



هيئة تقويم التعليم  
Education Evaluation Commission  
المركز الوطني للتقويم والاعتماد الأكاديمي  
National Center for Academic Accreditation and Evaluation

## ATTACHMENT 5.

# T6. COURSE SPECIFICATIONS

**ENG 362**

**Literary Theory and Criticism**

### Course Specifications

Institution <a href="#">King Saud University</a>	Date <a href="#">30/1/2019</a>
College/Department <a href="#">College of Arts/Department of English Language and Literature</a>	

#### A. Course Identification and General Information

1. Course title and code: <a href="#">ENG 362   Literary Theory and Criticism</a>			
2. Credit hours: <a href="#">3 hours</a>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <a href="#">B. A. in English Language and Literature</a>			
4. Name of faculty member responsible for the course <a href="#">Several Professors.</a>			
5. Level/year at which this course is offered <a href="#">Sixth Level</a>			
6. Pre-requisites for this course (if any) <a href="#">Eng 210</a>			
7. Co-requisites for this course (if any) <a href="#">None</a>			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="70"/>
b. Blended (traditional and online)	<input type="checkbox"/> No	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="30"/>
d. Correspondence	<input type="checkbox"/> No	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/> No	What percentage?	<input type="text"/>
Comments: <a href="#">All credit hours are carried out in a face-to-face traditional setting. However, the course is technology enabled making use of LMS to post the syllabus, content, online test and discussion boards etc.</a>			

## B Objectives

1. What is the main purpose for this course?
  1. Identify and explain the fundamental concepts pertinent to each literary theory
  2. Use concise critical vocabulary to describe critical orientations
  3. Relate the major critics and assign them to their respective theories and historical periods to help bring context into literary theory
  4. Differentiate between the main theories (the mimetic, the expressive, the pragmatic, and the objective)
  5. Identify the roots of literary criticism and its connection to the creative process.
  6. Approach literary texts analytically and to deduce the corresponding theories.
  7. Produce a research paper, applying critical theories and concepts to creative works of literature.
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)
  - 1. The following series of orientation workshops are essential for BOTH faculty and students:  
**Faculty:** assessment and teaching methods applied in literature courses  
**Students:**  
 Suggested workshops:
    - a) Basic skills with word processing software.
    - b) Plagiarism
    - c) Library research
    - d) Virtual classes
    - e) Critical and Investigative Thinking Skills
    - f) Comprehensive Reading of Literary Texts
    - g) Scholarly Sources: When and How to use them
  - 2. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed
  - 3. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)
  - 4. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.
  - 5. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for literature courses, or at least a unified standard.

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

### Course Description:

This survey course is divided into two sections. The first section introduces the history of literary criticism and major influences starting with the Classical, Renaissance, Neo-Classical, Romantics, and arriving at the transitional Victorian. Critics to be covered include Plato, Aristotle, Horace, Sidney, Dryden, Pope, Wordsworth, and Arnold. The second part will majorly focus on selected Modern Schools of Criticism and apply them on literary texts. Modern criticism will be covered through the



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main theories and terminology of modern schools including but not exclusive to: New criticism, Feminism, Existentialism, Psychoanalysis, Marxism and Postmodernism.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
An extensive introduction of literary theory and criticism: the beginning of literary criticism. The difference between literary theory and literary criticism. The functions of literature (memetic-expressive-didactic) the relationship between the critical process and the creative process.	1	3
Classical criticism: Plato, Aristotle (selected readings including the <i>Poetics and The Republic</i> )	2	6
Horace (Selected excerpts from “Ars Poetica”)		
Renaissance (16 <sup>th</sup> century criticism and the defenders of poetry) Sir. Philip Sidney: Selected excerpts from “An Apology for Poesy”	1	4
Restoration criticism: Selected excerpts from John Dryden’s “Dramatic Poesy”	1	4
18th C Neoclassicism: Alexander Pope, selected sections from his “An Essay on Criticism”		
Romantic Criticism: William Wordsworth, selected excerpts from his “Preface to Lyrical Ballads”	1	4
Victorian Criticism and the Transition to Modern Schools of Critical Theories Matthew Arnold, selected excerpts from his “The Function of Criticism at Our Present Time”		
Modern Theories: New Criticism: Terminology, selected passages from T.S. Eliot’s “Tradition and The Individual Talent”	2	6
Applying New Criticism on a literary text.		
Marxism: Selected excerpts, terminology.	2	6
Applying Marxism on a literary text.		
Feminism: Selected excerpts from different branches of feminism.	2	6
Applying Feminism on a literary text.		
Postcolonialism: Selected excerpts from different contributors (Edward Said, Chinua Achebe, Frantz Fanon)	2	6
Applying Postcolonialism on a literary text.		



