



## Course Specifications

<b>Course Title:</b>	Introduction to Literary Forms
<b>Course Code:</b>	ENG 330
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	English
<b>College:</b>	Faculty of Languages and Translation
<b>Institution:</b>	King Khalid University

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## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b>
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"/>
<b>3. Level/year at which this course is offered:</b> Level 5/Year 3
<b>4. Pre-requisites for this course (if any):</b> None
<b>5. Co-requisites for this course (if any):</b> None

### 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 (specify)	
	<b>Total</b>	45

## B. Course Objectives and Learning Outcomes

### 1. Course Description

- This course concentrates on the different components and elements that form the three main literary genres: poetry, fiction and drama. It is a primary purpose of this course to expose students to a variety of literary techniques to enhance their basic language and literary skills. By the end of this course, students will be able to utilize the elementary skills necessary for reading, recognizing and appreciating a variety of literary texts.

## 2. Course Main Objective

- Introduce students to the three major literary genres: fiction, poetry and drama
- Provide students with the basic literary terminology and skills necessary for appreciating literature
- Enable students to analyze a variety of literary texts
- Reinforce students' skills of comparison and critical evaluation of literary texts

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Identify the different literary genres of fiction, poetry and drama	K2
1.2	Recognize the broad principles and elements of literary forms	K2, K3
1.3	Describe the basic techniques and strategies of fiction, poetry and drama	K3
<b>2</b>	<b>Skills :</b>	
2.1	Utilize the distinguishing literary terms, aspects and principles when evaluating various literary texts	S3
2.2	Critically analyze literary elements through close readings of various literary pieces	S3, S6
2.3	Compare and contrast various literary texts	S6
<b>3</b>	<b>Values:</b>	
3.1	Participate actively in class discussion and think critically of cultural and historical highlights that have influenced literary pieces.	V1
3.2	Communicate appropriately using IT tools and technology to access, contribute and share intercultural knowledge	V2
3.3	Act dutifully and ethically in carrying out individual as well as group literary projects that engage students with social issues	V3

## C. Course Content

No	List of Topics	Contact Hours
1	<b>Orientation:</b> students get familiarized with the requirements of the subject, textbook, Blackboard, etc.	2
2	<b>Fiction Section:</b> <b>Topics to be covered:</b> definition of novel, story elements of fiction (plot, character, setting, conflict, theme and tone, point of view), types of novels, symbolism	2
3	<ul style="list-style-type: none"> <li>Anton Chekhov's "Misery" or "The Lament"</li> </ul>	6
4	<ul style="list-style-type: none"> <li>John Steinbeck's <i>The Pearl</i></li> </ul>	7
5	<b>Poetry Section:</b> Terms on Poetry and Eras of Poetry	4
6	<ul style="list-style-type: none"> <li>William Shakespeare's "Shall I Compare Thee to a Summer's Day?"</li> <li>John Donne's "Death, Be Not Proud"</li> <li>Wordsworth's "I Wandered Lonely as a Cloud"</li> <li>Alfred Tennyson's "The Eagle"</li> <li>Countee Cullen "Incident"</li> </ul>	12
7	<b>Drama Section:</b> <ul style="list-style-type: none"> <li>Terms on Theatre</li> </ul>	3
	<ul style="list-style-type: none"> <li>G. S. Kaufman <i>The Still Alarm</i></li> </ul>	9
<b>Total</b>		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	<b>Knowledge and Understanding</b>		
1.1	Recognize the major literary forms	<ul style="list-style-type: none"> <li>Lectures</li> <li>Discussion</li> <li>Close reading and text analysis</li> <li>Collaborative learning/Team work</li> </ul>	<ul style="list-style-type: none"> <li>Two-midterm tests</li> <li>Assignments</li> <li>Quizzes on assigned reading</li> <li>Final Exam</li> </ul>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		<ul style="list-style-type: none"> <li>• Personal engagement with texts</li> </ul>	
1.2	Read, analyze and compare various literary pieces	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Close reading and text analysis</li> <li>• Collaborative learning/Team work</li> <li>• Personal engagement with texts</li> </ul>	<ul style="list-style-type: none"> <li>• Live monologues</li> <li>• Two-midterm tests</li> <li>• Assignments</li> <li>• Quizzes</li> <li>• Final Exam</li> <li>• Presentations about the different literary texts and writers</li> </ul>
<b>2.0</b>	<b>Skills</b>		
2.1	Critically evaluate, compare and contrast different literary genres	<ul style="list-style-type: none"> <li>• E-learning</li> <li>• Lectures</li> <li>• In class thematic discussions: teaching students to think independently and engage in group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Individual meetings with students to evaluate their appreciation of their own work;</li> <li>• Student presentations</li> <li>• Evaluation of quizzes, assignments and exams</li> </ul>
2.2	Apply different critical and theoretical approaches to the study of literary texts	<ul style="list-style-type: none"> <li>• Class surveys</li> <li>• E-learning</li> <li>• In class thematic discussions: teaching students to think independently and engage in group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Individual assignments</li> <li>• Exams</li> </ul>
<b>3.0</b>	<b>Values</b>		
3.1	Participate actively in class discussion and think critically and analytically.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Group and individual assignments</li> <li>• Pair work</li> </ul>	Individual and group presentations
3.2	Act dutifully and ethically in carrying out individual as well as group literary projects that engage students with social issues	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Students' behavior during group assignments is</li> </ul>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		<ul style="list-style-type: none"> <li>• Group and individual assignments</li> <li>• Pair work</li> </ul>	monitored and evaluated against planned standards.

