



Course Specifications

Course Title:	Literary Criticism
Course Code:	ENG 3/336
Program:	Bachelor's Program in English
Department:	Department of English
College:	College of Arts & Humanities- Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Ardah (Female Campus), Dayer (Female Campus), and Farasan (Female Campus)
Institution:	Jazan University

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A. Course Identification

1. Credit hours: 3
2. Course type
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"/>
3. Level/year at which this course is offered: Level Five: Third Year
4. Pre-requisites for this course (if any): Introduction to Literary Forms
5. Co-requisites for this course (if any): 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, midterm , assignment)	
	Total	45

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 impeded 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: What is the main purpose for this course?

The course aims at the following:

1. Familiarize students with the traditional and contemporary critical approaches.
2. Introduce the students to some of the major 20th century literary theories, including New Criticism, the Marxist, psychoanalytical, feminist, and post-colonial approaches.
3. Enable the students to use such theoretical approaches in reading and analyzing literary works.
4. Write academic research papers 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
1	Knowledge and Understanding: the students will be able to	
1.1	Define terms and concepts pertaining to literary criticism	K2
1.2	Outline the history of literary criticism from the classical to the modern period	K3
2	Skills :	
2.1	Relate specific terms and concepts to a particular school of literary criticism	S1
2.2	Interpret literary texts using different methods of critical inquiry	S3
3	Values:	
3.1	Reinforce a sense of academic ethics in writing assignments	V3

C. Course Content

No	List of Topics	Contact Hours
1	Classical Literary Criticism : Plato and Aristotle	6
2	The Medieval Era	3
3	The Early Modern Period to the Enlightenment – Kant & Hegel	3
4	Romanticism & the early 19 th century criticism – Realism, Naturalism	3
5	20 th Century - From Liberal Humanism to Modernism	6
6	Formalism, Russian Formalism, New Criticism, Marxism	9
7	Psychoanalysis, Gender studies, Postmodernism, Post Colonialism	9
8	Applications – critical analysis of texts	6
Total		45

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	Knowledge and Understanding		
1.1	Define the terms and concepts pertaining to literary criticism	Lectures, group discussions, Worksheets, Power Point Presentations	Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions:

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			Fill in the blanks, true or false, MCQs, Matching questions, Define the following, short questions,
1.2	Outline the history of literary criticism from the classical to the modern period	Lectures, group discussions, Worksheets, Power Point Presentations	Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions: Fill in the blanks, true or false, MCQs, Matching questions, Define the following, short questions, paragraph questions, essays
...			
2.0	Skills		
2.1	Relate specific terms and concepts to a particular school of literary criticism	Lectures, group discussions, Worksheets, Power Point Presentations	Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions: Fill in the blanks, true or false, MCQs, Matching questions, Define the following, short questions, paragraph questions, essays
2.2	Interpret literary texts using different methods of critical inquiry	Lectures, group discussions, Worksheets, Power Point Presentations	Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions: Fill in the blanks, true or false, MCQs, Matching questions, Define the following, short questions, paragraph questions, essays
...			
3.0	Values		
3.1	Reinforce a sense of academic ethics in writing assignments	Lectures, Discussions	Type of Assessment: Presentation or Assignment Suggestions for Assignment: The assignment should be an application of the CLOs in the knowledge and skills domain. The teachers may give students an assignment where they have to look up the Internet for information. It could be on a story or a poem where students have to analyse based on the tenets of a particular school of literary criticism. Only in such cases will teachers be able to map the

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			assignment to CLO 5 (Competence).

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	15	60%
5	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

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

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classrooms - 25 seats.
Technology Resources (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.

Item	Resources
Other Resources (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 <div style="text-align: right;">5. Libraries</div>

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

Council / Committee	
Reference No.	
Date	