B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Describe the trends and aspects of Literature.	K3	Lecturing and guided classroom activities.	Exams Short Written Assignments.
1.2	List genre-specific literary terminology for fiction, poetry, and drama.	K3	-Lecturing -Group discussions -Collaborative Learning	Exams Oral Presentation
1.3	Outline the thematic and formal characteristics of selected literary works.	K3	Lectures Interactive strategies	Exams Writing short critiques.
2.0	Skills			
2.1	Interpret a short poetic, fictional, or dramatic artwork.	S4	Writing short critiques	Exams Writing short critiques.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			Writing short response papers.	
2.2	Explain the figures of speech and imagery used in some poems read in class.	S1	-Group work performance. -Inquiry-based instruction.	Exams. Oral Presentation
2.3	Compare and contrast the different literary forms of English Literature.	S4	Oral drilling and presentations.	Exams Oral presentations
3.0	Values, autonomy, and responsibility			
3.1	Adhere to academic and research values and ethics.	V1	Independent Tasks Collaborative Learning	Assignments Group Project
3.2	Work autonomously to achieve target tasks.	V2	Independent Tasks Collaborative Learning Group discussions	Assignments Group Project Presentation
3.3	Work collaboratively to achieve target tasks with responsibility.	V3	Collaborative Learning Group discussions	Assignments Group Project Presentation

### C. Course Content

No	List of Topics	Contact Hours
1.	What is literature? Why do we read literature? Literary genres and subgenres. The historical evolution and literary periods of English Literature.	3
2.	Poetry and Types of Poetry 1. What is Poetry? 2. How to read a poem? 3. Denotation and Connotation Figurative Language: Identifying figures of speech in poetry: simile, metaphor, paradox, allegory, imagery, onomatopoeia, symbolism, overstatement, understatement, Imagery, etc.	3
3.	Reading "Shall I Compare Thee To A Summer's Day" by Shakespeare. Reading "There is no Frigate Like a book" by Emily Dickinson.	3
3	Reading "My Love is Like A Red, Red Rose," by Robert Burns.	3





	Identifying the figures of speech and imagery in "My Love is Like A Red, Red Rose."	
4	Reading "The Road Not Taken" by Robert Frost. Discussing the theme and structure of "The Road not Taken."	3
5	Introducing the sonnet form: Shakespeare and Petrarch. Reading "My Mistress' Eyes" by Shakespeare. Identifying the end-rhyme of "My Mistress' Eyes."	3
6	Romantic poetry: the ode, the ballad, the Lyric.	3
7	Reading "Ode on A Grecian Urn" and "Ode to a Nightingale" by John Keats.	3
8	Reading "The World is too Much with Us" by William Wordsworth.	3
9	Fictional and Non-fictional Prose. Fictional Prose: Types of Fiction: Novel, nouvelle, short story	3
10	Elements of fiction - Plot - Character - Theme - Point of view - Symbol and Irony - Emotion and Humor	3
11	The formal differences between a novel and a short story Non-Fictional Prose: Biography, Autobiography, and Memoir.	
12	Fiction: Short Story: Elements of a short story. Reading "The Story of an Hour" by Kate Chopin. Identifying the structure and fictional elements of "The Story of an Hour."	3
13	Reading "A Worn Path" by Eudora Welty. Identifying the Structure and elements of "A Worm Path."	3
14	Reading "How Much Land does a Man Need" by Tolstoy. Identifying the Structure and elements of "How Much Land Does A Man Need."	
15	Drama: Definition and Historical Background: Greek drama, First English Drama, Elizabethan drama, Modern drama, Foreign Drama. Types of Drama: Tragedy, Comedy, Tragi-Comedy, historical play. Elements of Drama: Catharsis, tragic flaw, etc. Reading one the first two acts of Shakespeare's Hamlet OR Macbeth	3
		3
Total		45



## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	First Mid Term Exam	6	20
2.	Second Midterm Exam	12	20
3.	Assignments	Ongoing	10
4	Group project / Presentation	14	10
5	Final Exam	16	40

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

<b>Essential References</b>	The Edinburgh Introduction to Studying English Literature. United Kingdom, Edinburgh University Press, 2014.
<b>Supportive References</b>	<p>Jorge Luis Borges, &amp; María Esther Vázquez. Introduction to English literature. University Press of Kentucky 1974.</p> <p>Safi Mahfouz. An Introduction to English Literature. Dar Wael, 2010</p> <p>Perrine, Laurence, and Arp, Thomas R.. Literature: Structure, Sound, and Sense. United Kingdom, Harcourt Brace Jovanovich, 1993.</p> <p>Scholes, Robert, et. Al. Elements of Literature: Essay, Fiction, Poetry, Drama, Film. New York: Oxford University Press. 1986.</p>
<b>Electronic Materials</b>	<p><a href="http://www.ucc.uconn.edu">www.ucc.uconn.edu</a></p> <p><a href="http://www.gmcedu/library/lit_web.htm">www.gmcedu/library/lit_web.htm</a></p> <p><a href="http://www.academicbrooklyn.cuny.edu/english/jen_lit.htm">www.academicbrooklyn.cuny.edu/english/jen_lit.htm</a></p>
<b>Other Learning Materials</b>	The use of Turn-it.com software program to detect plagiarism.

### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
<b>Technology equipment</b> (projector, smart board, software)	Data show



Items	Resources
<b>Other equipment</b> (depending on the nature of the specialty)	<ul style="list-style-type: none"> <li>Working projectors</li> <li>Internet in the classrooms</li> </ul>

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Program Leaders  Students	1. Direct method:  Looking at actual samples of student work in the course such as assignments, projects...etc.  2. Indirect method: Faculty-student meetings to get students' oral feedback. Surveys:  Confidential (anonymous) completion of a course evaluation questionnaire
Effectiveness of Students assessment	Students Peer reviewers (course coordinator and other instructors teaching the course)	1. Direct method:  Looking at actual samples of student work in the course such as assignments, projects...etc.  2. Indirect method: Faculty-student meetings to get students' oral feedback. Surveys:



Assessment Areas/Issues	Assessor	Assessment Methods
		Confidential (anonymous) completion of a course evaluation questionnaire
Quality of learning resources	Department Chair Quality and Development Committee	Assessment of the Course Reports and the Program Annual Report
The extent to which CLOs have been achieved	Department Chair Quality and Development Committee	Assessment of the Course Reports and the Program Annual Report
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

### G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	<b>DEPARTMENT COUNCIL</b>
<b>REFERENCE NO.</b>	<b>MEETING No. 9/1445</b>
<b>DATE</b>	<b>15.04..1445</b>

