



Course Specification

(Bachelor)

Course Title: Introduction to Literature

Course Code: ENG2361-3

Program: Bachelor of Arts in English + Bachelor of Arts in Translation

Department: Department of English and Department of Translation

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: February 11, 2026

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A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

- A. ☐ University ☐ College ☒ Department ☒ Track ☐ Others
- B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (Semester 4 - Year 2)

4. Course General Description:

Introduction to Literature (ENG2361-3) is a foundational course designed to introduce students to the major literary genres of fiction, poetry, and drama. The course focuses on identifying and analyzing literary elements, techniques, and genres while developing students' critical reading, analytical thinking, and interpretive skills.

Students engage with a diverse selection of literary texts representing different historical periods and cultural contexts. Through close reading, guided discussion, and written responses, students learn to interpret literary texts, construct well-supported arguments, and appreciate the aesthetic and cultural value of literature. The course prepares students for advanced literature and linguistics courses within the program.

5. Pre-requirements for this course (if any):

N/A

6. Co-requisites for this course (if any):

N/A

7. Course Main Objective(s):

The course aims to:

- Introduce students to the key characteristics and conventions of fiction, poetry, and drama.
- Develop students' ability to identify and explain literary elements and techniques.
- Enhance students' critical reading and interpretive skills through close textual analysis.
- Enable students to construct coherent arguments supporting literary interpretations.
- Foster appreciation of the historical, cultural, and aesthetic value of literary works.
- Encourage respectful engagement with diverse perspectives and interpretations.





2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning	-	-
3	Hybrid - Traditional classroom - E-learning	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the defining characteristics and differences between fiction, poetry, and drama.	K3	Guided reading of short literary excerpts; group discussion; comparison charts	Assignment 1: Identifying literary elements in short texts
1.2	Recall and explain key elements of fiction, including plot, character, setting, conflict, theme, tone, and point of view.	K3	Interactive story-mapping activities; instructor-led analysis of a selected short story	Quizzes Assignment 1: Identifying literary elements in short texts
1.3	Recognize and explain the historical and cultural significance of major literary genres.	K3	Instructor-led contextual lectures; guided class discussion on historical and cultural background	Modterm exam Final exam
2.0	Skills			



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.1	Construct and present well-structured arguments to support interpretations of literary texts.	S1, S3	Instructor modeling of argument construction; guided practice with peer feedback	Assignment 2: Comparing Literary Texts: Guided Analysis
2.2	Analyse the use of literary elements and techniques across different literary works and genres.	S1	Guided comparison activities; discussion supported by comparison tables	Assignment 2: Comparing Literary Texts: Guided Analysis Final Exam
2.3	Engage with literary texts by expressing informed personal opinions related to themes and ideas.	S3, S6	Structured class discussion; reflective response activities	Assignment 1
2.4	Analyze and interpret literary elements and techniques through close reading and critical thinking.	S1	Close-reading workshops; instructor-led annotation and analysis practice	Midterm Exam Assignment 2: Comparing Literary Texts: Guided Analysis
3.0	Values, autonomy, and responsibility			
3.1	Appreciate the aesthetic and cultural value of diverse literary works from different historical and cultural contexts.	V1	Guided discussion of literary themes; reflective questioning on cultural perspectives	Observation
3.2	Demonstrate independent engagement with literary texts through regular reading, reflection, and analysis.	V3	Independent reading tasks; guided reflection activities	Observation
3.3	Respect diverse perspectives and interpretations during literary discussions and collaborative activities.	V2	Group discussion; collaborative interpretation and peer interaction	Assignment 2: Comparing Literary Texts: Guided Analysis



C. Course Content

No	List of Topics	Contact Hours
1.	Fiction section: Topics to be covered: Definition of novel, story elements of fiction (Plot, character, setting, conflict, theme and tone, point of view), types of novels, symbolism	4.5
2.	Anton Chekhov's "Misery" or "The Lament"	6
3.	John Steinbeck's <i>The Pearl</i>	9
4.	Poetry section: Terms on Poetry and Eras of Poetry	6
5.	John Donne's "Death, Be Not Proud" Wordsworth's "I Wandered Lonely as a Cloud" Alfred Tennyson's "Break, Break, Break"	9
6.	Drama Section: Terms on Theatre	3
7.	G. S. Kaufman's <i>The Still Alarm</i>	7.5
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	Week 7	30%
2.	Quizzes	Week 5 & Week 10	10%
3.	Assignment 1: Identifying literary elements in short texts	Between week 3 & week 10	10%
4.	Assignment 2: Comparing Literary Texts: Guided Analysis	Week 12	10%
5.	Final Exam	Week 16-17	40%

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Textbook prepared by the Department that includes: - What is Literature? (Its Scope and Canons) <u>Selected novellas and short stories</u> - Anton Chekhov's "Misery" - John Steinbeck's <i>The Pearl</i> <u>Selected poems representing different types and ages:</u>
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	• John Donne's "Death, Be Not Proud" • William Wordsworth's "I Wandered Lonely as a Cloud" • Alfred Tennyson's "Break, Break, Break" 4. <u>One-act-plays</u> • George S. Kaufman's The Still Alarm
Essential References	• Abrams, M.H. A Glossary of Literary Terms. 11th ed. Cengage, 2015. • Birch, Dinah, and Katy Hooper. The Concise Oxford Companion to English Literature. Oxford UP, 2013. • Gioia, Dana and X. J. Kennedy. Literature: An Introduction to Fiction, Poetry and Drama. 13th ed., 2018. • Kennedy, X. J. and Dana Gioia. Literature: An Introduction to Fiction, Poetry, Drama, and Writing, Compact Edition. Pearson, 8th edition, 2016. • Klarer, Mario. An Introduction to Literary Studies, 3rd edition. Routledge, 2013. • Murfin, Ross and Supryia Ray. The Bedford glossary of critical and literary terms, 3rd eds. Bedford/St Martins, Boston, 2017. • Sittenfeld, Curtis and Heidi Pitlor. The Best American Short Stories, Harcourt Houghton Mifflin, 2020. • Wellek, Rene. Theory of Literature. Forgotten Books, 2018.
Electronic Materials	Students are encouraged to explore the following electronic resources for further details: Saudi Digital Library: https://itcsvc.kku.edu.sa/KKU_SDL Shmoop: https://www.shmoop.com/ SparkNotes: https://www.sparknotes.com/
Other Learning Materials	Utilization of computers, audio-visual equipment, and pertinent digital platforms to support the comprehensive study of various literary forms, including but not limited to poetry, novels, short stories, and drama, with an emphasis on understanding their unique characteristics, structures, and cultural significance.

2. Required Facilities and equipment

Items	Resources
Facilities	• Standard classroom accommodating 25–30 students • Adequate lighting and ventilation • Comfortable seating arrangements suitable for group discussion • Whiteboard and notice board
Technology equipment	• Computer and stable internet connection for instructor use • Data projector and screen • Audio speakers for multimedia presentations • (Optional) Smart board for interactive teaching
Other equipment	• Whiteboard markers and erasers • Portable microphone (if required) • Display or bulletin board for course announcements
Additional resources	• Access to the Saudi Digital Library (SDL) and online academic databases • (Optional) Language laboratory facilities for multimedia learning • (Optional) Audio equipment for listening to dramatic readings and literary



adaptations

- (Optional) Charging stations or designated tech-use areas for student devices

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

