|  |  |
| --- | --- |
| Institution : | Majmaah University |
| Academic Department : | English |
| Programme : | B.A |
| Course title and code: | Introduction to Literature |
| Specification Approved Date :  | …./ … / …… H |

**Course Specifications**

|  |  |
| --- | --- |
| **Institution:** Majmaah University | **Date:**  |
| **College/Department :** College of Sciences and Humanities, Hotat Sudair, Department of English |

**A. Course Identification and General Information**

|  |
| --- |
| 1. Course title and code: Literature - I , Eng: 225 |
| 2. Credit hours: 03 |
| 3. Program(s) in which the course is offered. BA., English (If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course: Dr. T. Gayathri |
| 5. Level/year at which this course is offered: Level 4, Second year |
| 6. Pre-requisites for this course (if any): Nil |
| 7. Co-requisites for this course (if any): |
| 8. Location if not on main campus: Hotat Sudair |
| 9. Mode of Instruction (mark all that apply):80√ a. traditional classroom What percentage? 20√ b. blended (traditional and online) What percentage? c. e-learning What percentage? d. correspondence What percentage? f. other What percentage?**Comments:** |

**B Objectives**

|  |
| --- |
| 1. What is the main purpose for this course?* To provide students with a general historical survey of English literature (by summarizing the key features of literary ages/eras: Classical/Anglo-Saxon – Mediaeval (Chaucer)- Renaissance/Shakespearian- Romantic- Victorian- Modern- Post-modern Periods.
* To encourage students’ interaction, as literary texts are often rich in meaning, and can be effectively used for discussions.
* To expand language awareness by examining sophisticated or non-standard examples of language, which make students more aware of the norms of language use.
* To educate students, for values in literary texts encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom.
* To motivate students to feel a real sense of achievement at understanding a piece of literature.
* Finally, to open up new horizons for students who may develop interest in specializing in literary studies later in their academic career
* To expose students to literature as a source of unmodified language in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class.
 |

|  |
| --- |
| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field) |

**C. Course Description** (Note: General description in the form used in Bulletin or handbook)

|  |
| --- |
| Course Description |

|  |
| --- |
| **1. Topics to be Covered** |
| **List of Topics** | **No. of****Weeks** | **Contact hours** |
| Introductory lecture | 1 | 3 |
| Literary concepts and technical terms | 1 | 3 |
| Literary Genres; Drama, Novel, Poetry, Short Stories | 1 | 3 |
| A brief survey of major literary movements / eras(Classical-Renaissance- Romantic – Victorian- Modern/Postmodern Ages)  | 1 | 3 |
| A brief survey of major literary movements / eras(Classical-Renaissance- Romantic – Victorian- Modern/Postmodern Ages) | 1 | 3 |
| Reading and analyzing The Old Man and the Sea, Ernest Hemingway | 1 | 3 |
| Mid Exam I | 1 | 3 |
| Reading and analyzing Pygmalion, George Bernard Shaw  | 1 | 3 |
| - do - | 1 | 3 |
| Reading and analyzing The Mosque of the Red Death, Edger Allen Poe | 1 | 3 |
| Reading and analyzing Sonnet 18, William Shakespeare | 1 | 3 |
| Reading and analyzing Of Studies, Francis Bacon  | 1 | 3 |

|  |
| --- |
| **2. Course components (total contact hours and credits per semester):** |
|  | **Lecture** | **Tutorial** | **Laboratory/****Studio** | **Practical** | **Other:** | **Total** |
| **Contact****Hours** | **Planed** | **45** |  |  |  |  | **45** |
| **Actual** | **45** |  |  |  |  | **45** |
| **Credit** | **Planed** | **45** |  |  |  |  | **45** |
| **Actual** | **45** |  |  |  |  | **45** |

|  |
| --- |
| 3. Additional private study/learning hours expected for students per week. 03 |

|  |
| --- |
| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |
| **On the table below are the five NQF Learning Domains, numbered in the left column.** **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)  |
| **Code****#** | **NQF Learning Domains****And Course Learning Outcomes** | **Course Teaching****Strategies** | **Course Assessment****Methods** |
| **1.0** | **Knowledge** |
| **1.1** | To list out literary terms | Lecture | Test |
| **1.2** | To note down the important features of Literary movements | Lecture | Test |
| **1.3** | To review Reading Drama, Novel, Poetry and Short Stories  | Lecture | Test |
| **2.0** | **Cognitive Skills** |
| **2.1** | To apply Literary terms in interpreting the text | Random quiz in class | Online quiz |
| **2.2** | To differentiate Literary terms | Giving Live examples | Homework |
| **2.3** | To write down critical analysis of the selected test | Exercises | Assignments to write reviews |
| **3.0** | **Interpersonal Skills & Responsibility** |
| **3.1** | To participate in class discussion and think critically | Open ended questions | Presentations |
| **3.2** |  |  |  |
| **4.0** | **Communication, Information Technology, Numerical** |
| **4.1** | To identify the proper diction and jargon | PPT | Pair work |
| **4.2** |  |  |  |
| **5.0** | **Psychomotor** |
| **5.1** | ---NA--- |  |  |
| **5.2** |  |  |  |

|  |
| --- |
| **5. Schedule of Assessment Tasks for Students During the Semester** |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | I Mid Exam | 7/8 | 20 |
| **2** | II Mid Exam | 11/12 | 20 |
| **3** | Assignments | 5 | 5 |
| **4** | Quiz | 12 | 5 |
| **5** | Presentations | 13 | 10 |
| **6** | Final Examination | 15 | 40 |

**D. Student Academic Counseling and Support**

|  |
| --- |
| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)The teacher concerned is available for the students throughout the week during office hours. |

**E Learning Resources**

|  |
| --- |
| 1. List Required Textbooks* An Introduction to Literature, Sylvan Barnet, William E. Burto, William E. Cain, Longman;

 16th edition, July 4, 2010. |
| 2. List Essential References Materials (Journals, Reports, etc.) |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

**F. Facilities Required**

|  |
| --- |
| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)Class room**.** |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)* LCD Projector and Smart Board
 |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  |

**G Course Evaluation and Improvement Processes**

|  |
| --- |
| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching* Feedback forms on certain parameters of Teaching
* Result Analysis of the Mid Exams and final exams
* Conducting assignment
* Radom quiz
 |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department |
| 3. Processes for Improvement of Teaching* Class room discussion
* Feedback from the students
* Assessment of results
 |
| 4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. |

**Name of Course Instructor: Dr. T. Gayathri**

**Signature: …………………………. Date Specification Completed: …………………**

**Program Coordinator: …………………………………………………………………….**

**Signature: ………………………….. Date Received: ………………………………......**