



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	Majmaah University
Academic Department :	Department of English
Programme :	B. A. in English
Course title and code:	Advanced Literary Criticism ENGL 421
Specification Approved Date :	22./ 02 / 1440 H



Course Specifications

Institution: Majmaah University	Date: 22./ 02 / 1440 H
College/Department : English Department	

A. Course Identification and General Information

1. Course title and code: Advanced Literary Criticism ENGL 421																				
2. Credit hours: 2 Hours																				
3. Program(s) in which the course is offered. English Department (If general elective available in many programs indicate this rather than list programs)																				
4. Name of faculty member responsible for the course																				
5. Level/year at which this course is offered: Level 9																				
6. Pre-requisites for this course (if any): Principles of Literary Criticism ENGL 221																				
7. Co-requisites for this course (if any): None																				
8. Location if not on main campus:																				
9. Mode of Instruction (mark all that apply):																				
<table style="width: 100%; border: none;"> <tr> <td style="width: 35%;">a. traditional classroom</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/> + <input type="checkbox"/></td> <td style="width: 35%;">What percentage?</td> <td style="width: 20%; text-align: center;"><input type="checkbox"/> 20 <input type="checkbox"/></td> </tr> <tr> <td>b. blended (traditional and online)</td> <td style="text-align: center;"><input type="checkbox"/> + <input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="checkbox"/> 60 <input type="checkbox"/></td> </tr> <tr> <td>c. e-learning</td> <td style="text-align: center;"><input type="checkbox"/> + <input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="checkbox"/> 20 <input type="checkbox"/></td> </tr> <tr> <td>d. correspondence</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>f. other</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	a. traditional classroom	<input type="checkbox"/> + <input type="checkbox"/>	What percentage?	<input type="checkbox"/> 20 <input type="checkbox"/>	b. blended (traditional and online)	<input type="checkbox"/> + <input type="checkbox"/>	What percentage?	<input type="checkbox"/> 60 <input type="checkbox"/>	c. e-learning	<input type="checkbox"/> + <input type="checkbox"/>	What percentage?	<input type="checkbox"/> 20 <input type="checkbox"/>	d. correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>	f. other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
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f. other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>																	
Comments:																				



B Objectives

1. What is the main purpose for this course?

By the end of the course, students should be able to:

1. Enumerate and discuss the major trends of twentieth century literary criticism.
2. Compare and contrast Anglo-American New Criticism in relation to Russian Formalism.
3. Explore the development of modern criticism in Structuralism and Marxism and other theories including but not limited to: Phenomenology, Deconstruction, Psychoanalysis and Literary Criticism, Reader-response Theory(including the Death of the Author Approach), New Historicism, Feminist Criticism, Eco-criticism, Metacriticism, etc.
4. Give critiques of some of the major trends of twentieth century critics (e.g. T.S. Eliot, Arnold, I.R. Richards, Empson, Ransom, Russian Formalists, Jakobson, etc.).
5. Apply some critical methods and approaches such as Structuralism, Poststructuralism, Reader-response to a certain literary text

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. Increased use of IT or web-based reference material
2. Use Web-CT for uploading material
3. Consistently change the list of schools of literary schools to include major ones in the 20th century.
4. Use of www.wiki.com and www.moodle.com and <http://el.ksu.edu.sa> for collaborative writing

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

Course Description:

Building on ENGL 221 "Principles of Literary Criticism", this course is primarily designed to introduce students to the major literary theories and approaches of advanced modern and postmodern literary criticism. The course is designed to make students know the various different literary theories and approaches and how to apply these theories on a work of literature. The topics will range from Russian Formalism to

Postmodern Theories (such as the most recent Ecocriticism and Metacriticism) and including in between theories and approaches like: Structuralism, Poststructuralism, New Historicism, Postcolonial Criticism, Cultural Criticism, Phenomenology and Reader-response, etc. The course will also introduces students to the differences between theory and practice in literary criticism. This course which, as mentioned earlier in this description, builds on the previous criticism course Principles of Literary Criticism is essential as it is considered a way for the students to have a better understanding of all the literary works they have been studying.

Course instructors' philosophy favours interdisciplinarity and a variation approach to course materials, methods of instruction and evaluation of students.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Course Introduction:	1 week	2 hours
Introduction to literature and Literary Theory		
Theory before "theory"	1 week	2 hours
Formalism literary theory – Russian Formalism	1 week	2 hours
Structuralism	1 week	2 hours
Post-structuralism and Deconstruction Criticism	1 week	2 hours
New Historicism and Cultural Criticism	1 week	2 hours
Reader Response Theory/ First Mid-term Exam	1 week	2 hours
Marxism	1 week	2 hours
Psychoanalytic Criticism	1 week	2 hours
Feminist Criticism	1 week	2 hours
Post-colonialism and Orientalism	1 week	2 hours
Some most recent approaches: Ecocriticism, Metacriticism, Postmodernism, etc.	1 week	2 hours
Second Mid-term Exam	1 week	2 hours
General Review and Application (of some theories to some texts)	1 week	2 hours
Final Exam	1 week	2 hours

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total



Contact Hours	Planned	30 hours					30
	Actual						
Credit	Planned	2					2
	Actual						

3. Additional private study/learning hours expected for students per week.

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.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	1. The major trends of twentieth century literary criticism. (Enumerate and discuss the major trends of twentieth century literary criticism)	Lectures Seminars and Group Discussions	Class participation Quizzes, Mids and Finals Assignments and Response-papers.
1.2	2. The development of modern criticism in Structuralism and Marxism. Compare and contrast Marxism and Structuralism.	Class discussion Lectures Seminars and Group Discussions	Class participation Quizzes, Mids and Finals Assignments and Response-papers.
1.3	3. Anglo-American New Criticism in relation to Russian Formalism (Compare and contrast Anglo-American New	Close reading Lectures	Midterms/Essay questions

	Criticism in relation to Russian Formalism).	Seminars and Group Discussions	
1.4	<p>4. Cultural studies to have an inclusive view of modern criticism. (Explore the development of modern criticism in Structuralism and Marxism and other theories including but not limited to: Phenomenology, Deconstruction, Psychoanalysis and Literary Criticism, Reader-response Theory(including the Death of the Author Approach), New Historicism, Feminist Criticism, Eco-criticism, Metacriticism, etc.).</p>	<p>Text analysis</p> <p>Lectures</p> <p>Seminars and Group Discussions</p>	<p>Final written exam</p> <p>Class participation</p> <p>Quizzes and Mids</p> <p>Assignments and Response-papers.</p>
2.0	Cognitive Skills		
2.1	<p>1. Ability to relate major trends of twentieth century critics. (Compare and contrast: Structuralism and Poststructuralism, Modern and Postmodern Criticism, etc.).</p>	<p>Lectures/teaching students how to read attentively and critically.</p> <p>Seminars and Group Discussions</p>	<p>Class participation</p> <p>Quizzes and Mids</p> <p>Assignments and Response-papers.</p>
2.2	<p>2. Ability to apply critical methods to literary texts and to cultural phenomenon. e.g. Apply Reader-response or deconstruction strategies to approaching a novel or short story/play (e.g. Becket's waiting for Godot).</p>	<p>Class discussions/teaching students to think independently and engage in group discussion</p>	<p>Presentations</p> <p>Group assignments</p>
2.3	<p>3. Apply one of the previous critical approaches to a given text discussions. 1. Discuss the contribution of some renowned critics (e.g. S. Eliot, Arnold, I.R. Richards, Empson, Ransom, Russian Formalists, Jakobson, etc.).</p>	<p>. Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor</p>	<p>Midterms and final exams</p> <p>Quizzes and Mids</p> <p>Assignments and Response-papers.</p>
3.0	Interpersonal Skills & Responsibility		
3.1	<p>1. Students can complete both reading and writing assignments in due time.</p>	<p>Lectures in which students are made aware of the</p>	<p>Active class participation reflects the students</p>