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2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	Planned	42 hours	None	None	None	3 hours	45 hours
	Actual						
Credit	Planned	3 hours					3 hours
	Actual						

3. Additional private study/learning hours expected for students per week.	<b>6 hours</b>
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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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b> Students should be able to:		
1.1	Define the main orientation of the major critics.	1. Lectures 2. Discussions 3. Presentations 4. Reading assignments	1. Quizzes to examine general knowledge and reading compression of critical texts. 2. One research paper. 3. Group presentations (these presentations must cover different critics and theories form the ones included in the course topics)



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			4. Midterms. 5. Final exam
1.2	Describe the main characteristics of each period, main critical concepts, and how these evolved from the classical to neoclassical through the romantics to the New Critics.	<i>As suggested above</i>	<i>As suggested above</i>
1.3	Outline the main similarities and differences between critical theories	<i>As suggested above</i>	<i>As suggested above</i>
1.4	Define different Modern schools and their premises.	1. Discussions. 2. Presentations	
<b>2.0</b>	<b>Cognitive Skills</b> Students should be able to:		
2.1	Analyze the main similarities and differences between critical theories and the critical theories discussed.	1. Lectures 2. Group discussions 3. Assigned topics for reading assignments 5. Written assignments 6. Research paper	1. Class and group discussion 2. One research paper.
2.2	Write appropriate terminology the critical movements and relevant theory under discussion.	<i>As suggested above</i>	<i>As suggested above</i>
2.3	Critically compare and contrast different critical theories	<i>As suggested above</i>	<i>As suggested above</i>
	Compose an academic term paper	Work from an outline, which should be expanded to form the body of the paper.  <b>Suggestions on how to implement the strategy:</b>  Make sure there is a viable central idea.	Write an academic term paper



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		<p>Work on developing argument and not structure.</p> <p>Develop essay outline so that every heading is a full sentence and represents a topic or a case to be proven.</p> <p>Work on expanding the outline so that each topic has subtopics that are arguments or main points. These must be articulated as full sentences.</p> <p>Combine all these to form paragraphs and write introduction and conclusion.</p> <p>Stress the ability to support every point of view with evidence from the text and through argumentation</p> <p>Avoiding unnecessary emotive and evaluative statements</p> <p>Develop consistent arguments and avoid contradictions.</p>	
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
	Students should be able to:		
3.1	Demonstrate leadership role	<ol style="list-style-type: none"> <li>1. Assigning reading assignments to students prior to lectures.</li> <li>2. Individual counselling on areas of concern to the students.</li> <li>3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course.</li> <li>2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.</li> </ol>



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3.2	Demonstrate a sense of accountability	<ol style="list-style-type: none"> <li>To instil a sense of responsibility for one's learning.</li> <li>To have clear deadlines for submissions, exam dates and other important rules to be written in the course syllabus, which is given to students at the beginning of each term.</li> </ol>	Enforcing deadlines and rules mentioned in the syllabus.
3.3	Evaluate one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> Students should be able to:		
4.1	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of communication in class or outside class.	Class presentations Group work Journals
4.2	Search using the digital library database.	Compilation of relevant bibliography	<ol style="list-style-type: none"> <li>Use digital library database to compile a bibliography of the latest and/or most relevant scholarly articles dealing with the topic.</li> <li>Correct referencing format and use of sources will be tested.</li> </ol>
4.3	Operate the internet to download information and make use of useful web links.	Students will be encouraged to make extensive use of material on the web and the digital library.	<ol style="list-style-type: none"> <li>Demand the use of references in both group presentations and the research paper</li> <li>Students will be graded on their use of online scholarly material on their research papers</li> </ol>
4.4	Operate the internet to communicate with the faculty or teaching staff	The use of LMS and email.	The use of a professional email address and language
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A	N/A	N/A



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5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Two quizzes or <b>response short papers</b> ( To ensure students' comprehension of the introduction and the classical period)	Week 2 Week 5	10%
2	Group presentations ( Covering different topics than the ones discussed in-class to encourage students' research and cognitive )	Throughout	10%
3	2 midterms	Week 6 Week 10	30%
4	Research Paper	End of the semester	10%
5	Final Exam	School schedule	40%

#### 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)
  - Four office hours per week.
  - Connecting through email, LMS, and faculty website.

#### E. Learning Resources

1. List Required Textbooks

Abrams, M H. The Mirror and the Lamp: Romantic Theory and the Critical Tradition. Unknown. 2009.

Adams, Hazard and Leroy Searle. Eds. Critical Theory Since Plato, 3rd edition Boston: Thomson Wadsworth, 2005

Dobie, Ann B. Theory into Practice: An Introduction to Literary Criticism. South Melbourne: Heinle & Heinle, 2002.
2. List Essential References Materials (Journals, Reports, etc.)

Barry, P. Beginning theory (third edition): An Introduction to Literary and Cultural Theory. Manchester UP. 2009

Approaches, Scholars, Terms. Toronto: University of Toronto Press, 1993. Mikics, David. A New Handbook of Literary Terms. New Haven: Yale UP, 2007. Parker, Robert Dale. How to Interpret Literature: Critical Theory for Literary and Cultural Studies. New York: Oxford University Press, 2008.

Schmitz, Thomas A. Modern Literary Theory and Ancient Texts: An Introduction.



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Malden, MA: Blackwell Pub, 2007

3. List Electronic Materials(eg. Web Sites, Social Media, Blackboard, etc.)

[Internet Public Library “Literary Criticism”](http://www.ipl.org/div/litcrit/): <http://www.ipl.org/div/litcrit/>

[A Lexicon of Literary Criticism](http://web.mac.com/radney/humanities/litcrit/litcrit.htm): <http://web.mac.com/radney/humanities/litcrit/litcrit.htm> Literature Criticism: <http://www.enotes.com/guides/criticism>

[The Voice of the Shuttle](http://vos.ucsb.edu/): <http://vos.ucsb.edu/>

[Students must be involved in the process of researching online material. Therefore, this list will always be adaptable to new additions.](#)

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

1. Access to a computer/laptop (tablets and smart phones are not compatible with all aspects of Blackboard)
2. internet connection
3. word-processing software (preferably Microsoft Word)
4. Adobe reader
5. Java (for Web Conferencing). [Click here](#) for Java and system configuration.
6. KSU student email address. [Click here](#) to log in or create a new account.
7. [KSU policies and regulations](#)

## 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.)

[Large enough classrooms and labs. Enrollment in each class shouldn't exceed 25.](#)

2. Computing resources (AV, data show, Smart Board, software, etc.)

[Fully equipped smart classrooms/labs that include e-podiums and projectors](#)

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

**None**

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor)

2. End of term college evaluation of course by students (to be collected by the department)

3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better



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4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

1. Peer evaluation to assess ability of faculty members to work with their colleagues
2. Class observations by supervisors

3 Processes for Improvement of Teaching

1. Training sessions
2. Workshops to facilitate the exchange of experiences amongst faculty members
3. Regular meetings where problems are discussed and solutions given
4. Discussion of challenges in the classroom with colleagues and supervisors
5. Encouragement of faculty members to attend professional development conferences.
6. Keep up to date with pedagogical theory and practice
7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

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)

1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.
2. Check marking of a sample of examination papers by another faculty member.
3. Students who believe they are under graded can have their papers checked by a second reader

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

1. Compare syllabi and course description with other universities
2. Conduct peer review or course observation
3. Biannual meetings of faculty members to discuss improvement
4. Review curriculum periodically and suggest improvements
5. Apply students course evaluation survey
6. External examiner

**Faculty or Teaching Staff:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date Report Completed:** \_\_\_\_\_

**Received by:** \_\_\_\_\_ **Dean/Department Head :** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



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## Appendix

### Suggested Grading rubrics:

#### Exam rubric

Language 40 %	Skill	Percentage	Marks /10	Deducted
	Grammar + vocabulary	30%	3	
	Spelling + semantics	10%	1	
Content 60%	Essay structure	10%	1	
	Topics covered	32%	3.2	
	Relevant use of examples	5%	0.5	
	Command of material and clarity	8%	0.8	
	Argumentation and critical thinking	5%	0.5	

#### Assignment rubric

Language 40 %	Skill	Percentage	Marks (20 total)
	Grammar	35%	
	Spelling and semantics	5%	
Content 60%	Essay structure	10%	
	Topics covered	30%	
	Relevant use of examples	5%	
	Command of material	5%	
	Argumentation and critical thinking	7%	
	Essay format (correct referencing) <sup>1</sup>	3%	

