

Kingdom of Saudi Arabia
The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

ENG 271
Writing about Literature

November
2010

Course Specification

Institution: King Saud University
College/Department: College of Arts/Department of English Language and Literature

A. Course Identification and General Information

1. Course title and code: Writing about Literature - ENG 271
2. Credit hours: 3
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B. A. in English
4. Name of faculty member responsible for the course Dr. Haifa Al Saud
5. Level/year at which this course is offered: Fourth Level/Second Year
6. Pre-requisites for this course (if any) ENG 214
7. Co-requisites for this course (if any): None
8. Location if not on main campus

B. Objectives

1. Summary of the main learning outcomes for students enrolled in the course. Students will be able to: 1. Write academic essays of several paragraphs on literary works. 2. Analyze the historical and cultural contexts and their influence on literary works. 3. Employ correct grammar in the following points: tenses, modifiers, prepositions and rules of punctuation. 4. Demonstrate knowledge of the process of developing formal, academic essays and the short research paper. 5. Employ literary criticism and theory in writing about literature.
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) 1. Providing students with web-based exercises for extra training. 2. Using virtual classrooms to hold seminars and extracurricular sessions for students. 3. Informing students to consult free websites that offer writing advice.

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

Course Description (3 credit hrs)

This course offers intensive study and practice of methods of inquiry, rhetorical, terminology and documentation conventions associated with critical writing about literature. The course focuses on the writing process and common writing assignments for literature, and provides instruction in writing about fiction, poetry, and drama within their historical and cultural backgrounds. It also includes coverage of writing a short research paper and the employment of literary criticism and theory.

Topics to be Covered		
Topic	No of Weeks	Contact hours
The Writing Process MLA format and documentation MLA Quiz	2	6
Common Writing Assignments Literary Criticism and Literary Theory	2	6
Writing about Fiction Elements of Fiction Quoting from Stories Writing Assignment First In-term	3	9
Writing about Poetry Elements of Poetry Quoting from Poetry Writing Assignment 2 nd In-term	3	9
Writing about Drama Elements of Drama Quoting from Plays Writing Assignment	3	9
Writing a Literary Research Paper	1	3

2. Course components (total contact hours per semester):			
Lecture: 40 hours	Tutorial: None	Practical/Fieldwork/Internship: None	Other: None

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week) 6 hours
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4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: <ul style="list-style-type: none"> - A brief summary of the knowledge or skill the course is intended to develop; - A description of the teaching strategies to be used in the course to develop that knowledge or skill; - The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
(i) Description of the knowledge to be acquired <ol style="list-style-type: none"> 1. Mechanics of taking notes, citing sources, using quotations, and avoiding plagiarism. 2. Common writing methods of academic essays and research papers. 3. Types of literary criticism and Literary Theory.
(ii) Teaching strategies to be used to develop that knowledge <ol style="list-style-type: none"> 1. Lectures 2. Class discussion 3. Extra handouts