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment 1	Week 5	5%
2	Test 1	Week 7	20%
3	Assignment 2	Week 10	5%
4	Test 2	Week 12	20%
5	Final Exam	Week 16	50%
6	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:

Office Hours: 10 hours per week

## F. Learning Resources and Facilities

### 1. Learning Resources

Required Textbooks	<p>Texts Prepared by the Department that include: A Text Prepared by the Department that includes:</p> <ol style="list-style-type: none"> <li>1. What is Literature? (Its Scope and Canons)</li> <li>2. <u>Selected novellas and short stories</u> <ul style="list-style-type: none"> <li>• Graham Elder's <i>A Covid Odyssey: A fictional COVID-19 pandemic story</i>, 2020</li> <li>• John Steinbeck's <i>The Pearl</i> or <i>The Red Pony</i></li> <li>• Anton Chekhov's "Misery"</li> </ul> </li> </ol>
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	<ul style="list-style-type: none"> <li>• Edgar Allan Poe’s “The Black Cat”</li> </ul> <p><b>3. <u>Selected poems representing different types and ages:</u></b></p> <ul style="list-style-type: none"> <li>• William Shakespeare’s “Shall I Compare Thee to a Summer’s Day”</li> <li>• John Donne’s “Death, Be Not Proud”</li> <li>• William Wordsworth’s “I Wandered Lonely as a Cloud”</li> <li>• Alfred Tennyson: "The Eagle"</li> <li>• W. B. Yeats’ “Sailing to Byzantium"</li> <li>• Langston Hughes "Dreams"</li> <li>• Countee Cullen "Incident"</li> </ul> <p><b>4. <u>One-act-plays</u></b></p> <ul style="list-style-type: none"> <li>• George S. Kaufman’s <i>The Still Alarm</i></li> <li>• John Millington Synge's <i>Riders to the Sea</i></li> </ul>
<p style="text-align: center;"><b>Essential References Materials</b></p>	<ul style="list-style-type: none"> <li>• Abrams, M.H. <i>A Glossary of Literary Terms</i>. 11th ed. Cengage, 2015.</li> <li>• Angus, Douglas. <i>Best Short Stories of the Modern Age</i>, Fawcett, 1987.</li> <li>• Crane, Milton. <i>Fifty Great Short Stories</i>, Bantam Books, Ed., 2005.</li> <li>• Birch, Dinah, and Katy Hooper. <i>The Concise Oxford Companion to English Literature</i>. Oxford UP, 2013.</li> <li>• Guerin, Wilfred L, et al. <i>A Handbook of Critical Approaches to Literatur</i>. 6<sup>th</sup> edition. Oxford UP, 2010.</li> <li>• Harmon, William. <i>A Handbook to Literature, A 12<sup>th</sup> Edition</i>. Pearson, 2010.</li> <li>• Sittenfeld, Curtis and Heidi Pitlor. <i>The Best American Short Stories</i>, Harcourt Houghton Mifflin, 2020.</li> <li>• Klarer, Mario. <i>An Introduction to Literary Studies</i>, 3<sup>rd</sup> edition. Routledge, 2013.</li> <li>• Murfin, Ross and Supryia Ray. <i>The Bedford glossary of critical and literary terms</i>, 3rd eds. Bedford/St Martins, Boston, 2017.</li> <li>• Wellek, Rene. <i>Theory of Literature</i>. Forgotten Books, 2018.</li> <li>• Kennedy, X. J. and Dana Gioia. <i>Literature: An Introduction to Fiction, Poetry, Drama, and Writing, Compact Edition</i>. Pearson, 8<sup>th</sup> edition, 2016.</li> </ul>
<p style="text-align: center;"><b>Electronic Materials</b></p>	<ul style="list-style-type: none"> <li>• <b>Students are motivated to explore relevant electronic materials for further details.</b></li> <li>• <a href="http://lib.kku.edu.sa/">http://lib.kku.edu.sa/</a></li> <li>• <a href="http://www.online-literature.com/">http://www.online-literature.com/</a></li> <li>• <a href="https://literarydevices.net/">https://literarydevices.net/</a></li> <li>• <a href="https://www.britannica.com/art/literature#ref51286">https://www.britannica.com/art/literature#ref51286</a></li> <li>• <a href="http://www.shmoop.com">www.shmoop.com</a></li> <li>• <a href="http://www.sparknotes.com">www.sparknotes.com</a></li> <li>• <a href="http://search.proquest.com">search.proquest.com</a></li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="http://www.questia.com">www.questia.com</a> (only for campus connected computers)</li> </ul>
<b>Other Learning Materials</b>	N/A

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>• Large enough classrooms and labs</li> <li>• Lecture rooms with a capacity of 30 students</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>• Laptops, overhead projectors, computer labs, MS Office programs, academic software.</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> <li>• Students are encouraged to use the Language Enhancement Program (LEP)</li> <li>• Dictionaries, English- skills software, Linguistic and language atlases,</li> </ul>

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students, Course Coordinators, the Curriculum Review Committee	<ul style="list-style-type: none"> <li>• Confidential completion of standard course evaluation questionnaire by students at the end of each semester</li> <li>• Occasional student-faculty meetings to get students' feedback</li> <li>• Regular review of the courses by the curriculum committee</li> </ul>
Improvement of Teaching	Program Leader, Internal and External experts	<ul style="list-style-type: none"> <li>• Organizing and conducting academic seminars, workshops and forums</li> <li>• Training and orientation for new instructors of the course</li> </ul>
Verification of Standards of Student Achievement of Course Learning Outcomes	Peer Reviewers, Program Leader	<ul style="list-style-type: none"> <li>• Examination of student work, e.g. assignments, exit exams, etc.)</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

<b>Council / Committee</b>	Department of English
<b>Reference No.</b>	14
<b>Date</b>	May 2, 2021