



# Course Specifications

<b>Course Title:</b>	Modern Literary Movements
<b>Course Code:</b>	ENG 433
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	English
<b>College:</b>	Faculty of Languages and Translation
<b>Institution:</b>	King Khalid University

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## A. Course Identification

<b>1. Credit hours:</b> 2
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 8/Year 4
<b>4. Pre-requisites for this course (if any):</b> (Eng. 330) Introduction to Literary Forms
<b>5. Co-requisites for this course (if any):</b> None

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	30
<b>Other Learning Hours*</b>		
1	Study	2
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	2

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b>
<ul style="list-style-type: none"> <li>This course introduces students to techniques, characteristics and philosophy of the major movements of literature from the 19th century onwards.</li> </ul>

- By course-end, students will be able to understand techniques adopted in variant literary movements and analyze interpret particular literary works in the light of the literary movements.

## 2. Course Main Objective

- To familiarize students with the main features, techniques and philosophy of the major movements of literature from the 19th century onwards.
- To provide students with a chronological/historical background of literary movements in the modern times.
- To reinforce students' skills of comparison, analysis and critical thinking.
- To promote students' knowledge of language in real contexts through teaching them how to write a research paper on any literary movement.

## 3. Course Learning Outcomes

CLOs		Aligned-PLOs
1	<b>Knowledge:</b>	
1.1	Knowing various concepts, styles, techniques, representatives and strategies of literary movements.	K1
1.2	Knowledge and understanding of the major principles and characteristics of literary theories.	K3
1.3	Acquiring the ability to read, analyze and compare various literary pieces in light of literary movements.	K3
2	<b>Skills :</b>	
2.1	Develop complex skills in exploring the aspects of literary movements: definition, date, subject matter, notable theorists, and main characteristics.	S1
2.2	Develop critical thinking skills of evaluation, description, comparison, and analysis.	S2
2.3	Develop complex skills in applying different critical theories and approaches to the study and analysis of literary pieces.	S1
3	<b>Competence:</b>	
3.1	Students can participate in class discussion and think critically and analytically of cultural and historical highlights that have made up literary movements.	C3
3.2	Use of e-learning , electronic journals and data basis	C2
3.3	Use of IT tools such as laptop and projector systems	C2

## C. Course Content

No	List of Topics	Contact Hours
1	<b>Orientation:</b> students get familiarized with the requirements of the subject, textbook, Blackboard, etc.	2
2	<b>Romanticism:</b> definition, subject matter, representatives, comparison with Neoclassicism, main characteristics.	4
3	<b>Realism:</b> definition, subject matter, representatives, comparison with Romanticism, main characteristics.	3
4	<b>Naturalism:</b> definition, subject matter, representatives, comparison with Realism, main characteristics.	3
5	<b>Modernism;</b> definition, subject matter, representatives	4
6	<b>Magical Realism:</b> definition, subject matter, representatives, comparison with Realism, main characteristics	4
7	<b>Imagism:</b> definition, subject matter, representatives, principles of imagism	2
8	<b>Postcolonialism:</b> definition, goals, subject matter, notable theorists	4
9	<b>Ecocriticism</b> or Green Studies: definition, culture and nature, turning criticism inside out	4
<b>Total</b>		30

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	<b>Knowledge</b>		
1.1	Knowledge of the major different literary movements and cultural changes in the modern times.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Close reading and text analysis</li> </ul> Collaborative learning/Team work	<ul style="list-style-type: none"> <li>• Two-midterm tests</li> <li>• Assignments</li> <li>• Quizzes</li> <li>• Final Exam</li> </ul>
1.2	Acquiring the ability to read, analyze and compare various literary pieces	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Close reading and text analysis</li> </ul> Collaborative learning/Team work	<ul style="list-style-type: none"> <li>• Live monologues</li> <li>• Two-midterm tests</li> <li>• Assignments</li> <li>• Quizzes</li> <li>• Final Exam</li> </ul>
2.0	<b>Skills</b>		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.1	To acquire the ability of evaluation, critical thinking, comparison and contrast, and analysis	<ul style="list-style-type: none"> <li>E-learning</li> <li>Lectures</li> <li>Class discussions: teaching students to think independently and engage in group discussions</li> </ul>	<ul style="list-style-type: none"> <li>Individual meetings with students to evaluate their appreciation of own work;</li> <li>Student presentations <ul style="list-style-type: none"> <li>Evaluation of quizzes, assignments and exams</li> </ul> </li> </ul>
2.2	Ability to apply different critical and theoretical approaches to the study of literary pieces.	<ul style="list-style-type: none"> <li>Class surveys</li> <li>E-learning</li> <li>Class discussions: teaching students to think independently and engage in group discussions</li> </ul>	<ul style="list-style-type: none"> <li>Individual assignments</li> <li>Exams</li> <li>Research papers</li> </ul>
3.0	<b>Competence</b>		
3.1	Students can participate in class discussion and think critically and analytically.	<ul style="list-style-type: none"> <li>Lectures</li> <li>Discussion</li> <li>Group assignments</li> </ul>	<ul style="list-style-type: none"> <li>Research papers will attest to the student's ability to fulfill assignments and respect deadlines</li> </ul> Individual and group Presentations
3.2	Students can act dutifully and ethically in carrying out individual as well as group projects	<ul style="list-style-type: none"> <li>Group assignments</li> </ul>	<ul style="list-style-type: none"> <li>Students' behavior during group assignments is monitored and evaluated against convened standards.</li> </ul>

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	<b>Assignment 1</b>	<b>Week 5</b>	<b>5%</b>
2	<b>Test 1</b>	<b>Week 7</b>	<b>20%</b>
3	<b>Assignment 2</b>	<b>Week 10</b>	<b>5%</b>
4	<b>Test 2</b>	<b>Week 12</b>	<b>20%</b>

#	Assessment task*	Week Due	Percentage of Total Assessment Score
5	<b>Final Exam</b>	<b>Week 16</b>	<b>50%</b>
6	<b>Total</b>		<b>100 %</b>

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Office Hours: 10 hours per week

## F. Learning Resources and Facilities

### 1. Learning Resources

Required Textbooks	<b>Texts Prepared by the Department that include:</b>
	<p>(a) General Information about modern literary movements            (b) Analyses of some selected models</p>
Essential References Materials	<ul style="list-style-type: none"> <li>• Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. Manchester University Press, 2009.</li> <li>• Craig, W. &amp; Moreland, J. (Eds.). (2000). <i>Naturalism: A critical analysis</i>. London: Routledge.</li> <li>• Desai, G. G., Nair, S. (2005). <i>Postcolonialism: An anthology of cultural theory and criticism</i>. Rutgers University Press.</li> <li>• Doherty, T. (Ed.). (1991). <i>Postmodernism: A reader</i>. New York: Harvester Wheatsheaf</li> <li>• Eagleton, T. (1996). <i>Literary Theory: An Introduction</i>. Minneapolis: The University of Minnesota Press.</li> <li>• Encyclopedia of Literature and Criticism (1991) ed. Martin Coyle, Peter Garside, Malcolm Kelsall and John Peck, Routledge, London.</li> <li>• Henderson, H. &amp; Pederson, J. P. (Ed.) . (2000). <i>Twentieth century literary movements dictionary</i>. Detroit, Mich: Omnigraphics.</li> <li>• Hutcheon, L. (1988). <i>A poetics of postmodernism: History, theory, fiction</i>. New York: Routledge.</li> <li>• Huyssen, Andreas (1986). <i>After the Great Divide: Modernism, Mass Culture, Postmodernism</i>.</li> <li>• Jefferson, A. &amp; Robey, D. <i>Modern Literary Theory: A Comparative Introduction</i></li> <li>• Marcel, B. (1966). <i>The art of the Romantic era: Romanticism, Classicism, Realism</i>. New York: Henry Holt &amp; Company, Inc.</li> </ul>

	<ul style="list-style-type: none"> <li>• McHale, B. (1987). <i>Postmodern Fiction</i>. London: Methuen</li> </ul>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>• Students are motivated to explore relevant electronic materials for further details.</li> <li>• <a href="http://lib.kku.edu.sa/">http://lib.kku.edu.sa/</a></li> <li>• <a href="http://search.proquest.com">search.proquest.com</a> <a href="http://www.questia.com">www.questia.com</a> (only for campus connected computers)</li> <li>• <a href="http://www.shmoop.com">www.shmoop.com</a></li> <li>• <a href="http://www.sparknotes.com">www.sparknotes.com</a></li> </ul>
<b>Other Learning Materials</b>	Use of computers and audio-visual equipment

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>• Large enough classrooms and labs</li> <li>• Lecture rooms with a capacity of 30 students</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>• Laptops, overhead projectors, computer labs, MS Office programs, academic software.</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> <li>• Students are encouraged to use the Language Enhancement Program (LEP)</li> <li>• Dictionaries, English- skills software, Linguistic and language atlases,</li> </ul>

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Confidential completion of standard course evaluation questionnaire by students at the end of each semester	In-class observation by other colleagues	Workshops by internal and external experts
Occasional student-faculty meetings to get students' feedback	Peer observation	Coordination between teachers of different sections of the same course
Confidential completion of standard course evaluation questionnaire by students at the end of each semester	Observation by external experts	Training and orientation for new instructors of the course

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)



## H. Specification Approval Data

<b>Council / Committee</b>	Department of English Council
<b>Reference No.</b>	20138
<b>Date</b>	24/2/1441 G

Prepared by: Course Coordinator

Reviewed and Approved by: Quality Committee