<p>(iii) Methods of assessment of knowledge acquired</p> <ol style="list-style-type: none"> 1. Midterms and Quizzes 2. Final Exam
<p>b. Cognitive Skills</p>
<p>(i) Cognitive skills to be developed; Students will be able to:</p> <ol style="list-style-type: none"> 1. Write well-organized academic essays. 2. Use different methods of essay writing. 3. Use correct language and grammar in writing. 4. Develop logical arguments in writing.
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ol style="list-style-type: none"> 1. Lectures teaching students writing methods and documentation. 2. Class discussions and collaborative and individual practice as well as group work 3. Direct instruction on helpful cognitive strategies such as analyzing sentences, recognizing relationships and patterns, practicing, reasoning, summarizing, grouping, and associating. 4. Practice thoroughly in order to produce grammatically correct, coherent, unified, academic essays.
<p>(iii) Methods of assessment of students cognitive skills</p> <ol style="list-style-type: none"> 1. Class participation 2. Writing Assignments 3. Midterms, Quizzes, and Final Exams
<p>c. Interpersonal Skills and Responsibility</p>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <ol style="list-style-type: none"> 1. Students are expected to participate in in-class discussions 2. Students are expected to comment, ask, and sound their opinion
<p>(ii) Teaching strategies to be used to develop these skills and abilities.</p> <ol style="list-style-type: none"> 1. Incorporating teaching of basic metacognitive strategies of time management, self-monitoring and evaluation 2. Giving students course description and outline with dates of midterm exams to help them organize their study time and prepare for exams from week one 3. Discussions with students on their background knowledge needed to proceed with this course and asking them to refresh their writing abilities by referring to many resources 4. Individual counseling on areas of concern to the student during office hours. 5. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ol style="list-style-type: none"> 1. Active class participation reflects the students' willingness to learn and positive attitude towards the course 2. Performance on midterms and final exams are evidence of the students' ability to recollect and synthesize information
<p>d. Communication, Information Technology and Numerical Skills</p>
<p>(i) Description of the skills to be developed in this domain. Students will be able to use:</p> <ol style="list-style-type: none"> 1. The internet to download information 2. Available web links for practice 3. The internet to communicate with the teacher

(ii) Teaching strategies to be used to develop these skills <ol style="list-style-type: none"> 1. Students will be encouraged to make extensive use of material on the web 2. Students will be encouraged to consult specialized websites on writing and documentation. 3. Students will be encouraged to activate their Learning Management System “lms” accounts to upload their assignments and take online quizzes
(iii) Methods of assessment of students numerical and communication skills: None
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required: NA
(ii) Teaching strategies to be used to develop these skills: NA
(iii) Methods of assessment of students psychomotor skills: NA

5. Schedule of Assessment Tasks for Students During the Semester			
Assess ment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	MLA Quiz	4	10%
2	1 st midterm	7	10%
3	2 nd midterm	10	10%
4	Writing Assignments	Throughout	20%
5	Research Paper	14	10%
6	Final	17 or 18	40%

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) 5 Office hours per week, email, website, Lms

E. Learning Resources

1. Required Text(s) Gardner, Janet E. <i>Writing about Literature with 2009 MLA Update: A Portable Guide</i> . 2nd ed. Boston: Bedford, 2009. Print.
2. Essential References <i>MLA Handbook for Writers of Research Papers</i> . 7th ed. New York: MLA, 2009. Print. Cuddon, J. A. <i>Dictionary of Literary Terms and Literary Theory</i> . 4th edition. Penguin, 2009. Print
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List): None
4. Electronic Materials, Web Sites, etc: Purdue Online Writing Lab http://owl.english.purdue.edu/owl/ a website with extensive instruction and material on writing LitWeb offers useful instruction and resources on writing about literature
5. Other learning material such as computer-based programs/CD, professional standards/regulations Students are encouraged to refer to English-English dictionaries that offer pronunciation of words and phrases

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 (Lecture rooms, laboratories, etc.) Lecture rooms large enough to hold 30-40 students
2. Computing resources Laptop computers - projector system
3. Other resources (specify -- e.g. If specific laboratory equipment is required, list requirements or attach list) None

G. Course Evaluation and Improvement Processes

(i) Strategies for Obtaining Student Feedback on Effectiveness of Teaching Middle of term evaluation of course and teaching by students (administered by instructor) End of term evaluation of course by students (administered by the department)
(ii) Other Strategies for Evaluation of Teaching by the Instructor or by the Department End of term evaluation of instructor by students (administered by the department)
(iii) Processes for Improvement of Teaching 1. Workshops to facilitate the exchange of experiences amongst faculty members 2. Discussion of challenges in the classroom with colleagues and supervisors 3. Encouragement of faculty members to attend professional development conferences 4. Keep up to date with pedagogical theory and practice
(iv) Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution) 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Students who believe they are under graded can have their papers checked by a second reader
(v) 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. Bi-annual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements