



## Course Specifications

|                      |  |
|----------------------|--|
| <b>Course Title:</b> | <b>Comparative Literature</b>  |
| <b>Course Code:</b>  | <b>ENG-3/478</b>   |
| <b>Program:</b>      | <b>Bachelor's Program in English</b>   |
| <b>Department:</b>   | <b>Department of English</b>   |
| <b>College:</b>      | <b>Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Dayer (Female Campus), Ardah (Female Campus), and Farasan (Female Campus)</b> |
| <b>Institution:</b>  | <b>Jazan University</b>  |

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## A. Course Identification

|  |                                     |  |  |
|--|-------------------------------------|--|--|
| <b>1. Credit hours:</b> 3 credit hours   |                                     |  |  |
| <b>2. Course type</b>  |                                     |  |  |
| a.   | University <input type="checkbox"/> | College <input type="checkbox"/>             | Department <input checked="" type="checkbox"/> |
| b.   | Required <input type="checkbox"/>   | Elective <input checked="" type="checkbox"/> | Others <input type="checkbox"/>                |
| <b>3. Level/year at which this course is offered:</b> Level Eight - Fourth year  |                                     |  |  |
| <b>4. Pre-requisites for this course (if any):</b> Introduction to Literary Arts |                                     |  |  |
| <b>5. Co-requisites for this course (if any):</b>                                |                                     |  |  |

### 6. Mode of Instruction (mark all that apply)

| No | Mode of Instruction   | Contact Hours | Percentage |
|----|-----------------------|---------------|------------|
| 1  | Traditional classroom | 45            | 100%       |
| 2  | E-learning            |               |            |
| 3  | Distance learning     |               |            |
| 4  | Other                 |               |            |

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

| No | Activity                                     | Contact Hours |
|----|--|---------------|
| 1  | Lecture                                      | 45            |
| 2  | Laboratory/Studio                            |               |
| 3  | Tutorial                                     |               |
| 4  | Others (specify) quiz , assignment & midterm |               |
|    | <b>Total</b>                                 | <b>45</b>     |

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This three credit hours course is the study of literature and other cultural expressions across linguistic and cultural boundaries. We offer a comprehensive study of literature and culture, utilizing a range of materials from several literatures to foster an understanding of individual authors, influences, literary movements, forms, and genres in a comparative critical context. The program is flexible enough to accommodate a wide range of individual emphases in literature and culture, periods, genres, history, criticism, and theory.

### 2. Course Main Objective

Students will demonstrate the ability to read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric, show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature, write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject, develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively, articulate the relations among culture, history, and text.

### 3. Course Learning Outcomes

| CLOs |  | Aligned PLOs |
|------|--|--------------|
| 1    | <b>Knowledge and Understanding: students will be able to</b>   |              |
| 1.1  | Develop a comparative understanding of national literatures in the context of a globalizing world, and an ability to locate texts in their cultural and historical contexts. | K2           |
| 1.2  | Demonstrate a general understanding of the conventions of literary genres and of the major developments in literary history.   | K2           |
| 2    | <b>Skills: students will be able to</b>  |              |
| 2.1  | Develop knowledge of literary theory and interdisciplinary methodologies,  | S1           |
| 2.2  | Engage with two or more literary and cultural traditions, studied in historical depth, in their original languages   | S2           |
| 2.3  | Produce a comparative study with interdisciplinary texts and genres of other art forms like film and art.  | S3           |
| 3    | <b>Values: students will be able to</b>  |              |
| 3.1  | Respond positively to social, cultural and global challenges   | V1           |

### C. Course Content

| No | List of Topics  | Contact Hours |
|----|---|---------------|
| 1  | Introduction to Comparative Literature– The social, historical, political, religious and economic ways of comparison as well as literary ones | 3             |
| 2  | Introduction to the different key concepts of Comparative Literature and their importance   | 4             |
| 3  | Narrative: To Kill A Mockingbird by Harper Lee  | 4             |
| 4  | Narrative: Cry the Beloved Country by Alan Paton  | 5             |
| 5  | Compare and contrast the two novels regarding how racism is studied.  |               |
| 6  | Revision. Quiz and assignment.  | 3             |
| 7  | Midterm exam  | 3             |
| 8  | Drama: Greek Tragedy - Oedipus Rex by Sophocles   | 5             |
| 9  | Drama: English Tragedy – King Lear by Shakespeare   | 5             |
| 10 | Drama: The plays above to be compared in brief in terms of Freud.   | 5             |
| 11 | Overall summation of the need for comparative study of literature   | 4             |
| 12 | Revision  | 4             |
|    | <b>TOTAL</b>  | <b>45</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  |
|------|--|-----------------------------|---|
| 1.0  | <b>Knowledge and Understanding: students will be able to</b> |                             |   |
| 1.1  | Develop a comparative understanding of national              | Story telling, Discussions, | <b>Type of Assessment:</b><br>Quiz, Midterm Assignment or |

| Code | Course Learning Outcomes   | Teaching Strategies                                | Assessment Methods  |
|------|--|--|---|
|      | literatures in the context of a globalizing world, and an ability to locate texts in their cultural and historical contexts. | Presentations, Debates, Active learning            | Presentation, Final exam<br><b>Nature of Questions:</b><br>Objective & Subjective   |
| 1.2  | Demonstrate a general understanding of the conventions of literary genres and of the major developments in literary history. | Lectures, Discussions, Role play, Presentations    | <b>Type of Assessment:</b><br>Quiz, Midterm, Final exam<br><b>Nature of Questions:</b><br>Objective & Subjective                    |
| 2.0  | <b>Skills: students will be able to</b>  |  |   |
| 2.1  | Develop knowledge of literary theory and interdisciplinary methodologies,  | Explanation, Collaborative learning, Presentations | <b>Type of Assessment:</b><br>Quiz, Midterm, Presentation, Final exam<br><b>Nature of Questions:</b><br>Objective & Subjective      |
| 2.2  | Engage with two or more literary and cultural traditions, studied in historical depth, in their original languages           | Problem based learning, Discussions, Presentations | <b>Type of Assessment:</b><br>Midterm, Assignment/Presentation, Final exam<br><b>Nature of Questions:</b><br>Objective & Subjective |
| 2.3  | Produce a comparative study with interdisciplinary texts and genres of other art forms like film and art.                    | Debates, Peer learning, Seminars, Role play        | <b>Type of Assessment:</b><br>Midterm, Assignment/Presentation, Final exam<br><b>Nature of Questions:</b><br>Objective & Subjective |
| 3.0  | <b>Values: students will be able to</b>  |  |   |
| 3.1  | Respond positively to social, cultural and global challenges   | Project design, Group Discussions, Peer Work       | <b>Type of Assessment:</b><br>Project, Individual & Collective Observation  |

## 2. Assessment Tasks for Students

| # | Assessment task*        | Week Due | Percentage of Total Assessment Score |
|---|-------------------------|----------|--------------------------------------|
| 1 | Quiz                    | 4-7      | 10                                   |
| 2 | Assignment/Presentation | 3-8      | 10                                   |
| 3 | Mid Term Exam           | 5-9      | 20                                   |
| 4 | Final Exam              | 16-17    | 60                                   |
|   | <b>Total</b>            |          | 100                                  |

\*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 :

The teacher is allotted 10 office hours officially to cater to the academic needs of students outside the class especially immediately before or after classes. Academic advice is also a task in which each teacher is given a certain number of students for guiding and counselling each semester, usually ten in number.

## F. Learning Resources and Facilities

### 1. Learning Resources

|                                       |  |
|---------------------------------------|--|
| <b>Required Textbooks</b>             | Textbooks:<br>Aristotle's <i>Poetics</i><br>Philip Sydney's <i>Apology for Poetry</i><br>Homer's <i>Iliad</i><br>Virgil's <i>Aeneid</i><br><i>King Lear</i> by William Shakespeare<br><i>Oedipus Rex</i> by Sophocles<br><i>To Kill a Mockingbird</i> by Harper Lee<br><i>Cry, the Beloved Country</i> by Alan Paton<br>(All to be only dealt with in summaries)<br><i>Poems</i> by Frost and Wordsworth as well as Eliot and Pound or Frost and Eliot etc.  |
| <b>Essential References Materials</b> | <ul style="list-style-type: none"><li>• Theo D'haen, <i>The Routledge Concise History of World Literature</i>, London and New York, 2012.</li><li>• César Domínguez, HaunSaussy and Darío Villanueva, <i>Introducing Comparative Literature: New Trends and Applications</i>, London and New York, 2015.</li><li>• Johann Wolfgang von Goethe "Conversations with Eckermann on Weltliteratur" (1827), trans. John Oxenford (1850) in David Damrosch (ed.), <i>World Literature in Theory</i>, Oxford, 2014.</li><li>• Franco Moretti, "Conjectures on World Literature" (2000) in David Damrosch (ed.), <i>World Literature in Theory</i>, Oxford, 2014.</li></ul> |
| <b>Electronic Materials</b>           | <a href="https://www.gutenberg.org/">https://www.gutenberg.org/</a>  |
| <b>Other Learning Materials</b>       | Worksheets and supplementary material prepared by the faculty  |

### 2. Facilities Required

| Item   | Resources  |
|--|--|
| <b>Accommodation</b><br>(Classrooms, laboratories, demonstration rooms/labs, etc.) | 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)<br>Classrooms - 25 seats.              |
| <b>Technology Resources</b><br>(AV, data show, Smart Board, software, etc.)        | 2. Technology resources (AV, data show, Smart Board, software, etc.)<br>All are needed, and are not yet available. |
| <b>Other Resources</b><br>(Specify, e.g. if specific laboratory                    | 1. Working projectors<br>2. Smart-boards   |

| Item   | Resources   |
|--|---|
| equipment is required, list requirements or attach a list) | 3. Internet in the classrooms<br>4. Computers<br>5. Libraries |

## G. Course Quality Evaluation

| Evaluation Areas/Issues       | Evaluators   | Evaluation Methods   |
|-------------------------------|--|--|
| Effectiveness of Teaching     | Course Teachers, Teaching and Learning Unit, Students, Program Leaders | Formative and Summative Assessment (Direct), Student Evaluation (Indirect)                 |
| Achievement of CLOs           | Course Teachers, Teaching and Learning Unit, Program Leaders           | Formative and Summative Evaluation (Direct), Course Report, CLO Excel Worksheet (Indirect) |
| Quality of Learning Resources | Course Teaching, Teaching and Learning Unit, Program Leaders, Students | Formative and Summative Evaluation (Direct), Course Report, Student Evaluation (Indirect)  |

**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

|                     |                                     |
|---------------------|-------------------------------------|
| Council / Committee | Department Council (session # 2101) |
| Reference No.       | 43/54/25644                         |
| Date                | 29/9/21                             |