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| **Course Title**: Introduction to Literary Forms |
| **Course Code**: ENG330-3 |
| **Program**: Bachelor of Arts in English |
| **Department**: Department of English |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **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 5 - Year 3) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG330-3 Introduction to Literary Forms serves as a comprehensive guide to the literary landscape, encompassing the study of the prominent genres of fiction, poetry, and drama. Through this course, students will not only identify different literary genres but also recognize the broader principles and elements that define these forms. By delving into the basic techniques and strategies of fiction, poetry, and drama, the course offers an extensive and engaging exploration of the literary world, nurturing an appreciation for the richness and diversity of literary artistry. | | | | | | |
| 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 ENG330-3 Introduction to Literary Forms is to equip students with the analytical tools and insights necessary to critically evaluate various literary texts. This includes fostering the ability to utilize literary terms, aspects, and principles when evaluating different pieces and encouraging a deeper engagement with the texts through close readings. By comparing and contrasting various works, students will develop a nuanced understanding of the subtle interplay of form and content within the literary sphere, thus enriching their analytical prowess and enhancing their appreciation for the multifaceted nature of literary creation. | | | | | | |

**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 different literary genres of fiction, poetry, and drama, including describing the basic techniques and strategies unique to each genre | K2 | Employ directed questions and selected passages from the textbook to facilitate an in-class discussion that helps students identify the characteristics of fiction, poetry, and drama. | Midterm Exam (30 Marks) |
| 1.2 | Recognize the broad principles and elements of literary forms | K2, K3 | Use class time to delineate the broad principles and elements of literary forms, encouraging students to take notes and ask clarifying questions. | Quiz (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Utilize the distinguishing literary terms, aspects, and principles when evaluating various literary texts, including the ability to compare and contrast these texts | S3 | Encourage students to verbally apply relevant literary terms and principles when discussing specific texts, providing immediate feedback to consolidate understanding. | Final Exam (40 Marks) |
| 2.2 | Critically analyze literary elements through close readings of various literary pieces | S3, S6 | Prompt students to engage in close readings of selected pieces, focusing class discussion on the critical analysis of literary elements therein. | Seminar (20 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Understand the intrinsic value of analyzing literary works across genres for personal and academic growth | V1 | Initiate a brief class discussion focusing on the long-term benefits of being proficient in analyzing various forms of literature, encouraging students to articulate the value they perceive. | 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 | Autonomously select appropriate critical frameworks for evaluating different genres of literature | V2 | Facilitate a brief class discussion encouraging students to share which critical frameworks they would choose for evaluating different genres, and why. | 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 | Responsibly contribute to literary discussions, respecting differing viewpoints and adhering to academic decorum | V3 | Conduct regular class discussions on various literary texts, emphasizing the importance of constructive participation and respect for diverse viewpoints. | 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** |
|  | **Section One**  Fiction Section:  Topics to be covered: definition of literature, fiction, novel, novella, short story, elements of fiction (plot and elements of plot, character, setting, conflict, theme and tone, point of view), types of novels, symbolism | 5 |
|  | **Section One**  Anton Chekhov’s “Misery | 5 |
| **3.** | **Section One**  John Steinbeck’s *The Pearl* | 5 |
| **4.** | **Section One**  John Steinbeck’s *The Pearl* | 5 |
| **5.** | **Section Two**  Eras of Poetry  William Shakespeare's “Shall I Compare Thee to a Summer’s Day” | 5 |
| **6.** | **Section Two**  John Donne’s “Death, Be Not Proud” | 4 |
| **7.** | **Section Two**  Wordsworth’s “I Wandered Lonely as a Cloud” | 4 |
| **8.** | **Section Two**  Alfred Tennyson’s “The Eagle” & Countee Cullen "Incident" | 4 |
| **9.** | **Section Three**  Drama Section:  Terms on Theatre | 4 |
| **10.** | **Section Three**  George S. Kaufman’s *The Still Alarm* | 4 |