		significance of time management	ability to keep up with the course schedule.
3.2	2. Students can participate in class discussion and think critically making use of the knowledge and skills gained from the course.	Discussions with students on ethical behaviour in conducting research	Speeches and discussions will attest to the student's ability to fulfil assignments and respect dead lines
3.3	3. Students can act responsibly and ethically in carrying out individual as well as group projects (learn some team and interdependent skills). Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team	Individual counselling on research projects and writing difficulties	Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
4.0	Communication, Information Technology, Numerical		
4.1	Ability to use literary and academic English, particularly in writing).	Encourage students to make extensive use of material on the web	Allot marks for the use of web-based material in students' presentations
4.2	Use of electronic journals and data base	Encourage students to consult the specialist in the computer lab for help on web-based material	Distribute rubric at beginning of assignment so students know what they will be evaluated on
4.3	Use of PowerPoint and laptop – projector systems	Require the use of PowerPoint when giving presentations	
5.0	Psychomotor		
5.1	Not Applicable	Not Applicable	Not Applicable
5.2			

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Midterm Exams	Week 7, 12	20%



2	Quizzes, presentation and/or papers, participation, etc.	All along	10%
3	Assignment or response-paper		
4	Final	End of semester	60%

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 hours per course per week; reachable via email

E Learning Resources

1. List Required Textbooks

Culler, Jonathan. (2011). *Literary Theory: A very Short Introduction*. Oxford: Oxford university Press.

- Peter Barry. *An Introduction to Literary and Cultural Theory*. 2nd Edition. 2002
- Raman Selden, Peter Widdowson and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. 5th Edition
- Edward W, Said. *Orientalism*. 1978

Viktor Shklovsky. " Art as Technique" in *Russian Formalist Criticism: Four Essays*, ed. Lee T. Lemon and Marion J. Reis

- Eagleton, Terry. (2003). *Literary Theory: An Introduction (2nd edition)*: Britain: Blackwell.

2. List Essential References Materials (Journals, Reports, etc.)

- Victor Erlich. *Russian Formalism: History – Doctrine*. 1955.
- Fredric Jameson. *The Prison-House of Language: A Critical Account of Structuralism and Russian Formalism*. 1972.

Marxism and Form: Twentieth- Century Dialectical Theories of Literature., 1971

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- *The Political Unconscious: Narrative as a Socially Symbolic Act*, 1981.
- Michel Foucault. *The Order of Things: An Archaeology of the Human Science*. 1966, trans. 1970.
- *The Archaeology of Knowledge*, 1969, trans 1972.
- Ann Jefferson and David Robey, eds. *Modern Literary THEORY: A Comparative Introduction*, 1982
- Terry Eagleton. *Criticism and Ideology*. 1976.
- I. A. Richards. *Principles of Literary Criticism*. 1934. Raymond Williams. *Culture and Society*,

1780 – 1950. 1958

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

www.Englishuwosh.edu/core?formalism.html

www.dmoz.org?arts?literature?reviews_and_criticism/theory

http://en.wikipedia.org/wiki/Critical_theory

http://en.wikipedia.org/wiki/Frankfurt_School

<http://www.cla.purdue.edu/academic/engl/theory/index.html> <http://plato.stanford.edu/entries/critical-theory/> <http://www.kristisiegel.com/theory.htm>

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.)

Lecture rooms should be large enough to accommodate the number of registered students

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

Laptop computer - projector system

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:

- Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class
- 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 each other's students on specific points outlined by the department and the instructor being evaluated



2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Peer observation to benefit from colleagues' objective feedback and suggestions for improvement

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. Check marking of a sample of examination papers either by a resident or visiting faculty member
2. 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)
2. Bi-annual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Name of Course Instructor:

Signature: **Date Specification Completed:** 22./ 02 / 1440 H
.....

Program Coordinator:



Signature: **Date Received:** 26./ 02 / 1440 H
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