

Course Specification

Eng 181 (Introduction to English Literary Forms)

Institution:	Community College, Al Majma'ah, King Saud University.
Department:	Department of English

A) Course Identification and General Information

1. Course Title and Code:	Eng. 181 – (Introduction to English Literary Forms)
2. Credit Hours:	03
3. Program:	Pre-University Program of B.A English
4. Course Mentor:	Abid Muhammad Hayat Khokhar, Lecturer University Employee No. 73031 http://faculty.ksu.edu.sa/abidkhokhar/default.aspx E. Mail abidhayatkhokhar@hotmail.com Contact No. 0507940835
5. Level/Year:	2nd Level
6. Pre-Requisites:	All prescribed courses offered prior to this course preferably the following: Eng.111- Writing Good Sentences Eng.112- Listening & Speaking Eng.113- Reading Comprehension-I
7. Co-Requisites:	Habit of reading in solitude at home or in Library is the co-requisite of this course.

8. Location:

First Floor, Classroom No. 10 [2A...10]

B) Objectives

1. To arouse the interest of reading English literature by knowing different literary movements and forms with the awareness of different general literary terms . Moreover general apprehension of chronological perspective will be built among the students with special reference to growth and development of different literary movements in different genres of the English literature.
2. To bring about understanding of different literary forms by creating interest of literate ray forms instead of thrusting information into the minds of the students.
3. To make students capable of expressing their understanding, analysis and judgment for the above.

Plan for Developing Improvement in the Course:

The students will be familiarized with chronological development and importance of English literature in the annals of history of English. Progressively they will be made to read the text of some literary forms with guided, semi guided activity in the class or at their lodging. Side by side reading the text, they will be trained to get critical understanding of the literary forms. In connection to it, the students will be encouraged to browse net, draw books from library of different critical approaches.

In addition to above, the following measures will promoted:

1. Increased use of IT or web-based reference material.
2. Use of Web-CT for uploading material
3. Consistently change the list of readings/ include canonical and sub-canonical playwrights
4. Use of www.wiki.com and www.moodle.com for collaborative writing
5. Include e-books

C) Course Description:

This course aims at providing students with an introduction to literature, especially the three main genres i.e. short stories, poetry, drama, novel. Students are introduced to the elements of each genre and are trained to trace these elements in spec works. The student is encouraged to read literature both analytically and responsively.

Text Books:

Writing about Literature. Roberts, Edgar New Jersey: Prentice Hall, 2003.

Recommended Book:

1. The Norton Introduction to Literature (Seventh Edition)
by [Jerome Beaty](#) (Editor), [J. Paul Hunter](#) (Editor), [Carl E. Bain](#) (Editor)
2. Dictionary of English Literature by Penguin Publishers
3. Practical History English Literature

Topic	No of Weeks	Contact Hours
Introduction to literature with its significance, purpose, value and impact on society.	1st	03
Introduction to Poetry, its concepts and definition with the perspective of different critics.	2nd	03
Different Genres of Poetry: Epic, Ballad, Lyric, Sonnet, Ode, Pastoral, Elegy, Satire, Eulogy.	3rd	03
Figures of Speech: Simile, Metaphor, Symbol, Metonymy, Hyperbole, Personification, Apostrophe, Alliteration, Assonance, Consonance,	4 th	03

Figures of Speech: Oxymoron, allegory, Euphemism, Onomatopoeia, Paradox, Pun, Allegory, Irony,		5th	03
Stanza: Definition and its main kinds/forms. Sound Patterns: Rhythm, Rhyme, Refrain, Caesura		6th	03
Analysis, discussion, reading of important segments of Oedipus, the King with special reference Resolution in Action and Catastrophe.		7th	03
Syllable, Accent, Rhythm, Foot, Meter, Kinds of Meter, Kinds of Foot, Blank Verse.		8th	03
Brief Revisions by means of Presentations from the Students and Mid Term Test		9th	03
Introduction to Dram and Theatre. Constituents of Drama and Theatre.		10th	03
The Three Unities, Tragic Hero, Hamartia, Hubris, Peripeteia, Recognition, Trilogy, Tetralogy, Catastrophe		11th	03
Revision and Second Mid Term Exam		12th	03
Introduction to Short Story and the Novel		13th	03
Constituents of Novel and Short Story		14th	03
Brief Study of Anton Chekhov's "Misery"		15th	03
Revision and General Orientation of the Final Examination.		16th	03
2. Course Components:			
Lecture: 48 hours	Tutorial: 16 hours	Practical/Fieldwork : Home Assignments	Browsing net for latest studies on the given topics and finding visual material, if any.

3. **Additional Time** At least, three to four hours per week for allocating time to read text and criticism and writing notes on them at home/lodging. This will be evaluated as part of student participation.

4. **Development of Learning Outcomes in the Course Eng 181**

- This course will result into understanding of English literature and its different forms with some important terms.
- It will help us enjoy, read, feel, understand sharp difference between language and literature with variegated studies and browsing of the net.
- In the end of the course, the student will be able to understand, employ, use the specific terminology of different genres of literature and terms involved in it. They will be able to undergo critical study on these genres as well

a. Knowledge

(i) Description of the knowledge to be acquired

1. Improve students' reading skill for appraisal and analysis of English literature and its important genres critically.
2. Introduce students to the intellectual and social, cultural, historic, religious and other national as well as international issues of the present age with special reference to literature.
3. Expand students understanding of the trends and critical approach towards forms of literature.
4. Introduce students to the range of theoretical and critical approaches in relation to the study of plot, character, action and hero as well as tragic heroes of the plays..
5. Teach students how to write critically on the subject at national and international level.

(ii) Teaching Strategies

1. Lectures/Workshops
2. Classroom Discussions
3. Presentations
4. Internet Search

b. Cognitive Skills

(i) Cognitive Skills to be Developed

1. Ability to read, write critically and analytically
2. Ability to use literary and academic English writing to summarize, analyse, compare and contrast.
3. Ability to make sound analogies and comparisons between different ideas, styles, approaches, critics etc.
4. Ability to apply different critical approaches to the drama
5. Ability to differentiate between simple and critical study and its retention of information and manipulating into individual's ingenious creative work.

(ii) Teaching Strategies to Develop the Cognitive Skills

1. Lectures and workshops to teach students how to read, write and evaluate attentively and critically.
2. Class discussions to train students to think independently and engage in group discussions.
3. Individual meetings with students to encourage the students to discuss subject topics outside the class room with the instructor.

(iii) Methods of Assessment of Students Cognitive Skills

1. Class participation
2. Presentations
3. Independent writing inside the Class or outside
4. Midterms and final exams
5. Group Assignments

c. Interpersonal Skills and Responsibility:

(i) Description of the Interpersonal Skills

1. Students can complete their reading text and write assignments in due time
2. Students can participate in class discussion and think critically
3. Students can act responsibly and ethically in carrying out individual as well as group projects
4. Students have necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team

<p>(ii) Teaching Strategies to Develop the Skills and Abilities</p> <ol style="list-style-type: none"> 1. Lectures in which students are made aware of the significance of time management 2. Discussions with students on ethical behaviour in conducting research (if any) 3. Individual counselling on research projects and writing difficulties 4. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his peers.
<p>(iii) Methods of Assessment of Students Interpersonal Skills and Capacity to carry out Responsibility</p> <ol style="list-style-type: none"> 1. Active classroom participation reflects the students ability to keep up with the class schedule. 2. Writing as well as Assignments will attest to the student's ability to complete task and care for the dead lines 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
<p>d. Communication, Information Technology and Numerical Skills</p>
<p>(i) Description of the Skills to be Developed in this Domain.</p> <ol style="list-style-type: none"> 1. Use of Electronic Journals and Data Basis of the KSU and others 2. Web CT 3. Use of Smart Board Technology
<p>(ii) Teaching Strategies to be used to develop these Skills</p> <ol style="list-style-type: none"> 1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based material 3. Use of dramatic expression while expressing their presentations.
<p>(iii) Methods of Assessment of Students Numerical and Communication Skills</p> <ol style="list-style-type: none"> 1. Allot marks for the use of collection of web-based material in students' Presentations but make sure that there must not be plagiarism. 2. Distribute rubric at beginning of assignment so students know what they will be evaluated on

e. Psychomotor Skills (if applicable)			
(i) Description of the Psychomotor Skills			
<p>The students will be engaged in practical work in such a way that they can perform different episodes of the plays in guided or free way to employ their knowledge and literary language in practical form. It will shun away their fear of speech and presentation culminating into more confidence in their discourse.</p>			
(ii) Teaching strategies to be used to develop these skills			
<ol style="list-style-type: none"> 1. To monitor the time given to reading and writing at home on regular basis 2. To grade the work, participation and attendance from the very beginning of the term 3. To evaluate the absorption of language read in the text of the plays into practical manifestation of the students by different means 			
(iii) Methods of Assessment of Students Psychomotor Skills			
<ol style="list-style-type: none"> 1. Classroom participation 2. Quizzes 3. Answering /Questioning 4. Tests/Assignments 5. Mid Term Tests 6. Follow Up 			
5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	1 st midterm	8 th & 13 th	15%
2	Participation	All along	5%
3	Quizzes	All along	5%
4	Assignments and Time given to reading at Homes	At the end	10%

5	2 nd midterm	Week 13	15%
6	Final	Week 14	50%

D) Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

1 hour per course per week

E) Learning Resources

<http://eduscapes.com/ladders/>
<http://literature.proquestlearning.com/>
<http://www.learningwithliterature.ualberta/>

5- Other learning material such as computer-based programs/CD, professional standards/regulations

Student will be warned and got signed on Code of Honour and explained during student orientation in the college to protect against plagiarism
They will be informed about use of Turn-it-in.com software program to detect plagiarism

F) Facilities Required

1. **Lecture Theatre/Classroom** with the sufficient space and furniture for the given number of the class not more than 25

2. Teaching Accessories:

Smart Board Technology aided with multimedia player to get readily witnessing of the students with the material taught to them.

3. Other resources

Printer and Scanner for the circulation among the class are commendatory.

G) Course Evaluation and Improvement Processes

1	Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ol style="list-style-type: none">1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class2. 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 better4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated
2	Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ol style="list-style-type: none">1. Peer evaluation to asses ability of faculty members to work with their colleagues2. Class observations by supervisors
3	Processes for Improvement of Teaching <ol style="list-style-type: none">1. Training sessions2. Workshops to facilitate the exchange of experiences amongst faculty members.3. Regular meetings where problems are discussed and solutions given4. Discussion of challenges in the classroom with colleagues and supervisors5. Encouragement of faculty members to attend professional development conferences6. Keep up to date with pedagogical theory and practice7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
5	Describe the planning arrangements for periodically reviewing course

effectiveness and planning for improvement.

1. Compare syllabi and course description with other universities (including those on the net)
2. Biannual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements