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| **Course Title**: Modern Literary Movements |
| **Course Code**: ENG433-2 |
| **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 8 - Year 4) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG433-2 Modern Literary Movements is an exploration into the transformative world of literary criticism and theory, as observed in the modern era. The course delves into major literary critical theories, terminologies, social contexts, and cultural shifts that have shaped contemporary literature. By investigating notable theorists, the characteristics of various literary movements, and the techniques and strategies employed, students will gain insight into the multifaceted landscape of modern literary criticism. The course's comprehensive approach ensures a robust understanding of the principles that govern various literary movements, facilitating an enriched appreciation of literary texts. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG330-3 Introduction to Literary Forms | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objective of ENG433-2 Modern Literary Movements is to provide students with a deep and structured understanding of the significant critical theories, terminologies, and cultural changes that define modern literary movements. The course aims to equip students with the skills to identify and recognize the broad terminologies and characteristics that underpin different literary schools of thought. Through the application of distinguishing principles, students will be enabled to critically evaluate, compare, and contrast various literary texts and movements. The goal is to foster analytical thinking and appreciation for literature, encouraging students to view literary pieces through the nuanced lenses of modern critical approaches. | | | | | | |

**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 major modern literary critical theories, terminologies, the social context, and cultural changes in the modern times | K2 | Use targeted questions and brief class discussions to elucidate the complexities of modern literary critical theories, terminologies, and their socio-cultural contexts, supplementing textbook readings. | Midterm Exam (30 Marks) |
| 1.2 | Recognize the broad terminologies, notable theorists, and characteristics of literary movements, and describe the basic techniques, strategies, and critical approaches of these movements | K2 | Leverage class time to summarize the key tenets of notable theorists, aiding students in grasping the terminologies and characteristics that define various literary movements. | Quiz (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Utilize the distinguishing principles, aspects, and subject matter of various literary movements when evaluating various literary texts | S3 | Allocate time in each session for students to independently apply the principles, aspects, and subject matter of different literary movements to evaluate a text, followed by group discussions to consolidate understanding. | Final Exam (40 Marks) |
| 2.2 | Compare and contrast different literary movements and theories, and extend this comparative analysis to include the appreciation and analysis of various literary pieces in light of these movements and theories | S3 | Use targeted questions in class to engage students in critical thinking, enabling them to articulate the distinguishing elements and broader implications of different literary movements and theories. | Seminar (20 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Understand the value of applying modern literary critical approaches to interpreting literary works, thereby enriching their academic engagement with literature | V1 | Pose a question that invites students to discuss the value of employing a specific literary critical approach in the interpretation of a classic or contemporary literary work, and facilitate a brief class discussion to explore its merit. | 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 employ terms and theories from modern literary movements in class discussions, showcasing intellectual independence | V2 | Encourage students to bring up terms and theories relevant to the day’s topic during class discussion, noting instances where they do so autonomously. | 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 | Constructively critique peers' interpretations during discussions, showing respect for diverse viewpoints | V3 | During a class discussion on a specific literary text or theory, invite students to critique each other’s points, emphasizing the importance of constructive, respectful feedback. | 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** |
|  | • Definition of Literary Movements  • A brief introduction to the periods of English literature  • Introduction to Romanticism | 3 |
|  | • Romanticism: Definition, characteristics, subject matter, representatives, comparison with Neoclassicism  • Analysis of some literary pieces belonging to Romanticism  For example: She Dwelt Among the Untrodden Ways- William Wordsworth/Edgar Allan Poe’s “Alone” | 3 |
| **3.** | • Realism: Definition, characteristics, subject matter, representatives, comparison with Romanticism  • Analysis of a literary piece belonging to Realism | 3 |
| **4.** | • Naturalism: Definition, characteristics, subject matter, representatives, comparison with Realism | 3 |
| **5.** | • Symbolism: Definition, Types, Interpretation, and Analysis of a Literary piece belonging to Symbolism | 3 |
| **6.** | • Modernism: Definition, characteristics, subject matter, representatives | 3 |
| **7.** | • Modernism contd... Analysis of a Literary piece belonging to Modernism  • For example: "Cat in the Rain"- Hemingway | 3 |
| **8.** | • Imagism: Definition, Subject Matter, Representatives, Principles of Imagism | 3 |
| **9.** | • Postmodernism: Definition, subject matter, notable theorists, comparison with Modernism, Characteristics of Postmodernism, Analysis of a literary piece belonging to Postmodernism | 3 |
| **10.** | • Magical Realism/Feminism/Ecocriticism: Definition, Characteristics of Magical Realism/Feminism/Ecocriticism, notable theorists, Analysis of a literary piece belonging to Magical Realism/Feminism/Ecocriticism | 3 |
| **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 major modern literary critical theories, terminologies, the social context, and cultural changes in modern times)  **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 terminologies, notable theorists, and characteristics of literary movements, and describe the basic techniques, strategies, and critical approaches of these movements)  **Focus:** The quizzes can focus on reinforcing students' understanding of the terminologies, theorists, and characteristics of literary movements, as well as their techniques and strategies. This aligns with ensuring a strong 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 principles, aspects, and subject matter of various literary movements when evaluating various literary 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 (Compare and contrast different literary movements and theories, and extend this comparative analysis to include the appreciation and analysis of various literary pieces in light of these movements and theories)  **Focus:** The seminar can be an opportunity for students to demonstrate their ability to critically compare and contrast different literary movements and theories, and to analyze literary pieces in light of these theories. This aligns with the Skills domain, where the emphasis is on practical application and analysis.  **Format:** Determined by course teaching team  **Assessment Criteria:** Depth and clarity of analysis, effectiveness of presentation, engagement with critical approaches, and ability to articulate and defend their viewpoints during discussions.  *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 include:**  Material compiled by Dr. Mahmoud Ibrahim Radwan and Dr. Hamdy Elgabry |
| **Essential References** | • Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory.  Manchester University Press, 2009.  • Craig, W. & Moreland, J. (Eds.). (2000). Naturalism: A critical analysis. London: Routledge.  • Desai, G. G., Nair, S. (2005). Postcolonialism: An anthology of cultural theory and criticism. Rutgers University Press.  • Eagleton, T. (1996). Literary Theory: An Introduction. Minneapolis: The University of Minnesota Press.  • Encyclopedia of Literature and Criticism (1991) ed. Martin Coyle, Peter Garside, Malcolm Kelsall and John Peck, Rutledge, London.  • Henderson, H. & Pederson, J. P. (Ed.). (2000). Twentieth century literary movements dictionary. Detroit, Mich: Omni graphics.  • Huyssen, Andreas (1986). After the Great Divide: Modernism, Mass Culture, Postmodernism.  • Jefferson, A. & Robey, D. Modern Literary Theory: A Comparative Introduction  • Marcel, B. (1966). The art of the Romantic era: Romanticism, Classicism, Realism. New York: Henry Holt & Company, Inc |
| **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 deepen the understanding and exploration of Modern Literary Movements. |

**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** |