<sup>1</sup> Bin Alameer suggested: Since referencing and using critical sources are a requirement. A grading criteria for that must be added:

1. The proper use of critical material
2. Relevancy of critical sources
3. Analysis of the critical sources

**Suggested Evaluation Rubric for Oral Academic Presentation**

**Content:**

Topic and brief summary are introduced clearly	Poor	Fair	Average	Strong	Excellent
Evaluative comments showing strong understanding of the topic	Poor	Fair	Average	Strong	Excellent
Critical and comparative analysis of topic with class discussions	Poor	Fair	Average	Strong	Excellent
Information is presented in a logical and interesting sequence which audience can follow. Flows well.	Poor	Fair	Average	Strong	Excellent

**Format:**

Transition between ideas were clear	Poor	Fair	Average	Strong	Excellent
Made appropriate and accurate use of grammar, vocabulary and discourse structures	Poor	Fair	Average	Strong	Excellent



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<b>Contains basic information of student and topic</b>	Poor	Fair	Average	Strong	Excellent
<b>Brief summary of topic</b>	Poor	Fair	Average	Strong	Excellent
<b>Evaluation of topic</b>	Poor	Fair	Average	Strong	Excellent

**Delivery:**

Used voice (volume, pitch, rate) effectively	Poor	Fair	Average	Strong	Excellent
Maintained eye contact with audience	Poor	Fair	Average	Strong	Excellent
Gestures and facial expressions were appropriate	Poor	Fair	Average	Strong	Excellent
Visuals were used effectively	Poor	Fair	Average	Strong	Excellent

**Handouts:**

## Oral presentation Requirements

1. Each student will select a subject from the topics listed in the syllabus.
2. The student will prepare a one or two-page handout that should include:
  - a. Student's name<sup>[SEP]</sup>
  - b. Title and author of selection<sup>[SEP]</sup>
  - c. The setting (time and place)<sup>[SEP]</sup>
  - d. Main characters' names and a short description
  - f. A brief summary of the story<sup>[SEP]</sup>
  - g. An evaluation (should be longer than summary)
    - 1) How the selection fits into the period we are studying
    - 2) A brief critique of the selection
      - a) what you liked or didn't like and why
      - b) what was done well or done poorly
      - c) what could be improved and how<sup>[SEP]</sup>
      - d) how it compares with other works and ideas we have discussed
3. Handout should be typed. Information may be in outline form, list form, or in paragraph form.
4. The oral report should not be more than 5 minutes. You should provide a **brief** summary and then give evaluative comments--what you liked or did not like about the work in question and why. Compare it to the works and ideas we have discussed in class. Do not merely read your written handout.
5. Oral reports will be graded on how interestingly they are presented and on how informative the handout is. Late reports due to absence or lack of preparation will not be accepted.

## Reading logs

A reading log is a summary and/or response to assigned reading material. To make a C, you must type at least 200 words (about a 1/2 page) for each log. To make an A or B, the log must be at least 300 words. Logs that are mere summaries will not receive any higher grade than a B. To make an A, you should also write about how the reading compares with other selections, give examples of how the reading relates to your own experiences, or some of the suggestions below. Each log should be typed and dated and should include at least one direct quotation from the reading. The reading log is 10% of your final average. First reading logs will be read in class or reviewed by the professor to ensure the quality of reading.

Suggestions for what to write about:

1. Make sure you always try to understand what is happening and write it down. At the end of the log, write down ideas or feelings you've had while reading.
2. Note any questions you may have about the material you are reading
3. Keep a list of characters and key information about each. Pick one or more of the characters you found most interesting and explain why. Try to think of why the author presented them in this way.
4. Note the imagery used and try to guess why the author used this imagery
5. Discuss the author's word choice. Select a passage you liked or were interested in. Underline several words in it. Think of other words the writer could have chosen. Then, try to give the reasons the author chose to use those particular words.
6. Discuss the theme of the material. What is the author really trying to say?
7. Write about anything that interested or moved you.
8. Copy lines you liked and tell why you liked them.
10. Write about something that either raises a question or provokes a response in your classmates (that is, say something that you think most people would disagree with).

11. Write exactly what you thought and felt as you were reading.
12. Do you like this material? Why or why not?
13. Do you feel there is an opinion expressed by the author through this work? What is it? How do you know this? Do you agree? Why or who not?<sup>2</sup>

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<sup>2</sup> Portions of the above are adapted from <http://faculty.jsc.edu/british-lit-1-reading-responses.html>

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