| **Total** | | **45** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Midterm Exam (30 Marks)**  **While aligned with specific CLOs for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time. Questions will encompass content beyond the mapped CLOs to maintain the interpretive and analytical nature of literary study. In literature courses, measurement mapping is based on best practices and the types of interpretive questions within the exam.**  **Chosen CLO for Alignment:** 1.1 (Identify the different literary genres of fiction, poetry, and drama, including describing the basic techniques and strategies unique to each genre)  **Format:** Determined by course teaching team  *This assessment has been meticulously developed by the course teaching team and is designed to be cumulative in nature, encompassing and building upon all the material covered up until the point in time it is administered. It aims to comprehensively evaluate the students' understanding and application of the course content, reflecting a progressive and integrative approach to learning.* | Mentioned in the new Course Syllabus | 30% |
|  | **Quiz (10 Marks)**  **Chosen CLO for Alignment:** 1.2 (Recognize the broad principles and elements of literary forms)  **Focus:** The quizzes can focus on reinforcing students' understanding of the broad principles and elements of different literary forms. This aligns with foundational knowledge in the Knowledge and Understanding domain.  **Format:** Determined by course teaching team  *This assessment has been meticulously developed by the course teaching team and is designed to be cumulative in nature, encompassing and building upon all the material covered up until the point in time it is administered. It aims to comprehensively evaluate the students' understanding and application of the course content, reflecting a progressive and integrative approach to learning.* | Mentioned in the new Course Syllabus | 10% |
|  | **Final Exam (40 Marks)**  **Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course. Questions will span beyond the mapped CLOs to uphold the nuanced and subjective aspects of literary analysis. The mapping process in literature aims to adhere to best practices while accounting for the interpretive nature of questions assessing literary analysis.**  **Chosen CLO for Alignment:** 2.1 (Utilize the distinguishing literary terms, aspects, and principles when evaluating various literary texts, including the ability to compare and contrast these texts)  **Format:** Determined by course teaching team  *This assessment has been meticulously developed by the course teaching team and is designed to be cumulative in nature, encompassing and building upon all the material covered up until the point in time it is administered. It aims to comprehensively evaluate the students' understanding and application of the course content, reflecting a progressive and integrative approach to learning.* | Mentioned in the new Course Syllabus | 40% |
| **4.** | **Seminar (20 Marks)**  **Chosen CLO for Alignment:** 2.2 (Critically analyze literary elements through close readings of various literary pieces)  **Focus:** The seminar can be an opportunity for students to demonstrate their ability to critically analyze literary elements through close readings. This aligns with the Skills domain, focusing on in-depth analysis and practical application.  **Format:** Determined by course teaching team  **Assessment Criteria:** Depth of analysis, clarity and effectiveness of presentation, and engagement with the literary elements in the texts.  *The seminar component of this course, meticulously crafted by the course teaching team, serves a dual purpose. It is both cumulative, encapsulating the breadth of knowledge and skills acquired throughout the course, and evaluative, designed to measure the values and ethical considerations inherent in the subject matter. Given the interactive nature of seminars, the format may be modified to best suit the class size and dynamics. Additionally, the seminar may be divided into several sessions, as determined by the course teaching team, to ensure optimal engagement and thorough exploration of the topics. This approach is intended to provide an environment conducive to both intellectual growth and the development of values central to this course.* | Mentioned in the new Course Syllabus | 20% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | **Texts Prepared by the Department that include:**  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"  • William Wordsworth's "I Wandered Lonely as a Cloud"  • Alfred Tennyson: "The Eagle"  • W. B. Yeats' "Sailing to Byzantium"  • Langston Hughes "Dreams"  • Countee Cullen "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.  • Angus, Douglas. Best Short Stories of the Modern Age, Fawcett, 1987.  • Crane, Milton. Fifty Great Short Stories, Bantam Books, Ed., 2005.  • Birch, Dinah, and Katy Hooper. The Concise Oxford Companion to English Literature. Oxford UP, 2013.  • Guerin, Wilfred L, et al. A Handbook of Critical Approaches to Literatur. 6th edition. Oxford UP, 2010.  • Harmon, William. A Handbook to Literature, A 12th Edition. Pearson, 2010.  • Sittenfeld, Curtis and Heidi Pitlor. The Best American Short Stories, Harcourt Houghton Mifflin, 2020.  • 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.  • Wellek, Rene. Theory of Literature. Forgotten Books, 2018.  • Kennedy, X. J. and Dana Gioia. Literature: An Introduction to Fiction, Poetry, Drama, and Writing, Compact Edition. Pearson, 8th edition, 2016. |
| **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**

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