|  |  |
| --- | --- |
| **Course Title:** | **Advanced Literary Criticism** |
| **Course Code:** | **ENGL 421** |
| **Program:** | **B.A. English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **2** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **√** | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | |  | | | | |
| **4. Pre-requisites for this course** (if any)**: ENGL 221** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**: None** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 25 | 83% |
| **2** | **Blended** | 5 | 17% |
| **3** | **E-learning** |  |  |
| **4** | **Correspondence** |  |  |
| **5** | **Other** |  |  |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Learning Hours** |
| **Contact Hours** | | |
| **1** | **Lecture** | 25 |
| **2** | **Laboratory/Studio** | 5 |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** |  |
| **Other Learning Hours\*** | | |
| **1** | **Study** | 2 |
| **2** | **Assignments** | 1 |
| **3** | **Library** | 1 |
| **4** | **Projects/Research Essays/Theses** | 1 |
| **5** | **Others**(specify) | 10 |
|  | **Total** | 15 |

**\***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

|  |
| --- |
| 1. Course Description Building on ENGL 221 "Principles of Literary Criticism", this course is primarily designed to introduce students to the major literary theories and approaches of advanced modern and postmodern literary criticism. The course is designed to make students know the various different literary theories and approaches and how to apply these theories on a work of literature. The topics will range from Russian Formalism to Postmodern Theories (such as the most recent Ecocriticism and Metacriticism) and including in between theories and approaches like: Structuralism, Post structuralism, New Historicism, Postcolonial Criticism, Cultural Criticism, Phenomenology and Reader-response, etc. The course will also introduces students to the differences between theory and practice in literary criticism. This course which, as mentioned earlier in this description, builds on the previous criticism course Principles of Literary Criticism is essential as it is considered a way for the students to have a better understanding of all the literary works they have been studying. Course instructors' philosophy favors interdisciplinary and a variation approach to course materials, methods of instruction and evaluation of students |
|  |
| 2. Course Main Objective By the end of the course, students should be able to   1. Enumerate and discuss the major trends of twentieth century literary criticism.      1. Compare and contrast Anglo-American New Criticism in relation to Russian Formalism      1. Explore the development of modern criticism in Structuralism and Marxism and other theories including but not limited to:. Phenomenology, Deconstruction, Psychoanalysis and Literary Criticism, Reader-response Theory(including the Death of the Author Approach), New Historicism, Feminist Criticism, Eco-criticism, Metacriticism, etc. 2. Give critiques of some of the major trends of twentieth century critics (e.g. T.S. Eliot, Arnold, I.R. Richards, Empson, Ransom, Russian Formalists, Jakobson, etc.). 3. Apply some critical methods and approaches such as Structuralism, Post structuralism, Reader-response to a certain literary text |
|  |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned PLOs** |
| --- | --- | --- |
| 1 | **Knowledge:** |  |
| 1.1 | Enumerate and discuss the major trends of twentieth century literary criticism | 1.1 |
| 1.2 | Identify development of modern criticism in Structuralism and Marxism. | 1.2 |
| 1.3 | Show how Anglo-American New Criticism is different from Russian Formalism. | 1.3  1.4 |
| 1.4 | Enumerate cultural studies to have an inclusive view of modern criticism.  (Explore the development of modern criticism in Structuralism and Marxism and other theories including but not limited to Phenomenology, Deconstruction, Psychoanalysis and Literary Criticism, Reader-response Theory(including the Death of the Author Approach), New Historicism, Feminist Criticism, Eco-criticism, Metacriticism, etc.). | 1.3  1.4 |
| **2** | **Skills :** |  |
| 2.1 | Ability to relate major trends of twentieth century critics. (Compare and contrast: Structuralism and Post structuralism, Modern and Postmodern Criticism, etc.). | 2.1 |
| 2.2 | Ability to apply critical methods to literary texts and to cultural phenomenon .e.g. Apply Reader-response or deconstruction strategies to approaching a novel or short story/play (e.g. Becket's waiting for Godot). | 2.1  2.2 |
| 2.3 | Apply one of the previous critical approaches to a given text discussions- Discuss the contribution of some renowned critics (e.g. .S. Eliot, Arnold, I.R. Richards, Empson, Ransom, Russian Formalists, Jakobson, etc.). | 2.3 |
| 2.4 | Complete both reading and writing assignments in due time. | 2.4 |
| **3** | **Competence:** |  |
| 3.1 | Participate in class discussion and think critically making use of the knowledge and skills gained from the course. | 3.1 |
| 3.2 | Act responsibly and ethically in carrying out individual as well as group projects (learn some team and interdependent skills).  Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team | 3.2 |
| 3.3 | Demonstrate critical thinking making use of the knowledge and skills gained from the course. | 3.3 |
| 3... | Use literary and academic English, particularly in writing). | 3.4  3.5 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Course Introduction:  Introduction to literature and Literary Theory | 2 |
| 2 | Theory before "theory" | 2 |
| 3 | Formalism literary theory – Russian Formalism | 2 |
| 4 | Structuralism | 2 |
| 5 | Post-structuralism and Deconstruction Criticism | 2 |
| 6 | New Historicism and Cultural Criticism | 2 |
| 7 | Reader Response Theory/ First Mid-term Exam | 2 |
| 8 | Marxism | 2 |
| 9 | Psychoanalytic Criticism | 2 |
| 10 | Feminist Criticism | 2 |
| 11 | Post-colonialism and Orientalism | 2 |
| 12 | Some most recent approaches: Ecocriticism, Metacriticism, Postmodernism, etc. | 2 |
| 13 | Second Mid-term Exam | 2 |
| 14 | General Review and Application (of some theories to some texts) | 2 |
| 15 | General Review and Application (of some theories to some texts) | 2 |
| 16 | Final Exam |  |
| **Total** | | 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** | **Knowledge** | | |
| 1.1 | The major trends of twentieth century literary criticism. (Enumerate and discuss the major trends of twentieth century literary criticism) | Lectures  Seminars and Group Discussions | Class participation  Quizzes, Mids and Finals  Assignments and Response-papers. |
| 1.2 | .  The development of modern criticism in Structuralism and Marxism.  Compare and contrast Marxism and Structuralism. | Class discussion  Lectures  Seminars and Group Discussions | Class participation  Quizzes, Mids and Finals  Assignments and Response-papers. |
| … | 1. 3. Anglo-American New Criticism in relation to Russian Formalism (Compare and contrast Anglo-American New Criticism in relation to Russian Formalism | Close reading  Lectures  Seminars and Group Discussions | Midterms/Essay questions |
|  | 4. Cultural studies to have an inclusive view of modern criticism.  (Explore the development of modern criticism in Structuralism and Marxism and other theories including but not limited to:. Phenomenology, Deconstruction, Psychoanalysis and Literary Criticism, Reader-response Theory(including the Death of the Author Approach), New Historicism, Feminist Criticism, Eco-criticism, Metacriticism, etc.). | Text analysis  Lectures  Seminars and Group Discussions | Final written exam  Class participation  Quizzes and Mids  Assignments and Response-papers. |
| **2.0** | **Skills** | | |
| 2.1 | 1. Ability to relate major trends of twentieth century critics.  (Compare and contrast: Structuralism and Poststructuralism, Modern and Postmodern Criticism, etc.). | Lectures/teaching students how to read attentively and critically.  Seminars and Group Discussions | Class participation  Quizzes and Mids  Assignments and Response-papers. |
| 2.2 | 2. Ability to apply critical methods to literary texts and to cultural phenomenon.  e.g. Apply Reader-response or deconstruction strategies to approaching a novel or short story/play (e.g. Becket's waiting for Godot). | Class discussions/teaching students to think independently and engage in group discussion | Presentations  Group assignments |
| 2.3 | 3. Apply one of the previous critical approaches to a given text discussions.   1. Discuss the contribution of some renowned critics (e.g. .S. Eliot, Arnold, I.R. Richards, Empson, Ransom, Russian Formalists, Jakobson, etc.). | . Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor | Midterms and final exams  Quizzes and Mids  Assignments and Response-papers. |
| **3.0** | **Competence** | | |
| 3.1 | 1. Students can complete both reading and writing assignments in due time. | Lectures in which students are made aware of the significance of time management | Active class participation reflects the students’ ability to keep up with the course schedule. |
| 3.2 | 2. Students can participate in class discussion and think critically making use of the knowledge and skills gained from the course. | Discussions with students on ethical behaviour in conducting research | Speeches and discussions will attest to the student’s ability to fulfil assignments and respect dead lines |
| … | Compare and contrast: Structuralism and Post structuralism, Modern and Postmodern Criticism, etc.). | Discussions with students on ethical behaviour in conducting research | speeches and discussions will attest to the student’s ability to fulfil assignments and respect dead lines |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Midterm Exams | Week 7, 12 | 20% |
| **2** | Quizzes, presentation and/or papers, participation, etc. | All along | 10% |
| **3** | Assignment or response-paper |  | 10% |
| **4** | Final | End of  semester | 40% |
| **5** | Midterm Exams | Week 7, 12 | 20% |
| **6** | Quizzes, presentation and/or papers, participation, etc. | All along | 10% |
| **8** | participation class |  |  |

**\*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 :** |
| **4 hours per course per week; reachable via email**  **Student Advisor is available for guidance and support** |

# F. Learning Resources and Facilities

## 1. Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Culler, Jonathan. (2011). Literary Theory: A very Short Introduction. Oxford: Oxford university Press.   * Peter Barry. An Intr01oduction to Literary and Cultural Theory. 2nd Edition. 2002 * Raman Selden, Peter Widdowson and Peter Brooker. A Reader's Guide to Contemporary Literary Theory. 5th Edition * Edward W, Said. Orientalism.1978   Viktor Shklovsky. " Art as Technique"in Russian Formalist Criticism: Four Essays, ed.Lee T. Lemon and Marion J. Reis   * Eagleton, Terry. (2003 ). Literary Theory: An Introduction (2nd edition): Britain: Blackwell. |
| **Essential References Materials** | * Victor Erlich. Russian Formalism: History – Doctrine. 1955. * Fredric Jameson. The Prison-House of Language: A Critical Account of Structuralism and Russian Formalism. 1972.   Marxism and Form: Twentieth- Century Dialectical Theories of Literature., 1971 |
| **Electronic Materials** | * The Political Unconscious: Narrative as a Socially Symbolic Act, 1981. * Michel Foucault. The Order of Things: An Archaeology of the Human Science.1966, trans. 1970. * The Archaeology of Knowledge, 1969, trans 1972. * Ann Jefferson and David Robey, eds. Modern Literary THEORY: A Comparative Introduction, 1982 * Terry Eagleton. Criticism and Ideology. 1976.  1. A. Richards. Principles of Literary Criticism.1934. Raymond Williams. Culture and Society,   1780 – 1950. 1958 |
| **Other Learning Materials** | www. English uwosh:edu/core?formalism. html  www. dmoz. org?arts?literature?reviews\_and criticism/theory  http://en.wikipedia.org/wiki/Critical\_theory  http://en.wikipedia.org/wiki/Frankfurt\_School http://www.cla.purdue.edu/academic/engl/theory/index.html http://plato.stanford.edu/entries/critical-theory/ http://www.kristisiegel.com/theory.htm |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | **Lecture rooms should be large enough to accommodate the number of registered**  **students** |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | **Laptop computer - projector system** |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | **None** |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| * Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class * 2. End of term college evaluation of course by students ( to be collected by the * department) * 3. End-of-term debriefing in class of students and teacher regarding what went well and * what could have gone better * 4. Small group instructional diagnosis (SGID) whereby Instructors exchange classes   and gather information from each other's students on specific points outlined by the department and the instructor being evaluated | * Instructors * Students * peer exchanges, | * Exams * Assignments * Presentations |

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

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

**Assessment Methods**(Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |