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| **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**: 1 |
| **Last Revision Date**: **13 November 2024** |

**Table of Contents**

[**A. General information about the course:** 3](#_Toc182674811)

[**B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods** 4](#_Toc182674812)

[**C. Course Content** 8](#_Toc182674813)

[**D. Students Assessment Activities** 8](#_Toc182674814)

[**E. Learning Resources and Facilities** 11](#_Toc182674815)

[**F. Assessment of Course Quality** 12](#_Toc182674816)

[**G. Specification Approval** 13](#_Toc182674817)

# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 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: | | | | | | |
| ENG2361-3 Introduction to Literature is a foundational course that explores the key characteristics, elements, and techniques of fiction, poetry, and drama. Students will learn to identify and analyze literary devices, themes, and genres while developing critical thinking and analytical skills. The course will cover a diverse range of literary works, allowing students to engage with texts from various historical and cultural contexts. Through close reading, discussion, and written assignments, students will gain a deeper understanding and appreciation of literature. | | | | | | |
| 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 main objective of ENG2361-3 Introduction to Literature is to familiarize students with the fundamental concepts, elements, and techniques of fiction, poetry, and drama. Throughout the course, students will develop the ability to identify and differentiate between the main characteristics of these literary genres (1.1), as well as understand and explain the key elements of fiction, such as plot, character, setting, conflict, theme, tone, and point of view (1.2). Students will also learn to recognize and discuss the historical and cultural significance of major literary genres (1.3). By engaging in close reading and critical thinking, students will acquire the skills to construct and present well-structured arguments supporting their interpretations of literary texts (2.1), compare and contrast the use of literary elements and techniques across different works and genres (2.2), and express personal opinions, thoughts, and experiences related to the themes and topics addressed in the works (2.3). Ultimately, students will be able to analyze and interpret literary elements and techniques in various literary texts through close reading and critical thinking (2.4). | | | | | | |

**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** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **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 main characteristics and differences between fiction, poetry, and drama | K1 | Provide students with short excerpts from the assigned course content representing different genres and guide them in identifying key characteristics through group discussions and creating comparison charts. | Formative Assessment 1 (5 marks) |
| 1.2 | Recall the key elements of fiction, including plot, character, setting, conflict, theme, tone, and point of view | K2 | Focus on one assigned story and engage students in breaking it down into its key elements through interactive activities and filling out a story map template. | Formative Assessment 2 (5 marks) |
| 1.3 | Recognize and explain the historical and cultural significance of major literary genres | K3 | Lead a class discussion on the historical and cultural context of the major literary genres represented in the assigned course content, providing relevant background information. | Quiz (10 marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Construct and present well-structured arguments to support interpretations of literary texts | S1 | Model the process of constructing arguments using a passage from an assigned text, then have students practice with peer feedback and guidance using other passages. | Assignment 2 (5 marks) |
| 2.2 | Compare and contrast the use of literary elements and techniques across different literary works and genres | S2 | Provide students with two contrasting literary works from the assigned content and guide them in comparing and contrasting the use of literary elements through discussion and creating a comparison table. | Final Exam (40 marks) |
| 2.3 | Engage with literary texts by expressing personal opinions, thoughts, and experiences related to the themes and topics addressed in the works | S6 | Encourage students to share personal reflections on the themes and topics in the assigned works during class discussions, fostering a safe and inclusive environment. | Assignment 1 (5 marks) |
| 2.4 | Analyze and interpret literary elements and techniques in various literary texts through close reading and critical thinking | S7 | Guide students through close reading exercises using short passages from the assigned content, modeling how to annotate and analyze literary elements and techniques. | Midterm exam (30 marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Appreciate the aesthetic value and cultural significance of diverse literary works, recognizing their potential to enrich personal understanding and empathy | V1 | Facilitate discussions where students explore the aesthetic value and cultural significance of the diverse literary works in the assigned content, sharing their insights and perspectives. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Independently select and analyze a literary work of personal interest, presenting a well-structured and coherent interpretation that demonstrates critical thinking and in-depth understanding of the text | V2 | During class discussions and activities, observe students as they independently analyze and interpret selected literary works from the course content. Pay attention to their ability to identify and explain key literary elements, themes, and techniques, as well as their capacity to develop well-structured and coherent arguments to support their interpretations. Offer guidance and ask probing questions to encourage critical thinking and in-depth understanding of the texts. Provide individual feedback based on your observations to help students refine their analytical skills. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Demonstrate respect for diverse perspectives and interpretations of literary works, engaging in respectful discussions and acknowledging the validity of alternative viewpoints | V3 | During class discussions of the assigned literary works, observe students' interactions and contributions. Take note of their ability to demonstrate respect for diverse perspectives, engage in respectful dialogue, and acknowledge the validity of alternative viewpoints. Provide feedback and guidance to individual students as needed to foster an inclusive and respectful classroom environment. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | **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 |
|  | Anton Chekhov’s “Misery” or “The Lament” | 6 |
| **3.** | John Steinbeck’s *The Pearl* | 9 |
| **4.** | **Poetry section:** Terms on Poetry and Eras of Poetry | 6 |
| **5.** | William Shakespeare’s “Shall I Compare Thee to a Summer’s Day?”  John Donne’s “Death, Be Not Proud”  Wordsworth’s “I Wandered Lonely as a Cloud”  Alfred Tennyson’s “Break, Break, Break”  Countee Cullen “Incident” | 9 |
| **6.** | **Drama Section:**  Terms on Theatre | 3 |
| **7.** | G. S. Kaufman’s *The Still Alarm* | 7.5 |
| **Total** | | **45** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.1 Identify the main characteristics and differences between fiction, poetry, and drama**  This assessment is designed to gauge students' understanding of the fundamental distinctions between the three main literary genres. It helps ensure that students have a solid foundation for further study and analysis. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **1.2 Recall the key elements of fiction, including plot, character, setting, conflict, theme, tone, and point of view**  This assessment is designed to test students' knowledge of the essential components of fiction. Understanding these elements is crucial for analyzing and interpreting fictional works throughout the course. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **2.3 Engage with literary texts by expressing personal opinions, thoughts, and experiences related to the themes and topics addressed in the works**  This assessment is designed to encourage students to connect with literary works on a personal level. By expressing their own thoughts and experiences, students develop a deeper understanding and appreciation of literature. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **2.1 Construct and present well-structured arguments to support interpretations of literary texts**  This assessment is designed to develop students' critical thinking and argumentation skills. By constructing well-supported arguments, students learn to effectively communicate their interpretations of literary works. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **1.3 Recognize and explain the historical and cultural significance of major literary genres**  This assessment is designed to evaluate students' understanding of the broader context in which literary genres emerge and evolve. It emphasizes the importance of considering historical and cultural factors when studying literature. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  **2.4 Analyze and interpret literary elements and techniques in various literary texts through close reading and critical thinking**  This comprehensive exam is designed to assess students' ability to apply close reading and critical thinking skills to analyze and interpret literary works. It covers all course materials up to this point, ensuring students have a solid grasp of the concepts and skills taught. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **2.2 Compare and contrast the use of literary elements and techniques across different literary works and genres**  This comprehensive final exam is designed to evaluate students' ability to synthesize knowledge and skills acquired throughout the course. By comparing and contrasting literary elements and techniques across genres, students demonstrate their understanding of the interconnectedness of literature. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | **Textbook prepared by the Department that includes:**  1. What is Literature? (Its Scope and Canons)  2. Selected novellas and short stories  ● Graham Elder's A Covid Odyssey: A fictional COVID-19 pandemic story, 2020  ● John Steinbeck’s The Pearl or The Red Pony  ● Anton Chekhov’s “Misery”  ● Edgar Allan Poe’s “The Black Cat”  3. Selected poems representing different types and ages:  ● William Shakespeare’s “Shall I Compare Thee to a Summer’s Day”  ● John Donne’s “Death, Be Not Proud”  ● George Herbert’s “Virtue”  ● William Wordsworth’s “I Wandered Lonely as a Cloud”  ● Alfred Tennyson’s "Break, Break, Break"  ● W. B. Yeats’ “Sailing to Byzantium"  ● Langston Hughes’ "Dreams"  ● Countee Cullen’s "Incident"  4. One-act-plays  ● George S. Kaufman’s The Still Alarm  ● John Millington Synge's Riders to the Sea |
| **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 (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |