



**Sana'a University**  
**Faculty of Arts and Humanities**  
**Department of English and Literature**

**Template for Course Specification**

<b>I. Course Identification and General Information:</b>					
Course Title:	Analysis of Literary Texts				
Course Code and Number:					
Credit Hours:	theory	practice	seminar	training	Total
	3				42
Level & Semester:	Level Four, Second Semester				
Pre-requisites (if any):	None				
Co-requisites (if any):	None				
Program in which this course is offered:	BA in English language and Literature				
Language of teaching the course:	English				
Location of teaching the course:	Faculty of Arts and Humanities				
Prepared by:	Dr. Abdullah Mohammed Al Ghurbani				
Date of Approval:	2020/2021				

**II. Course Description:**

This course is intended to teach students how to analyze literary works, taking into consideration the most important theories and schools of literary criticism. The course includes approximately all the fictional genres of literature such as poetry, drama, novel and story so that students will be able to categorize each and every genre and know the aspects that they have to focus on whenever they come to conduct analysis on the basis of any theory. The theories to which the students will be exposed include the major ones: formalist, socialist, biographical, historical, psychological, and postcolonial criticism. Also, this course is intended to sharpen students' perception of how an author manipulates the linguistic resources at his/her disposal to create certain effects.

<b>IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs)</b>	
<b>PILOs</b>	<b>CILOs</b>
<b>(A) Knowledge &amp; Understanding:</b>	
Upon the completion of the BA program, students are expected to be able to:	Upon the completion of this course, students are expected to be able to:
<b>A1:</b> show knowledge and understanding of different linguistic and literary theories and schools of thought and English and American linguistics/literature;	a1- show knowledge of the major theories of literary criticism.
<b>A2:</b> express a knowledge of social values and traditions common in other cultures;	a2- understand how different literary genres can help in understanding other cultures.
<b>A3:</b> show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	a3- Describe the process of analyzing a literary text through writing.
<b>A4:</b> show knowledge and understanding of modern research tools and methods, including the employment of technology;	a4- show knowledge of the importance of analyzing a literary text through research.
<b>(B) Intellectual Skills</b>	
<b>B1:</b> distinguish different literary forms and currents as well as their distinct characteristics;	b1- distinguish between different literary texts.
<b>B2:</b> evaluate linguistic and cultural phenomena and suggest explanations for them;	b2- assess literary texts according to the critical schools.
<b>B3:</b> compare different literary, linguistic and translation theories and strategies;	b3- compare the literary theories and approaches to the analysis of literary texts.
<b>B4:</b> distinguish different language skills in terms of reading, writing, and speaking and listening;	b4-
<b>(C) Professional &amp; Practical Skills</b>	
<b>C1:</b> employ theories, terms and concepts common in literature, linguistics and translation studies;	c1- apply the theories of literary criticism to the analysis of literary texts.

<b>C2:</b> employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa;	c2- demonstrate the aesthetics of a literary text through a critical reading.
<b>C3:</b> use research tools and methods to collect research data, analyze them, and present them in a scientifically appropriate manner;	c3-
<b>C4:</b> make use of basic technological applications to facilitate learning and research process;	c4- use research to explore the structure of a critical essay.
<b>(D) Transferrable Skills</b>	
<b>D1:</b> make use of the linguistic and cultural knowledge acquired in order to interact efficiently and appropriately with people from different cultures;	d1- work collaboratively with classmates in groups to conduct research and give presentations related to analyzing literary texts.
<b>D2:</b> Manage time, work under pressure, and involve in team activities;	D2- read and research to gain knowledge about analysis of literary texts to improve self-learning.
<b>D3:</b> Pursue knowledge to improve self-learning;	d3-
<b>D4:</b> Involve creatively in social and academic activities.	d4-

