



## Course Specifications

Course Title:	Introduction to Literature
Course Code:	ENGL10408
Program:	BA in English Language and Literature
Department:	Foreign Languages
College:	Faculty of Arts and Humanities
Institution:	Albaha University

## Table of Contents

<b>A. Course Identification.....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>3</b>
1. Course Description .....	3
2. Course Main Objective.....	3
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	5
2. Assessment Tasks for Students .....	5
<b>E. Student Academic Counseling and Support .....</b>	<b>5</b>
<b>F. Learning Resources and Facilities.....</b>	<b>6</b>
1.Learning Resources .....	6
2. Facilities Required.....	6
<b>G. Course Quality Evaluation .....</b>	<b>6</b>
<b>H. Specification Approval Data .....</b>	<b>7</b>

## A. Course Identification

<b>1. Credit hours: 2</b>			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered: Level 4</b>			
<b>4. Pre-requisites for this course (if any): None</b>			
<b>5. Co-requisites for this course (if any): None</b>			

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	32	100%
2	Blended	-	-
3	E-learning	-	-
4	Distance learning	-	-
5	Other	-	-

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

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify) Tests	2
	<b>Total</b>	<b>32</b>

## B. Course Objectives and Learning Outcomes

<p><b>1. Course Description</b></p> <p>As an introduction to basic literary forms, Introduction to literature is, on the one hand, a continuation of the reading skills of Reading (1) and an application of the writing skills of Writing (1). On the other hand, it is a preparation for The Rise of the Novel, Appreciating Drama and Appreciating Poetry. Its primary purpose is to provide the students with a foundation of elementary skills necessary for the reading of literature, those skills that will be more fully developed in the two following introductory courses.</p>
<p><b>2. Course Main Objective:</b></p> <ol style="list-style-type: none"> <li>1. Identify the concept, nature and function of literature</li> <li>2. Identify the definitions of drama, essay, novel, short story, literary criticism, biography and autobiography etc.</li> <li>3. Introduce students to the basic literary terms that are necessary for understanding a piece of literature.</li> <li>3. Distinguish the general background of different literary movements beginning with Old English, moving through other literary phases and ending with Modern English Literature.</li> </ol>

4. Identify the social and cultural background of the different periods or ages in literature.
5. Critically appreciate different literary movements
6. Critically discuss and appreciate one-act play, two short poems and a short story.
7. Teach students how to write research papers on the different literary movements.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Demonstrate knowledge of the definition and function of literature	<b>K.3</b>
1.2	Demonstrate knowledge of figures of speech, literary forms, and devices in poetry and prose.	<b>K.3</b>
1.3	Demonstrate a working knowledge of the genres of fiction, poetry, and drama by writers from various cultures and historical eras.	<b>K.3</b>
<b>2</b>	<b>Skills :</b>	
2.1	Identify figures of speech in selected poems	<b>S.3</b>
2.2	Recognize the elements of prose in certain selected prosaic texts.	<b>S.3</b>
2.3	To use creative thinking, reasoning, argumentation and research writing individually or in groups.	<b>S.4</b>
<b>3</b>	<b>Values:</b>	
3.1	To use technology in language learning and research.	<b>V.1</b>
3.2	To maintain punctuality and ethical tributes.	<b>V.2</b>
3.3	To work in team work	<b>V.3</b>

### C. Course Content

No	List of Topics	Contact Hours
1	-Introduction to the course: the meaning of literature in general, why we read literature, and the meaning of literary genres in particular.	2
2	-Introducing students to the literary terminology necessary for understanding prose fiction (in the novel, the drama, and the short story): Point of view, Plot, protagonist, antagonist, conflict, theme, settings, climax, denouement, types of characters, types of narrators, types of novels, types of drama.	8
3	Reading Opening scenes of famous novels and their synopses. The novels are: 1. Charles Dickens' <i>Great Expectations</i> 2. Thomas Hardy's <i>The Return of the Native</i> 3. Herman Melville's <i>Moby Dick</i> . Daniel Defoe's <i>Robinson Crusoe</i> .	6
4	Mid-Term Exam	2
5	Introducing students to the literary terminology necessary to understand poetry: 1. Structural Devices (contrast, illustration, repetition, inversion) 2. Sense Devices (simple, metaphor, personification, irony, metonymy, satire) Sound Devices (alliteration, onomatopoeia, rhyme, rhythm)	6
6	Studying poems as examples of figures of speech: 1. William Blake's "The Sick Rose" (contrast).	6

	2. Alfred Tennyson's "Break, Break, Break" (repetition, contrast, metonymy, rhymes, rhythm). Shelley's "Ozymandias" (sonnet, assonance, alliteration, irony, metonymy, satire, contrast)	
7	Final Exam	2
<b>Total</b>		<b>32</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	TeachingStrategies	AssessmentMethods
1.0	Knowledge and Understanding		
1.1	Demonstrate knowledge of the definition and function of literature	1. Lectures 2. Class discussion 3.Close reading and text analysis 4.Collaborative learning/Team work	1. Assignments 2. Presentations 3. Quizzes 4. Mid-term Exam 5. Final Exam
1.2	Demonstrate knowledge of figures of speech, literary forms, and devices in poetry and prose.		
1.3	Demonstrate a working knowledge of the genres of fiction, poetry, and drama by writers from various cultures and historical eras.		
2.0	Skills		
2.1	Identify figures of speech in selected poems.	1. Lectures 2. Class discussions. 3. Research papers	1. Assignments 2. Presentations 3. Quizzes 4. Mid-term Exam 5. Final Exam
2.2	Recognize the elements of prose in certain selected prosaic texts.		
2.3	To use creative thinking, reasoning, argumentation and research writing individually or in groups.		
3.0	Values		
3.1	To use technology in language learning and research.	1. Presentation 2. Class discussion	1. Observation 2. Interview
3.2	To maintain punctuality and ethical tributes.		
3.3	To work in team work		

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-Term Test	Week: 8	20%
2	Assignments	All along	10%
3	Observation and Quiz	Week: 15	10%
4	Final Exam	Week: 16	60%
	<b>Total</b>		<b>100%</b>

\*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 :**

2 hours per week

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Metwally, Abdallah A. An Outline of English Literature, Cairo: The Anglo-Egyptian Bookshop, 1987. Thornley, G.C. and Roberts, Gwyneth. An Outline of English Literature, Longman 1988.
<b>Essential References Materials</b>	1. Bell, Michael (ed.) (1980), The Context of Modern Literature 1900-1930, London. 2. Blyth, Ronald (1983), The Age of Illusion: Glimpses of Britain Between the Wars, 1919-1940. 3. Bradbrook, M. C. (1980), Themes and Conventions of Elizabethan Tragedy, 2nd Edition, Cambridge CUP. 4. Bradbury, Malcolm (1993), Modern British Novel, London. 5. Burrow, J. A. (1984), Essays on Medieval Literature, Oxford. 6. Williams, Raymond (1958), Culture and Society 1780-1950, London. 7. Hill, Christopher (1977), Milton and the English Revolution, New York. 8. Honour, Hugh (1979), Romanticism, Hamondsworth. 9. Chambers, E.K.,(1945) The Elizabethan Stage, Oxford University Press, Oxford, New York, four volumes.
<b>Electronic Materials</b>	www.ucc.uconn.edu www.gmc.edu/library/liter_web.htm www.academicbrooklyn.cuny.edu/english/melanics6/jen_lit.htm www.gmcedu/library/liter_web.htm
<b>Other Learning Materials</b>	Stephen, Martin, (1984), An Introductory Guide to English Literature Oxford, Oxford University Press.

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be large enough
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Laptop computer - projector system, data show, smart board
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> <li>Students</li> <li>Classroom Observation</li> <li>Professional Development Unit</li> <li>External Reviewers such as the NCAAA</li> </ul>	<ul style="list-style-type: none"> <li>Student Surveys</li> <li>Formal Classroom Observation</li> </ul>
Effectiveness of Assessment.	<ul style="list-style-type: none"> <li>Development Unit</li> <li>Assessment Committee</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Feedback.</li> <li>Student Feedback.</li> </ul>

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	<ul style="list-style-type: none"> <li>External Reviewers such as the NCAAA.</li> </ul>	<ul style="list-style-type: none"> <li>Course Reports</li> </ul>
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> <li>Teacher Feedback.</li> <li>Student Feedback.</li> <li>Course Reports.</li> </ul>	<ul style="list-style-type: none"> <li>Course Reports.</li> <li>Annual Program Review.</li> </ul>

**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
Reference No.	Session 14
Date	8/8/1442H