



## Course Specifications

<b>Course Title:</b>	<b>Literary Criticism</b>
<b>Course Code:</b>	<b>ENG 3/326</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), Ardah (Female Campus), Dayer (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"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level Six: Third Year
<b>4. Pre-requisites for this course (if any):</b> Introduction to Literary Forms
<b>5. Co-requisites for this course (if any):</b> NA

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

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

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

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

## B. Course Objectives and Learning Outcomes

### 1. Course Description:

The general goal of Literary Criticism course is to raise within the student a sense of critical awareness of the different cultural and political conversations and dialogues, explicit and implicit, which are embedded in literary texts. Students are introduced to a number of critical theories and approaches that guide our reading of major literary texts. Students will study many critical approaches starting from Plato and Aristotle and proceeding all the way to modern theoretical approaches such as Psychoanalytical literary criticism, Feminism, Marxism, and Postcolonialism. Students will learn some literary terms and vocabulary to explain their opinions about given literary texts. Texts will include stories, poems, and some movies that cover most of the topics discussed in class.

## 2. Course Main Objectives:

The course aims at the following: to familiarize students with the traditional and contemporary critical approaches, introduce them to some of the major 20th century literary theories, including New Criticism, the Marxist, psychoanalytical, feminist, and post-colonial approaches. Notwithstanding this, they would also be able to trace the history of literary criticism starting from Plato, Aristotle till the contemporary period so as to enable them to use such theoretical approaches in reading and analyzing literary works, write academic research essays that demonstrate the ability to apply critical approaches to literary works and the correct use of research methodology as well as the correct use of the English language.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding: the students will be able to</b>	
1.1	Define terms and concepts pertaining to literary criticism	<b>K2</b>
1.2	Outline the history of literary criticism from the classical to the modern period	<b>K3</b>
<b>2</b>	<b>Skills : students will be able to</b>	
2.1	Relate specific terms and concepts to a particular school of literary criticism	<b>S1</b>
2.2	Interpret literary texts using different methods of critical inquiry	<b>S3</b>
<b>3</b>	<b>Values: students will be able to</b>	
3.1	Develop a sense of academic ethics in writing assignments	<b>V3</b>

## C. Course Content

No	List of Topics	Contact Hours
1	Classical Literary Criticism : Plato and Aristotle	<b>6</b>
2	The Medieval Era	<b>3</b>
3	The Early Modern Period to the Enlightenment – Kant & Hegel	<b>3</b>
4	Romanticism & the early 19 <sup>th</sup> century criticism – Realism, Naturalism	<b>3</b>
5	20 <sup>th</sup> Century - From Liberal Humanism to Modernism	<b>6</b>
6	Formalism, Russian Formalism, New Criticism, Marxism	<b>9</b>
7	Psychoanalysis, Gender studies, Postmodernism, Post Colonialism and recent theories	<b>9</b>
8	Applications – critical analysis of texts	<b>6</b>
<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
<b>1.0</b>	<b>Knowledge and Understanding: students will be able to</b>		
1.1	Discuss the terms and concepts pertaining to literary criticism	Active learning, Presentations	<b>Type of Assessment:</b> Quiz, Midterm, Final exam <b>Nature of Questions:</b>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			Objective questions, Definitions & short answer questions,
1.2	Underline the history of literary criticism from the classical to the modern period	Lectures, Collaborative learning, Debates	<b>Type of Assessment:</b> Midterm, Assignment, Final exam <b>Nature of Questions:</b> Short answer & essay questions
<b>2.0</b>	<b>Skills: students will be able to</b>		
2.1	Apply specific terms and concepts to a particular school of literary criticism	Explanations, Problem based learning	<b>Type of Assessment:</b> Quiz, Midterm, Final exam <b>Nature of Questions:</b> Objective type, definitions & short answer
2.2	Interpret literary texts using different methods of critical inquiry	Debates, GD, Presentations, Peer learning	<b>Type of Assessment:</b> Assignment/Presentation, Final exam <b>Nature of Questions:</b> Define the following, short questions, essays
<b>3.0</b>	<b>Values: students will be able to</b>		
3.1	Prepare a sense of academic ethics in writing assignments	Project design, Seminars, Role play	Assessment of problem solving, case study, Group discussion, Project evaluation

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	3-6	10%
2	Assignment	4-9	10%
3	Mid Term Exam	7-10	20%
4	Final Exam	16-17	60%
	Total		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 :

1. Students' advisory council provides advice to the students in matters of attendance, choice of subjects, awareness of available learning resources.
2. 10 office hours per week are displayed on the office. In addition to this they can fix an appointment by contacting the teacher on her mobile (if the teacher wishes to share the number)
3. They can meet the teacher in the office for any clarification, discussions

## F. Learning Resources and Facilities

## 1. Learning Resources

<b>Required Textbooks</b>	Habib, M.A.R. <i>Literary Criticism From Plato to the Present: An Introduction</i> Department handouts including most recent theories
<b>Essential References Materials</b>	Relevant online materials Rivkin, Julie & Michael Ryan. "Literary Theory: An Anthology." (pdf)
<b>Electronic Materials</b>	The instructor's PowerPoint presentations.
<b>Other Learning Materials</b>	Eagleton, Terry. "Literary Theory: An Introduction." "The Norton Anthology of Theory and Criticism."

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classrooms - 25 seats.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	2. Technology resources (AV, data show, Smart Board, software, etc.) All are needed, and are not yet available.
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	1. Working projectors 2. Smart-boards 3. Internet in the classrooms 4. Computers 5. Libraries

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
1. Strategies for Obtaining Students Feedback on Effectiveness of Teaching	Course leaders/ University	Through questionnaires, feedback, Data collection and data analysis.
2. Strategies for Evaluation of Teaching by the Instructor or by the Department	Course coordinators	Through data collection, analysis and feedback.
3. Processes for Improvement of Teaching	Course coordinators and course leaders	Through having new strategies and updating knowledge of teachers. Sharing experiences, exchanging ideas and holding regular seminars and workshops

**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

<b>Council / Committee</b>	Department Council (session # 2101)
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<b>Reference No.</b>	43/54/25644
<b>Date</b>	29/9/21