<b>V. Alignment of Course Intended Learning Outcomes (CILOs)</b>		
<b>(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:</b>		
Course Intended Learning Outcomes	Teaching Strategies	Assessment Strategies
a1- show knowledge of the major theories of literary criticism.	-Lectures - Class discussion. -Collaborative	-Midterm and final exams -Assignments/ presentations

	learning -Brain Storming - Critical thinking	
a2- understand how different literary genres can help in understanding other cultures.	-Lectures -Class discussion. -Collaborative learning -Brain Storming - Critical thinking	Midterm and final exams -Assignments/ presentations
a3- Describe the process of analyzing a literary text through writing.	-Lectures -Class discussion. -Collaborative learning -Brain Storming - Critical thinking	Midterm and final exams -Assignments/ presentations
a4- show knowledge of the importance of analyzing a literary text through research.	-Lectures -Class discussion. -Collaborative learning -Brain Storming - Critical thinking	Midterm and final exams -Assignments/ presentations
<b>(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:</b>		
<b>Course Intended Learning Outcomes</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
b1- distinguish between different literary texts.	-Lectures -Class discussion. -Collaborative learning -Brain Storming - Critical thinking	Midterm and final exams -Assignments Presentations
b2- assess literary texts according to the critical schools.	-Lectures -Class discussion. -Collaborative learning -Brain Storming - Critical thinking	Midterm and final exams -Assignments/ presentations
b3- compare the literary theories and approaches to the analysis of literary texts.	-Lectures -Class discussion. -Collaborative learning - Brain Storming - Critical thinking	Midterm and final exams -Assignments/ presentations

b4-	<ul style="list-style-type: none"> <li>- Lectures</li> <li>-Class discussion.</li> <li>-Collaborative learning</li> <li>-Brain Storming</li> <li>- Critical thinking</li> </ul>	Midterm and final exams -Assignments/ presentations
<b>(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:</b>		
<b>Course Intended Learning Outcomes</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
c1- apply the theories of literary criticism to the analysis of literary texts.	<ul style="list-style-type: none"> <li>-Lectures</li> <li>-Class discussion.</li> <li>-Collaborative learning</li> <li>- Brain Storming</li> <li>- Critical thinking</li> </ul>	-Assignments -presentations - Mid-term and final exams
c2- demonstrate the aesthetics of a literary text through a critical reading.	<ul style="list-style-type: none"> <li>-Lectures</li> <li>-Class discussion.</li> <li>-Collaborative learning</li> <li>-Brain Storming</li> <li>- Critical thinking</li> </ul>	-Assignments -presentations Mid-term and final exams
c3-	<ul style="list-style-type: none"> <li>-Lectures</li> <li>-Class discussion.</li> <li>-Collaborative learning</li> <li>-Brain Storming</li> <li>- Critical thinking</li> </ul>	Assignments -presentations Mid-term and final exams
c4- use research to explore the structure of a critical essay.	<ul style="list-style-type: none"> <li>-Lectures</li> <li>-Class discussion.</li> <li>-Collaborative learning</li> <li>-Brain Storming</li> <li>- Critical thinking</li> </ul>	Assignments -presentations Mid-term and final exams
<b>(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:</b>		
<b>Course Intended Learning Outcomes</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
d1- work collaboratively with classmates in groups to conduct research and give presentations related to analyzing literary texts.	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Class discussion.</li> <li>-Collaborative learning</li> <li>-Brain Storming</li> <li>- Critical thinking</li> </ul>	-Assignments -presentations - mid-term and final exams
d2- read and research to gain knowledge about analysis of literary texts to improve self-learning.	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Class discussion.</li> <li>-Collaborative learning</li> <li>-Brain Storming</li> <li>- Critical thinking</li> </ul>	-Assignments -presentations Mid-term and final exams

d3-	<ul style="list-style-type: none"> <li>- Lectures</li> <li>-Class discussion.</li> <li>-Collaborative learning</li> <li>-Brain Storming</li> <li>- Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>-presentations</li> <li>Mid-term and final exams</li> </ul>
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**VI. Course Content:**

**A-Theoretical Aspect:**

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	Orientation	General introduction to the contents of the course as well as the rules and the regulations	first	3	a1,a2,a3,a4,b1,b2,b3,c1,c2,c4,d2,,
2	Introduction	-Definition of analysis of literary texts -Terms for analyzing literature	Second	3	a1,a2,b1,b2,b3,c4,d2,
3	Terms for analyzing literature	-Definition of analysis of literary texts -Terms for analyzing literature	Third	3	a1,a2,b1,b2,b3,c4,d2,
4	Theories of literary criticism	-Formalist -Biographical -Historical -Socialist -Culture -Postcolonial -Psychological	fourth	3	a1,a2,a4,b1,b2,b3,c2,c4,d2,
5	Theories of literary criticism	-Formalist -Biographical -Historical -Socialist -Culture -Postcolonial -Psychological	Fifth	3	a1,a2,a4,b1,b2,b3,c2,c4,d2,
6	Identifying literary texts	- <i>Poetry</i> - <i>Drama</i>	Sixth	3	a1,a2,a4,b1,b2,b3,c2,c4,d2,

		- <i>Prose</i> - <i>Fiction</i> - <i>Short story</i>			
7	Categorizing literary works	- <i>Fiction</i> - <i>Non-fiction</i> - <i>Poetry</i> - <i>drama</i>	Seventh	3	a1,a2,b1,b2,b3,c4,d2,
8	Mid-term exam		eighth	3	a1,a2,a3,a4,b1,b2,b3,c1,c2,c4,d2,
9	Analysis of poems	Formalist/Biographical	Ninth	3	a1,a2,a4,b1,b2,b3,c2,c4,d2,
10	Analysis of novels	Socialist/Postcolonial	Tenth	3	a1,a2,b1,b2,b3,c2,d2,
11	Analysis of dramas	Psychological	Eleventh	3	a2,a4,b1,b2,b4,c2,c3,c4,d3
12	Analysis of prose writings	Historical	twelfth	3	a1,a2,a4,b1,b2,b3,c2,c4,,d2,
13	Analysis of stories	Culture	Thirteenth	3	a1,a2,a4,b1,b2,b3,c2,c4,d2,
14	Final Exam		Fourteenth	3	a1,a2,a3,a4,b1,b2,b3,c1,c2,c4,d2,
<b>Number of Weeks and Contact Hours per Semester:</b>			<b>14</b>	<b>42</b>	

#### B. Practical Aspect (if any):

Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes
1	-			
<b>Number of Weeks and Contact Hours per Semester:</b>				-

#### VII. Teaching Strategies of the Course

-Lectures.

-Class discussion.

- Brainstorming

- Critical thinking

- Collaborative learning

<b>VIII. Assignments</b>				
<b>No.</b>	<b>Assignment</b>	<b>Aligned CILOs (symbols)</b>	<b>Week Due</b>	<b>Mark</b>
1	Identifying the literary texts	a1, a2,a3,a4,b1,b2,b3, c1,c2,c4,d2,	6	1
2	Analyze certain poems (to be specified during the course)	a1, a2, a3, a4, b1, b2, b3, c1,c2,c4,d2,	10	3
3	Analyze a novel (be specified during the course)	a1, a2, a3, a4, b1, b2, b3, c1,c2,c4,d2,	12	3
	Analyze certain prose compositions (to be specified during the course)	a1, a2, a3,a4,b1,b2,b3, c1,c2,c4,d2,	13	3
<b>Total Mark</b>				<b>10</b>

<b>IX. Schedule of Assessment Task for Students During the Semester:</b>					
<b>No.</b>	<b>Assessment Method</b>	<b>Week Due</b>	<b>Mark</b>	<b>Proportion of Final Assessment</b>	<b>Aligned CILOs</b>
1	Quiz/Attendance	1-14	10	10	a1,a2,a3,a4,b1, b2,b3, c1,c2,c4,d2,
2	Presentation/Participation	1-14	10	10	a1,a2,a3,a4,b1, b2,b3, c1,c2,,c4,d2,
3	Midterm	8	10	10	a1,a2,a3,a4,b1, b2,b3, c1,c2,c3,c4,d2,
4	written final exam	14	70	70	a1,a2,a3,a4,b1, b2,b3, c1,c2,,c4,d2,
<b>Total Mark</b>			<b>100</b>	<b>100</b>	

<b>X. Learning Resources:</b>
<b>A. Required Textbook(s) (maximum two):</b>
1. Al-Ashmoory, Aymen, Basalamah, Ghada (2017) <i>Analysis of Literary Texts</i> . 1 <sup>st</sup> edition – Sana'a University.
<b>B: Essential References:</b>
1. An introduction to Literary Studies. Mario Klarer. London. 1999.



2. Historical Background of English Literature. Robert Huntington Fletcher. 2002
<b>C. Electronic Materials and Websites:</b>
1. Wikipedia Encyclopedia – Relevant Articles, such as: ( <a href="https://en.wikipedia.org/wiki/Literary_criticism">https://en.wikipedia.org/wiki/Literary_criticism</a> )
2. Stanford Encyclopedia of Philosophy – Relevant Articles, such as: ( <a href="https://plato.stanford.edu/entries/medieval-literary/">https://plato.stanford.edu/entries/medieval-literary/</a> )
3.

<b>XI. Course Policies:</b>	
1.	<p><b>Class Attendance:</b> Students are required to attend every class session in its entirety. If a student is sick or has to be excused from class due to illness or other extenuating circumstances, he/she should inform the instructor, with a legitimate reason, in writing before or immediately after his/her absence. Otherwise, all absences and late arrivals or early departures will have a significant impact on the student’s class participation grade.</p> <p>A student must attend 80% of classes in order to have the right to receive a grade, which means that he/she is allowed a maximum of four absences during the whole semester. Five absences will result in an “F” regardless of his/her progress. The instructor has the right to make an exception to the 80% attendance policy based on the student’s situation and only if the student has requested the exception in writing.</p> <p>Absence, however, does not constitute as an excuse for not completing assignments or keeping yourself updated. A student is responsible for all the class work and handing in papers on-time in spite of his/her absence.</p>
2.	<p><b>Tardiness:</b></p> <ol style="list-style-type: none"> <li>All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a ringing cell phone, frequent side conversations with other students and/or rudeness toward any person will be</li> </ol>

	<p>considered a serious violation of this standard and will lower your grade accordingly. Please be sure to turn off your cell phone before the start of class.</p> <p>2. Attention to detail entails being prepared for class. This would include, but is not limited to; having a pencil/pen, note pad, calculator; reading and following the course syllabus, etc. All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a ringing cell phone, frequent side conversations with other students and/or rudeness toward any person will be considered a serious violation of this standard and will lower your grade accordingly. Please be sure to turn off your cell phone before the start of class.</p> <p>3. Attention to detail entails being prepared for class. This would include, but is not limited to; having a pencil/pen, note pad, calculator; reading and following the course syllabus, etc.</p>
3.	<p><b>Exam Attendance/Punctuality:</b></p> <p>As per university council decision, a student is eligible for a Test, Midterm or Final examination make-up if and only if he/she had the following incidents:</p> <ol style="list-style-type: none"> <li>1. Sickness; proved by hospitalization report; that is; a discharge summary is necessary.</li> <li>2. Death in the family proved by a death certificate or equivalent and personal identification.</li> <li>3. Accidents proved by an expert report.</li> </ol> <p>Military/Official engagement.</p>
4.	<p><b>Assignments/Projects:</b></p> <p>Homework should be clearly presented i.e.:</p> <ol style="list-style-type: none"> <li>1. It should be written on A4 paper.</li> <li>2. It should include a title page (Course Name, Semester, Date, Name...).</li> </ol> <p>Your instructor will ask you to submit your homework online or as a hard copy. In the latter case, it should be stapled together.</p>
5.	<p><b>Cheating:</b></p> <p>Cheating is strictly prohibited behavior. University regulations will be pursued and enforced on any cheating student</p>

6.	Plagiarism: Plagiarism is defined as “copying or stealing someone else’s words or ideas and claiming or presenting them as if they were your own.” University regulations will be pursued and enforced on any plagiarism attempt.
7.	Other Policies:

{END}

**Sana'a University**  
**Faculty of Arts and Humanities**  
**Department of English and Literature**



**Template for Course Specification:**

**University: Sana'a**

**Faculty: Faculty of Arts and Humanities**

**Department: English Language and Arts**

**Program: English**

I. Information about Course Lecturer		
<b>Name:</b>		<b>Office Hours:</b> 3/weekly
<b>Place and phone number</b>	Dept. of English (777-----)	
<b>e-mail:</b>		

II. Course Identification and General Information:					
<b>Course Title:</b>	Analysis of Literary Texts				
<b>Course Code and Number:</b>					
<b>Credit Hours:</b>	<b>theory</b>	<b>seminar</b>	<b>practice</b>	<b>training</b>	<b>Total</b>
	3				42
<b>Level &amp; Semester:</b>	Level: 4 / semester: 2				
<b>Pre-requisites (if any):</b>	None				
<b>Co-requisites (if any):</b>	None				
<b>Program in which this course is offered:</b>	BA in English Language and Literature				
<b>Language of teaching the course:</b>	English				
<b>Study system:</b>	Regular / by semester				
<b>Prepared by:</b>	Dr. Abdullah Al Ghurbani				
<b>Date of Approval:</b>	2020/2021				

### III. Course Description:

This course is intended to teach students how to analyze literary works, taking into consideration the most important theories and schools of literary criticism. The course includes approximately all the fictional genres of literature such as poetry, drama, novel and story so that students will be able to categorize each and every genre and know the aspects that they have to focus on whenever they come to conduct analysis on the basis of any theory. The theories to which the students will be exposed include the major ones: formalist, socialist, biographical, historical, psychological, and postcolonial criticism. Also, this course is intended to sharpen students' perception of how an author manipulates the linguistic resources at his/her disposal to create certain effects.

## V. Learning Outcomes

Upon the completion of this course, students are expected to be able to:

a1- show knowledge of the major theories of literary criticism.

a2- understand how different literary genres can help in understanding other cultures.

a3- Describe the process of analyzing a literary text through writing.

a4- show knowledge of the importance of analyzing a literary text through research.

b1- distinguish between different literary texts.

b2- assess literary texts according to the critical schools.

b3- compare the literary theories and approaches to the analysis of literary texts.

b4-

c1- apply the theories of literary criticism to the analysis of literary texts.

c2- demonstrate the aesthetics of a literary text through a critical reading.

c3-

c4- use research to explore the structure of a critical essay.

d1- work collaboratively with classmates in groups to conduct research and give presentations

related to analyzing literary texts.

D2- read and research to gain knowledge about analysis of literary texts to improve self- learning.

d3-

d4-

**VI. Course Content:**

**1-Theoretical Aspect:**

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	Orientation	General introduction to the contents of the course as well as the rules and the regulations	first	3	a1,a2,a3,a4,b1,b2,b3,c1,c2,c4,d2,,
2	Introduction	-Definition of analysis of literary texts -Terms for analyzing literature	Second	3	a1,a2,b1,b2,b3,c4,d2,
3	Terms for analyzing literature	-Definition of analysis of literary texts -Terms for analyzing literature	Third	3	a1,a2,b1,b2,b3,c4,d2,
4	Theories of literary criticism	-Formalist -Biographical -Historical -Socialist -Culture -Postcolonial	fourth	3	a1,a2,a4,b1,b2,b3,c2,c4,d2,

