



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

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Eng. 467

Modern Literary Theory

Institution: King Saud University	Date of Report: 30/1/2019
College/Department: College of Arts/Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Modern Literary Theory - ENG 467			
2. Credit hours: 3 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B. A. In English Language and Literature			
4. Name of faculty member responsible for the course Several Professors			
5. Level/year at which this course is offered: Seventh or Eighth Level (Elective)/Fourth Year			
6. Pre-requisites for this course (if any) ENG 362			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input 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 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: 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			

B. Objectives

1. What is the main purpose for this course?

Students will be able to:

1. Outline the main characteristics of the particular theory/theorist
2. Argue for/against certain but major points of each theory
3. Compare and contrast the different theories
5. Critique the basic unstated assumptions in each theory

2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)

The material and main figures do not change. However, new insights and scholarship in the field are always traced. IT and internet provide timely access to recent views and orientations. Students are asked to visit chosen sites and electronic databases. Such activities enhance students' knowledge and language skills.

1. The following series of orientation workshops are essential for BOTH faculty and students¹:

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 should be attached)

¹ Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if available; Library.



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The course introduces the major literary/cultural theories and figures, emphasizing the place of "theory" in literary and cultural discourses, the fundamental concepts and the characteristics of the various theoretical arguments. The course will also introduce students to the practice of literary theory by applying various theoretical schools to a selected literary/cultural texts.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Introduction: "Theory" and 20th C. linguistics-based literary studies	1	3
Meaning and the New Critics/literary criticism	1	3
Political Reading, Late 20th Century: Marx/Althusser/Negri	2	6
Historicisms: Foucault/Greenblatt	2	6
Deconstruction and Postmodernism: Derrida/Lyotard	2	6
Postcolonial discourse: Said/Loomba	2	6
Gender and Race: Butler/Anzaldua	2	6
Ecocriticism	2	6

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.

6 Hours

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.



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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
1.0	Knowledge		
1.1	Recognize the various trends in the development of literary theory.	1. Lectures, 2. Discussions	1. Quizzes 2. Midterms
1.2	Recognize the various critical perspective in the analysis of selected literary/cultural texts	Practical application of theory.	1. In class written analysis. 2. Students must learn to use the various terminologies in their analyses. 3. Graded portfolio of all in-class critical analyses. 4. End of term project
2.0	Cognitive Skills		
2.1	Compare different theoretical schools of criticism.	1. In class discussions. 2. In class practical application of theory 3. End of term project	1. In class written analysis. 2. Students must learn to use the various terminologies in their analyses. 3. Graded portfolio of all in-class critical analyses. 4. End of term project
2.2	Write the appropriate methodology and terminology in the practice of literary criticism.		
2.3	Explain subjective stance and personal reading processes		
2.4	Write the necessity for logical flow of argument and sound theoretical positions		



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3.0	Interpersonal Skills & Responsibility Students should be able to:		
3.1	Demonstrate leadership role	<ul style="list-style-type: none"> 1. Assigning reading assignments to students prior to lectures. 2. Individual counselling on areas of concern to the students. 3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas. 	<ul style="list-style-type: none"> 1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course. 2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.
3.2	Demonstrate a sense of accountability	<ul style="list-style-type: none"> 1. To instil a sense of responsibility for one's learning. 2. 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. 	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
4.0	Communication, Information Technology, Numerical 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	Class presentations Group work Journals



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		communication in class or outside class.	
4.2	Search using the digital library database.	Compilation of relevant bibliography	1. Use digital library database to compile a bibliography of the latest and/or most relevant scholarly articles dealing with the topic. 2. Correct referencing format and use of sources will be tested.
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.	1. Demand the use of references in both group presentations and the research paper 2. Students will be graded on their use of online scholarly material on their research papers
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
5.0	Psychomotor		
5.1	None	None	None

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	1st Midterm	Week 7	20%
2.	2 nd Midterm	Week 12	20%
2	Research project	Due week 14	10%
3	Quizzes	Throughout	5%
4	Portfolio of in-class analysis and assignments	Throughout	5%
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)
6 hrs a week |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

E. Learning Resources

1. List Required Textbooks Rivkin, J., and M. Ryan. <i>Literary Theory: An Anthology</i> . Wiley, 2004. Print. Ryan, M. <i>Literary Theory: A Practical Introduction</i> . Wiley, 2007. Print. Leitch, V.B. <i>The Norton Anthology of Theory and Criticism</i> . W. W. Norton & Company, 2010. Print. Dobie, A. <i>Theory into Practice: An Introduction to Literary Criticism</i> . Cengage Learning, 2011. Print.
2. List Essential References Materials (Journals, Reports, etc.) None
3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) Internet Public Library "Literary Criticism": http://www.ipl.org/div/literit/ A Lexicon of Literary Criticism: http://web.mac.com/radney/humanities/literit/literit.htm Literature Criticism: http://www.enotes.com/guides/criticism The Voice of the Shuttle: http://vos.ucsb.edu/
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. None

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.) A classroom seating 50-60 students
2. Computing resources (AV, data show, Smart Board, software, etc.) Smart Board
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 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 asses 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 (including those on the net)



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- 2. Biannual meetings of faculty members to discuss improvement
- 3. Review curriculum periodically and suggest improvements
- 4. New scholarship on the theories covered are always incorporated into the material.

Faculty or Teaching Staff: Haifa Alfaisal

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) ²	3%	

² 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

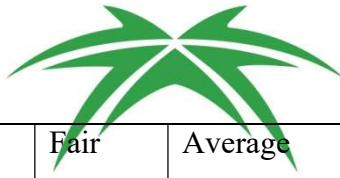
Suggested Evaluation Rubric for Oral Academic Presentation

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



Contains basic information of student and topic	Poor	Fair	Average	Strong	Excellent
Brief summary of topic	Poor	Fair	Average	Strong	Excellent
Evaluation of topic	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:



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Research Paper General Guidelines

Objective:

- Each student has to choose **only one poem** and discuss it according to a critical theory or concept we discussed in class. (You can use more than one theory or critic)
- Students must understand the poem so they can provide a critical opinion regarding its form and content.
- Students will have to include one of the critics discussed in class to strengthen their critical analysis of the poem:
 - Plato- Aristotle- Horace- Longinus-Corneille- Sidney- Dryden- Johnson- Wordsworth
- ❖ The assignment must balance between a personal critical point view, concerning a specific critical domain, and a scholarly reference.
- ❖ Once students make their choice of the critic and theory, they need to remain focused on their choice through a clear thesis statement.
- ❖ Provide critical quotes from the ones we discussed in class or any other quotes you may find as a result of research.

Guidelines:

- The assignment must follow the MLA format of writing.
- Language is given 40% of the total grade.
- Visit the CWE for help with language, make sure you book your appointment at least a week prior to the due date.
- Students must include **scholarly and critical references** (both direct quotes and paraphrasing).
- Sparknotes and Wikipedia are not scholarly references. Visit the CWE and take a copy of the scholarly references tip sheet.
- Plagiarism will not be tolerated and the student will get a zero on her assignment.
- Students must submit their assignment on the due date. Each late day will cost one point.
- Assignments must be submitted via LMS and a hard copy must also be provided for feedback.