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| **Course Title**: World Literature |
| **Course Code**: **ENG4266-2** |
| **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: (2) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 7 – Year 4) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG4266-2 World Literature is an advanced course that explores major literary works and authors from diverse cultures and historical periods. It focuses on developing students' ability to identify, analyze, and compare literary pieces while considering their historical and cultural contexts. The course introduces basic literary techniques, strategies, and critical theories, enabling students to recognize key literary styles and themes across different cultures. Through comparative analysis and critical thinking, students will gain a comprehensive understanding of world literary traditions and develop skills in forming well-supported arguments and interpretations. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG2351-3 Introduction to Applied Linguistics | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objective of ENG4266-2 World Literature is to broaden students' literary horizons by exploring major works from diverse cultures and historical periods. This course aims to enhance students' analytical and critical thinking skills, enabling them to evaluate and compare literary pieces within their cultural contexts. Students will learn to apply various critical approaches, synthesize information from multiple sources, and construct well-supported arguments about world literature. By engaging with different literary traditions, techniques, and theories, students will develop a comprehensive understanding of global literary heritage and improve their ability to interpret texts with cultural sensitivity and historical awareness. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 30 | 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** | 30 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 30 |

# **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 and analyze major literary works and authors across various cultures and historical periods, including:  a) Notable authors and their primary texts  b) Historical and cultural contexts of literary pieces | K1 | Lecture on key authors, highlighting their major works.  Assign readings from primary texts in the course anthology.  Use introductory sections in the textbook to provide context before each reading.  Discuss historical background presented in the course material. | Midterm Exam (30 Marks) |
| 1.2 | Recognize basic literary techniques, strategies, and critical theories | K2 | Refer to the glossary or terminology sections in the textbook.  Analyze examples of techniques provided in the course readings. | Quiz (10 Marks) |
| 1.3 | Describe key literary styles and themes from different cultures and historical periods | K3 | Review chapter summaries that outline styles and themes.  Lead guided discussions on themes using questions from the textbook. | Quiz (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Compare and contrast various literary pieces in light of different critical approaches across cultures, considering their historical and cultural contexts | S1 | Use comparison tables from the textbook to highlight differences in critical approaches.  Assign readings that showcase similar themes across cultures, as curated in the course anthology. | Seminar (20 Marks) |
| 2.2 | Apply critical thinking and analytical skills to evaluate the distinguishing principles and aspects of various literary pieces across cultures and historical periods | S2 | Use guided questions provided in the textbook to analyze specific literary works.  Discuss the author's background and historical context as presented in text introductions. | Final Exam (40 Marks) |
| 2.3 | Synthesize information from multiple sources to form a cohesive understanding of literary traditions from different cultures | S3 | Assign readings from different sections of the textbook to cover various literary traditions.  Use chapter summaries to draw connections between different cultural literary movements. | Seminar (20 Marks) |
| 2.4 | Develop well-supported arguments and interpretations of literary works from diverse cultures and time periods, demonstrating a deep understanding of cultural and historical contexts | S7 | Utilize essay prompts provided in the textbook for in-class discussions.  Reference historical timelines in the course materials to contextualize literary works during analysis. | Seminar (20 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Choose and analyze a literary work from the course anthology that represents a culture different from one's own, demonstrating initiative in exploring diverse literary traditions | V1 | Select texts from the course that represent diverse cultures, including some from the Arab world.  Have students identify similarities between these works and their own cultural experiences.  Facilitate group discussions where students share their findings and reflect on the universal themes found across different literary traditions. | 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 explore literary works from unfamiliar cultures, demonstrating curiosity and initiative in expanding one's literary knowledge | V2 | At the beginning of each unit, present a selection of 3-4 texts from the course anthology, each representing a different culture.  Allow students to choose one text they find interesting.  Provide a simple worksheet with guiding questions from the textbook for students to complete as they read their chosen text.  Dedicate 10-15 minutes in class for students to share their findings with a partner or small group. | 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 | Actively participate in class discussions and group activities, sharing insights about literary works and respecting diverse interpretations from classmates | V3 | Divide the class into small groups.  Assign each group a short literary passage from the course textbook.  Have groups discuss and interpret the passage together, encouraging each member to contribute.  Rotate group members regularly to ensure diverse interactions.  End each session with a whole-class discussion where groups share their interpretations, emphasizing respectful listening and response. | 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** |
|  | WHAT IS WORLD LITERATURE? GOETHE’S CONTRIBUTION | 2 |
|  | MESOPOTAMIA: THE EPIC OF GILGAMESH | 3 |
| **3.** | ANCIENT GREECE: THE ILIAD AND THE ODYSSEY, TRAGEDY | 3 |
| **4.** | CHINA AND JAPAN:  *THE WOMAN WARRIOR* (MAXINE HONG KINGSTON)  CAO XUEQIN’S *THE STORY OF THE STONE* OR *THE DREAM OF THE RED CHAMBER,*  LU XUN’S “DIARY OF A MADMAN” | 6 |
| **5.** | *THE METAMORPHOSIS* (FRANZ KAFKA)  *THE STRANGER* (ALBERT CAMUS) | 4 |
| **6.** | LATIN AMERICA: JORGE LUIS BORGES’S *ALEPH*/ *FICTIONS/LABYRINTHS/THE BOOK OF SAND* OR MARQUEZ'S "A VERY OLD MAN WITH ENORMOUS WINGS" OR “THE AUTUMN OF THE PATRIARCH” OR “EYES OF A BLUE DOG” OR “DEATH CONSTANT BEYOND LOVE” | 6 |
| **7.** | AFRICA: CHINUA ACHEBE'S *THINGS FALL APART* AND/ OR MAHFOUZ'S KOSHTOMOR AND *ALSHAHAZ (THE BEGGAR),* AND/ OR WOLE SOYINKA'S *DEATH AND THE KING'S HORSEMAN* | 6 |
| **Total** | | **30** |

# **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 and analyze major literary works and authors across various cultures and historical periods, including: a) Notable authors and their primary texts; b) Historical and cultural contexts of literary pieces)  **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 CLOs for Alignment:**  1.2 (Recognize basic literary techniques, strategies, and critical theories)  1.3 (Describe key literary styles and themes from different cultures and historical periods)  **Focus:** The quiz can focus on reinforcing students' understanding of basic literary techniques, strategies, critical theories, and key literary styles and themes from different cultures and historical periods. This aligns with ensuring 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:** 2.2 (Apply critical thinking and analytical skills to evaluate the distinguishing principles and aspects of various literary pieces across cultures and historical periods)  **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 CLOs for Alignment:**  2.1 (Compare and contrast various literary pieces in light of different critical approaches across cultures, considering their historical and cultural contexts)  2.3 (Synthesize information from multiple sources to form a cohesive understanding of literary traditions from different cultures)  2.4 (Develop well-supported arguments and interpretations of literary works from diverse cultures and time periods, demonstrating a deep understanding of cultural and historical contexts)  **Focus:** The seminar can be an opportunity for students to demonstrate their ability to compare and contrast literary pieces, synthesize information from multiple sources, and develop well-supported arguments and interpretations. This aligns with the Skills domain, focusing on comparative analysis, synthesis of information, and the development of arguments and interpretations.  **Format:** Determined by course teaching team  **Assessment Criteria:** Depth of analysis, clarity and effectiveness of presentation, engagement with theories, and comparative insights.  *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** | **Textbook prepared by the Department based on:**  Damrosch, D. (2018). What Is World Literature? United States: Princeton University Press. |
| **Essential References** | Almond, Ian. World Literature Decentered: Beyond the “West” through Turkey, Mexico and Bengal. Taylor and Francis, 2022  King, Bruce. From New National to World Literature: Essays and Reviews (Studies in World Literature. ibidem Press, 2016.  Damrosch, David. World Literature in Theory. Wiley-Blackwell, 2014.  Damrosch, David, April Alliston, Marshall Brown, Page duBois, Sabry Hafez, Ursula K. Heise, Djelal Kadir, David L. Pike, Sheldon Pollock, Bruce Robbins, Haruo Shirane, Jane Tylus, and Pauline Yu, eds. The Longman Anthology of World Literature. Pearson Longman, 2009. 6 Vols.  Davis, Paul, John F. Crawford, Gary Harrison, David M. Johnson, and Patricia Clark Smith, eds. The Bedford Anthology of World Literature. Bedford/St. Martin's, 2004. 6 Vols.  D' Haen, Theo. The Routledge Concise History of World Literature. Routledge, 2012.  D' Haen, Theo, César Domínguez, Mads Rosendahl Thomsen, eds. World Literature: A Reader (Routledge Literature Readers). Routledge, 2012.  D’haen, Theo; Damrosch, David; Kadir, Djelal (eds.). The Routledge Companion to World Literature. Routledge, 2013.  Etherington, Ben and Jarard Zimbler. The Cambridge Companion to World Literature. Cambridge UP, 2018.  Fang, Weigui, ed. Tensions in World Literature: Between the Local and the Universal. Beijing Normal University, 2018.  Lawall, Sarah (ed.). Reading World Literature: Theory, History, Practice. U of Texas P, 2010.  Prendergast, Christopher, ed. Debating World Literature. Diane Publishing, 2008.  Puchner, Martin. The Norton Anthology of World Literature. Norton, 2018. |
| **Electronic Materials** | Students are motivated to explore relevant electronic materials 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 enrich the study and appreciation of poetry, including its  various forms, techniques, and traditions. |

**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** |