		-Psychological			
5	Theories of literary criticism	-Formalist -Biographical -Historical -Socialist -Culture -Postcolonial -Psychological	Fifth	3	a1,a2,a4,b1,b2,b3,c2,c4,d2,
6	Identifying literary texts	- <i>Poetry</i> - <i>Drama</i> - <i>Prose</i> - <i>Fiction</i> - <i>Short story</i>	Sixth	3	a1,a2,a4,b1,b2,b3,c2,c4,d2,
7	Categorizing literary works	- <i>Fiction</i> - <i>Non-fiction</i> - <i>Poetry</i> - <i>drama</i>	Seventh	3	a1,a2,b1,b2,b3,c4,d2,
8	Mid-term exam		eighth	3	a1,a2,a3,a4,b1,b2,b3,c1,c2,c4,d2,
9	Analysis of poems	Formalist/Biographical	Ninth	3	a1,a2,a4,b1,b2,b3,c2,c4,d2,
10	Analysis of novels	Socialist/Postcolonial	Tenth	3	a1,a2,b1,b2,b3,c2,d2,
11	Analysis of dramas	Psychological	Eleventh	3	a2,a4,b1,b2,b4,c2,c3,c4,d3
12	Analysis of prose writings	Historical	twelfth	3	a1,a2,a4,b1,b2,b3,c2,c4,,d2,
13	Analysis of	Culture	Thirteenth	3	a1,a2,a4,b1,b2,b

	stories				3,c2,c4,d2,
14	Final Exam		Fourteenth	3	a1,a2,a3,a4,b1,b2,b3,c1,c2,c4,d2,
<b>Number of Weeks and Contact Hours per Semester:</b>			<b>14</b>	<b>42</b>	
<b>2. Practical Aspect (if any):</b>					
Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
<b>Number of Weeks and Contact Hours per Semester:</b>					

<b>VII. Teaching Strategies of the Course</b>
-Lectures.
-Class discussion.
- Brainstorming
- Critical thinking
- Collaborative learning



<b>VIII. Activities/Assignments</b>				
<b>No.</b>	<b>Activities/Assignments</b>	<b>Aligned CILOs</b>	<b>Week Due</b>	<b>Mark</b>
1	Identifying the literary texts	a1, a2,a3,a4,b1,b2,b3, c1,c2,c4,d2,	6	1
2	Analyze certain poems (to be specified during the course)	a1, a2, a3, a4, b1, b2, b3, c1,c2,c4,d2,	10	3
3	Analyze a novel (be specified during the course)	a1, a2, a3, a4, b1, b2, b3, c1,c2,c4,d2,	12	3
4	Analyze certain prose compositions (to be specified during the course)	a1, a2, a3,a4,b1,b2,b3, c1,c2,c4,d2,	13	3
	Total Mark			10

<b>IX. Schedule of Assessment Task for Students During the Semester:</b>					
<b>No.</b>	<b>Assessment Method</b>	<b>Week Due</b>	<b>Mark</b>	<b>Proportion of Final Assessment</b>	<b>Aligned CILOs</b>
1	Quiz/Attendance	1-14	10	10	a1,a2,a3,a4,b1,b2,b3, c1,c2,c4,d2,
2	Presentation/Participation	1-14	10	10	a1,a2,a3,a4,b1,b2,b3, c1,c2,,c4,d2,

3	Midterm	8	10	10	a1,a2,a3,a4,b1,b2,b3, c1,c2,c3,c4,d2,
4	written final exam	14	70	70	a1,a2,a3,a4,b1,b2,b3, c1,c2,,c4,d2,
<b>Total Mark</b>			<b>100</b>	<b>100%</b>	

<b>X. Learning Resources:</b>
<b>A. Required Textbook(s) (maximum two):</b>
1. Al-Ashmoory, Aymen, Basalamah, Ghada (2017) <i>Analysis of Literary Texts</i> . 1 <sup>st</sup> edition – Sana’a University.
2.
<b>B: Essential References:</b>
1. An introduction to Literary Studies. Mario Klarer. London. 1999.
2. Historical Background of English Literature. Robert Huntington Fletcher. 2002
<b>C. Supplementary Materials:</b>
<b>D. Electronic Materials and Websites (if any):</b>
1. Wikipedia Encyclopedia – Relevant Articles, such as: ( <a href="https://en.wikipedia.org/wiki/Literary_criticism">https://en.wikipedia.org/wiki/Literary_criticism</a> )
2.Stanford Encyclopedia of Philosophy – Relevant Articles, such as: ( <a href="https://plato.stanford.edu/entries/medieval-literary/">https://plato.stanford.edu/entries/medieval-literary/</a> )