

Module Specification: EL121 (Literary Appreciation and Critique)

1. Factual information			
Module title	EL121: Literary Appreciation and Critique	Level	4
Module tutor	Ms. Haneen Al Shelbayeh	Credit value	4 credit hours
Module type	Taught	Notional learning hours	2 hours / week

2. Rationale for the module and its links with other modules
<p>The EL121 Course introduces students to the four genres of literature along with the literary elements and concepts. These genres comprise the Short Story, Poetry, Drama and the Essay. The selection covers different literary and historical eras, from earlier to contemporary texts. It also covers texts from culturally diverse backgrounds, by male and female authors.</p> <p>EL121 is an introductory course to the more advanced literary courses in the English Language and Literature Program (ELL). It gives students an overview of different literary genres, enabling them to appreciate similarities and differences between these genres, mainly focusing on the short story and poetry. This will develop the analytical and critical skills needed to write about literature.</p>

3. Aims of the module
<p>The EL121 course allows the students to distinguish between different literary genres and to recognize their major similarities and differences. It helps them to explore various ways of reading literary works, using author-, reader-, and text-oriented approaches. It aims to enhance students' research and communication skills through presentations, and reading and writing skills through assignments and assessment. The EL121 course mostly aims at developing students' reflective reading that hones their analytical and critical skills.</p> <p><i>Literature and Ourselves</i> is the core textbook for the EL121 module. Its introduction aims to acquaint students with various genres and their literary elements and concepts, as well as different reading approaches. The textbook offers a rich selection of texts belonging to all genres and ends with exhaustive</p>

3. Aims of the module

appendices on critical approaches to literature, on writing a research paper, and a glossary of literary terms and concepts.

4. Pre-requisite modules or specified entry requirements

EL117: Writing
EL119: Oral & Presentation Skills

5. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to display:</i></p> <p>A1: Knowledge and understanding of different literary genres (short story, poetry, drama, and essay).</p> <p>A2: Knowledge and understanding of literary elements (character, plot, setting, point of view, style, and theme).</p> <p>A3: Knowledge and understanding of literary terms and concepts.</p> <p>A4: Knowledge and understanding of author-, reader-, and text-oriented approaches.</p> <p>A5: Knowledge and understanding of the historical and cultural backgrounds of literary texts.</p> <p>A6: Knowledge and understanding of the multidimensionality of literary texts in terms of ethics and aesthetics.</p>	<ul style="list-style-type: none"> - Pre-class preparation and reading of selected literary texts - In-class discussion of the four genres. - Analysing texts and discussing the importance of the six literary elements. - Introducing literary terms and concepts to be used in literary discussions and written assignments - Reading the works, bearing in mind the importance of author, reader, and text. - Considering the text in relation to its historical and cultural context. <p>Students will be assessed through</p> <ul style="list-style-type: none"> - In-class presentations, based on original research, and using previously introduced literary concepts - A quiz to show their knowledge of the text, and their understanding of literary concepts. - An MTA reflecting their analytical and critical skills. - A Final Exam showing an awareness of the multidimensionality of literary texts and concepts. <p>(A detailed assessment strategy is provided in the course guide)</p>

B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p>	<ul style="list-style-type: none"> - Pre-class preparation and reading of selected literary texts - In-class discussion of the four genres.

B. Cognitive skills	Learning and teaching strategy
<p>B1: Recognize and analyse the distinctive features of each of the literary genres (short story, poetry, drama, and essay).</p> <p>B2: Recognise the literary terms and concepts needed to discuss literary texts.</p> <p>B3: Compare and contrast different literary approaches in analysing texts (author-, reader-, and text-oriented approaches).</p> <p>B4: Develop appreciation of short stories through close reading and critical analysis.</p> <p>B5: Develop appreciation of poetry through the appreciation of aesthetics and ethics.</p>	<ul style="list-style-type: none"> - Analysing texts and discussing the importance of the six literary elements. - Introducing literary terms and concepts to be used in literary discussions and written assignments - Reading the works, bearing in mind the importance of author, reader, and text. - Considering the text in relation to its historical and cultural context. <p>Students will be assessed through</p> <ul style="list-style-type: none"> - In-class presentations, based on original research, and using previously introduced literary concepts - A quiz to show their knowledge of the text, and their understanding of literary concepts. - An MTA reflecting their analytical and critical skills. - A Final Exam showing an awareness of the multidimensionality of literary texts and concepts. <p>(A detailed assessment strategy is provided in the course guide)</p>

C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Apply various analytical and critical strategies to literary genres.</p> <p>C2: Articulate arguments pertaining to explicit and implicit messages in a literary text.</p>	<ul style="list-style-type: none"> - Pre-class preparation and reading of selected literary texts - In-class discussion of the four genres. - Analysing texts and discussing the importance of the six literary elements. - Introducing literary terms and concepts to be used in literary discussions and written assignments

C. Practical and professional skills	Learning and teaching strategy
<p>C3: Evaluate the historical, cultural, and biographical context of various literary texts.</p> <p>C4: Plan a proper research based on synthesis, analysis, and critique of different sources.</p>	<ul style="list-style-type: none"> - Reading the works, bearing in mind the importance of author, reader, and text. - Considering the text in relation to its historical and cultural context. <p>Students will be assessed through</p> <ul style="list-style-type: none"> - In-class presentations, based on original research, and using previously introduced literary concepts - A quiz to show their knowledge of the text, and their understanding of literary concepts. - An MTA reflecting their analytical and critical skills. - A Final Exam showing an awareness of the multidimensionality of literary texts and concepts. <p>(A detailed assessment strategy is provided in the course guide)</p>

D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Make use of the key literary concepts and terminology proper to different literary genres.</p> <p>D2: Consider literary and other texts reflectively and critically</p> <p>D3: Construct a coherent and relevant argument supported by evidence from primary and secondary sources.</p>	<ul style="list-style-type: none"> - Pre-class preparation and reading of selected literary texts - In-class discussion of the four genres. - Analysing texts and discussing the importance of the six literary elements. - Introducing literary terms and concepts to be used in literary discussions and written assignments - Reading the works, bearing in mind the importance of author, reader, and text. - Considering the text in relation to its historical and cultural context.

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6. Indicative content.
<p>The course is divided in three main parts. The Longman anthology <i>Literature and Ourselves</i> comprises a rich variety of primary sources from the four genres (short story, poetry, drama, and essay), as well as secondary sources.</p> <p>Block I: The four literary genres and their elements</p> <p>This block introduces basic literary concepts: the specificity of each literary genre, and the importance of literary elements.</p> <p>These basic literary concepts are used to study <i>one</i> literary text from <i>each</i> genre.</p> <p>Block II: The Short Story</p> <p><i>Literature and Ourselves</i> offers a rich selection of short stories, from different historical and literary eras, and from diverse cultural backgrounds. Six short stories will be selected, each highlighting one of the elements of the short story (character, plot, setting, point of view, style, and theme).</p> <p>Block III: Poetry</p>

6. Indicative content.

Literature and Ourselves offers a wide range of poems from different periods and covering various sub-genres.

Primary sources are subject to change every semester

7. Assessment strategy, assessment methods and their relative weightings

EL121 has one quiz, one in-class presentation, one Mid-Term Assessment (MTA), and one FINAL EXAM.

- **Quiz** is related to Block I. It represents 10% of the overall continuous assessment score [OCAS]. The quiz will assess the students' knowledge and understanding of the key concepts and primary sources introduced in Block I.
- **In-class Presentation** carries 10% of the OCAS. Presentations start from Week 3 and continue until the end of the semester. Students are expected to give an original presentation, using basic methods of research.
- **One 90-minute Mid-Term Assessment (MTA)**
- **One 2-hour FINAL EXAM** at the end of the course.
- The balance between components of assessment is shown in the following table:

Components	Form of Assessment & Marks	%
CONTINUOUS ASSESSMENT	One quiz	10
	One in-class presentation	10
	MTA	30
FINAL ASSESSMENT	FINAL EXAM	50
GRAND TOTAL		100
		50%
		50%
		100%

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																	
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	D 1	D 2	D 3
Quiz	X	X	X	X			X	X				X				X		
Presentation	X	X	X	X			X	X				X	X		X	X		
MTA	X	X	X	X	X		X	X	X	X		X	X	X		X	X	
Final exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

9. Teaching staff associated with the module (Potential Tutors)		
Tutor's name	Contact details	Contact hours
Ms. Haneen Shelbayeh	haneen@aou.edu.kw	Not available

10. Key reading list				
Author	Year	Title	Publisher	Location
G. Henderson, W. Day, and S. Waller	2009	<i>Literature and Ourselves</i>	Pearson/ Longman	New York-USA

11. Other indicative text (e.g. websites)
<p>The Pearson/Longman Anthology: <i>Literature and Ourselves</i> includes:</p> <p>Critical Reading: Engagement, Response and Analysis This section covers the genres and their elements.</p> <p>Critical Writing: Argument This section includes steps for writing about literature</p> <p>Thematic Anthology: This rich thematic anthology includes all four genres. Each text is preceded by a casebook on the author. A variety of texts will be selected from this anthology.</p> <p>Appendices: Exhaustive appendices on critical approaches to literature, and on writing a research paper.</p> <p>Glossary The anthology ends with a glossary defining literary terms and concepts.</p> <p>Literary Genres: http://literarydevices.net/genre/</p> <p>Literary Concepts: http://literarydevices.net/?s=concepts</p> <p>Short Story: https://www.englishclub.com/reading/short-stories</p> <p>Poetry: https://www.poetryfoundation.org/</p>