



Course Specification of Issues in Contemporary Critical Theory

I. Course Identification and General Information:						
1	Course Title:	Issues in Contemporary Critical Theory				
2	Course Number & Code:	LIT 5214				
3	Credit hours:	C.H			Total	
		Theoretical	Practical	Training		Seminar
		3	-	-	-	3
4	Study level/ semester at which this course is offered:	MA Program – Semester 1				
5	Pre-requisite (if any):	--				
6	Co-requisite (if any):	--				
7	Program (s) in which the course is offered:	MA English Literature Program				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Faculty of Languages				
10	Prepared by:	Dr. Ibraheem N.A. Tajaddeen				
11	Date of approval:					

II. Course description:

This course involves an in-depth study of a variety of modern and contemporary critical theories and approaches, which have significant impact on the study of literature. Students are encouraged to engage to read and analyze texts and situate them in their socio-historical context, and introducing the essentials for critical scholarship.

III. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

- a1. Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories.
- a2. Explain the meaning, significance, and value of key concepts in literary theory and specific literary theoretical works.
- b1. Accurately identify, compare and contrast the textual strategies and critical approaches employed in the study of different literary forms and genres.

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- b2. Analyze critically specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.
- c1. Apply a variety of methodologies and theoretical approaches to the critical study and analysis of different literary texts.
- c2. Write insightfully well-crafted critical essays about some issues within the framework of a particular literary theory.
- d1. Develop enthusiasm for self-directed learning and use technology and internet to improve their learning skills.
- d2. Use effective cross-cultural communication skills in different contexts both orally and in writing.

Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Knowledge and Understanding.**

Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students will be able to:		After completing this course, students will be able to:	
A1	Show a considerable knowledge and a critical understanding of the major critical schools, approaches, and movements in literary theory and criticism and their historical and cultural backgrounds.	a1-	Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories.
A3	Demonstrate an in-depth knowledge of English history and culture in the widest sense, which will enable them to understand contexts and interpret various literary texts.	a2-	Explain the meaning, significance, and value of key concepts in literary theory and specific literary theoretical works.

Teaching And Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:			
a1-	Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories.	<ul style="list-style-type: none"> ▪ Lectures and seminars ▪ Tutorials ▪ Cooperative learning ▪ Independent reading and writing ▪ group discussions ▪ Practical analysis sessions 	<ul style="list-style-type: none"> ▪ Quizzes, tests and exams ▪ Written assignments ▪ Open presentations ▪ Mini-projects ▪ Practical exercises ▪ Translation tasks

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a2-	Explain the meaning, significance, and value of key concepts in literary theory and specific literary theoretical works.		
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(B) Intellectual Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Intellectual skills**

Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
B1	Reflect critically on some of the dominant theories and topics in the complex areas of English literature and critical studies based on a high level of conceptual understanding.	b1-	Accurately identify, compare and contrast the textual strategies and critical approaches employed in the study of different literary forms and genres.
B3	Critically examine diverse forms of literary texts and demonstrate sound, fluent and effective analytical writing skills.	b2-	Analyze critically specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.

Teaching and Assessment Strategies for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:			
b1-	Accurately identify, compare and contrast the textual strategies and critical approaches employed in the study of different literary forms and genres.	<ul style="list-style-type: none"> ▪ Problem-solving ▪ Lectures ▪ Small group discussion ▪ Tutorial ▪ Pair work/group work ▪ Report writing 	<ul style="list-style-type: none"> ▪ Reports ▪ Observation ▪ Practical tests ▪ Assignments ▪ Written tests
b2-	Analyze critically specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.		

(C) Professional and Practical Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Professional and Practical Skills**

Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills	Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills
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After completing this program, students will be able to:		After completing this course, students will be able to:	
C1	Use a variety of interpretive strategies for analyzing multiple kinds of texts, including close reading, contextual analysis, analysis of form and genre, and rhetorical and stylistic analysis.	c1-	Apply a variety of methodologies and theoretical approaches to the critical study and analysis of different literary texts.
C2	Apply theories related to the representation of culture, race, class, gender issues in interpreting various types of texts of fiction and non-fiction.	c2-	Write insightfully well-crafted critical essays about some issues within the framework of a particular literary theory.

Teaching and Assessment Strategies for Achieving Learning Outcom

Alignment of Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		<ul style="list-style-type: none"> ▪ Lectures and seminars ▪ Classroom discussions ▪ Group and pair work ▪ Exercises ▪ Problem solving ▪ Brainstorming ▪ Group projects 	<ul style="list-style-type: none"> ▪ Quizzes, tests and exams ▪ Open presentations ▪ Mini-projects ▪ Practical assignments ▪ Reports ▪ Written tests
c1-	Apply a variety of methodologies and theoretical approaches to the critical study and analysis of different literary texts.		
c2-	Write in an insightful and informed way well-crafted critical essays about some issues within the framework of a particular literary theory.		

(D) General / Transferable Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
D1	Engage in a life-long self-learning, time management, leadership and communicate effectively with others both orally and in writing.	d1-	Develop enthusiasm for self-directed learning and use technology and internet to improve their learning skills.
D3	Use technology as a means to discover, apply, and communicate knowledge and information.	d2	Use effective cross-cultural communication skills in different contexts both orally and in writing.

Teaching And Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		<ul style="list-style-type: none"> ▪ Lectures and seminars ▪ Classroom discussions ▪ Group and pair work ▪ Exercises 	<ul style="list-style-type: none"> ▪ Quizzes, tests and exams ▪ Open presentations ▪ Mini-projects ▪ Practical assignments
d1-	Develop enthusiasm for self-directed learning and use technology and internet to improve their learning skills.		

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d2-	Use effective cross-cultural communication skills in different contexts both orally and in writing.	<ul style="list-style-type: none"> ▪ Problem solving ▪ Brainstorming ▪ Group projects 	<ul style="list-style-type: none"> ▪ Reports ▪ Written tests
d3-			

IV. Course Content:

1 – Course Topics/Items:

No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introductory class	a1, a2, b1, d1	<ul style="list-style-type: none"> • Background to Literary Theory and Criticism • Key ideas, concepts and major historical developments 	1	3
2	Mimetic Theory of Arts	a2, b1, c1, d1	<ul style="list-style-type: none"> • Impressive and Expressive Approaches • The Mirror Epistemology 	1	3
3	Formalist Theory and Criticism	a1, b1, c1, c2, d1, d2	<ul style="list-style-type: none"> • New Criticism • Russian Formalism • Practice: Analysis of some poems 	1	3
4	Structuralist Criticism	a1, b1, c1, c2, d1, d2	<ul style="list-style-type: none"> • Structuralism and Semiotics • Saussure and Barthes 	1	3
5	Post-Structuralism	a1, b1, c1, c2, d1, d2	<ul style="list-style-type: none"> • Poststructuralism, Deconstruction and Postmodernism • Practice: Deconstructive Reading of some literary texts 	1	3
6	Marxist Theory and Criticism	a1, b1, c1, c2, d1, d2	<ul style="list-style-type: none"> • Marxist Theory, Ideology • Power and Hegemony • Practice: Marxist Reading of some literary texts (The Great Gatsby) 	1	3
7	Historical Criticism	a1, b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> • New Historicism and Cultural Materialism • Practice: Reading of some literary texts (The Great Gatsby) 	1	3
8	Psychoanalytic Theory	a1, b1, b2, c1, c2, d1	<ul style="list-style-type: none"> • Psychology and Psychoanalysis • S. Freud and J. Lacan • Practice: Psychoanalytic study of (The Great Gatsby) 	1	3
9	Feminist Criticism	a1, b1, b2, c1, c2, d1	<ul style="list-style-type: none"> • Gynocriticism, Literary Paternity, etc. • Radical, Liberal and Rational Feminism • Practice: Feminist reading of (The Great Gatsby) 	1	3
10	Reader-Response Theory	a1, b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> • Rhetoric and Reader-Response • Practice: Analysis of some poems and a study of (The Great Gatsby) 	1	3
11	Postcolonial Theories	a1, b1, b2, c1, c2, d1	<ul style="list-style-type: none"> • Postcolonialist Theories: 	1	3

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			<ul style="list-style-type: none"> • Orientalism, Eurocentricism • Practice: Application on some literary texts 		
12	Hermeneutics	a1, b1, b2, c1, c2, d1	<ul style="list-style-type: none"> • Traditional/Romantic Hermeneutics • Contemporary Hermeneutics 	1	3
13	Cultural Studies	a1, a2, b1, b2, c1, c2, d2	<ul style="list-style-type: none"> • Recent Trends and movements in cultural studies 	1	3
14	Review and students' presentations	a1, b1, b2, c1, c2, d1, d2	<ul style="list-style-type: none"> • Review & presentations 	1	3
Number of Weeks /and Units Per Semester				14	42

b- Training Aspect:

No	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1	None			
Number of Weeks /and Units Per Semester				

V. Teaching strategies of the course:

- Lecture and seminars
- Tutorial and exercises
- Cooperative learning
- Self-learning
- Translation assignment
- Presentations
- Problem-solving
- Brainstorming
- Small group discussion
- Pair work/group work
- Report Writing
- Use of ICT (Information and Communication Technology)

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VI. Assessment Strategies:

- Practical assignments
- Quizzes
- Report Writing
- Observation
- Shared projects
- Presentations
- Practical tests
- Written tests

I. Tasks and Assignments

No.	Tasks and Assignments	Week Due	Mark	Aligned Course Learning Outcomes (CILOs symbols)
1	Reading Assignments	3-13	3	a1, a2
2	In-class activities	3-13	4	a1, a2, b1, b2, c1,c2, d1,d2
3	Practical exercises and projects	3-13	3	c1,c2, d1,d2
4				
Total			10	

II. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Ongoing assessments (based on in-class participation, regularity, punctuality, language use)	Throughout the semester	10	10%	a1, a2, b1, c1, c2, d1, d2
2	Assignments & Presentations	6-13	10	10%	a2, b1, b2, c1, c2, d2
3	Mid-term Test	8	20	20%	a1, b2, c1, c2, d1, d2
4	Final Exam	16	60	60%	a1, b2, c1, c2, d1, d2
Total			100	100%	

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VII. Learning Resource (MLA style or APA style):	
1- Required Textbook(s) (maximum two)	
	1- Tyson, L. (2006). <i>Critical Theory Today: A User Friendly Guide</i> . New York: Routledge.
1. Recommended Readings and Reference Materials	
	<ul style="list-style-type: none"> - Barry, P. (2009). <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. Manchester University Press. - Bertens, H. (2001). <i>Literary Theory; the Basics</i> London: Routledge. - Fish, S. (1989). <i>Is there a Text in this Class? The Authority of Interpretive Communities</i>. Cambridge: Harvard University Press. - Richter, D. H. (Ed.). (1998). <i>The Critical Tradition: Classic Texts and Contemporary Trends</i>. Boston: Bedford Books.
2. Essential References	
	<ul style="list-style-type: none"> - Abrams, M. H. (1953). <i>The Mirror and the Lamp</i>. London: Oxford UP. - Blamires, H. (1991). <i>A History of Literary Criticism</i>. London: Macmillan Press Ltd. - Culler, J. (1997). <i>Literary Theory: A Very Short Introduction</i>. Oxford: Oxford University Press. - During, S. (Ed). (1999). <i>The Cultural Studies Reader</i>. London: Routledge. - Eagleton, T. (1996). <i>Literary Theory: An Introduction</i>. (2nd ed.). Minneapolis: The University of Minnesota Press. - Frye, N. (1957). <i>Anatomy of Criticism</i>. New Jersey: Princeton University Press. - Jefferson, A & Robey, D. Eds., (1986). <i>Modern Literary Theory</i> London: Batsford. - Lentricchia, F. (1980). <i>After the New Criticism</i>. Chicago: University of Chicago Press. - Lodge D with Nigel Wood, (2000). <i>Modern Criticism and Theory: a Reader</i>, London: Longman - Moore-Gilbert, B., Stanton, G, & Maley, W. (Eds.). (1997). <i>Postcolonial Criticism</i>. New York: Addison, Wesley, Longman. - Rice, P. & Waugh, P. (1998). <i>Modern Literary Theory: A Reader</i>. (4th ed.). New York: Routledge. - Rivkin, J. & Ryan, M. (Eds.). (1998). <i>Literary Theory: An Anthology</i>. Malden, Massachusetts: Blackwell. - Wellek, R & Warren, A. (1968). <i>Theory of Literature</i>. Penguin.
3. Electronic Materials and Web Sites etc.	
	<ul style="list-style-type: none"> - Balogun, J. (2011). "Approaches to Modern Literary Theories." www.unilorin.edu.ng/publications/balogun/Doc5.pdf - Dino Felluga, Introductory Guide to Critical Theory, http://www.cla.purdue.edu/academic/engl/theory/index.html - Kristi Siegel, Introduction to Modern Literary Theory, http://www.kristisiegel.com/theory.htm - Mary Klages, Modern Critical Thought, http://www.colorado.edu/English/courses/ENGL2012Klages/index.html - Ousby, I. 1993. The Cambridge Guide to Literature in English. .Available on the web: http://www.xreferplus.com/topic.jsp?sub=3 - Wynne-Davies, M. 1997. The Bloomsbury Dictionary of English Literature. Available on the web: http://www.xreferplus.com/topic.jsp?sub=3

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	<ul style="list-style-type: none"> - Purdue Online Writing Lab, http://owl.english.purdue.edu/owl/resource/722/01/ - Yale Video Course, Literary Theory, http://academicearth.org/courses/literary-theory - Voice of the Shuttle (VOS): Database of multiple links to literary theory pages: http://vos.ucsb.edu/browse.asp?id=2718
4. Other Learning Material:	

IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The Higher Studies By-law and University regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:			
م	الاسم	الصفة الوظيفية	ملاحظات
١	د/ عباس مطهر	نائب العميد للدراسات العليا	
٢	أ.م.د/ أحمد مجاهد	نائب عميد مركز التطوير وضمان الجودة	
٣	أ.د/ إبراهيم المطاع	نائب رئيس الجامعة للشئون الأكاديمية	

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Course Plan of Issues in Contemporary Critical Theory

I. Information about Faculty Member Responsible for the Course:						
Name of Faculty Member	Dr. Ibraheem Tajaddeen	Office Hours				
Location & Telephone No.	Sana'a, 771120904	SAT	SUN	MON	TUE	WED
E-mail	ibtaj2007@gmail.com					

II. Course Identification and General Information:						
1-	Course Title:	Issues in Contemporary Critical Theory				
2-	Course Number & Code:	LIT 5214				
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-	-	3
4-	Study level/year at which this course is offered:	MA Program – Semester 1				
5-	Pre –requisite (if any):	---				
6-	Co –requisite (if any):	---				
7-	Program (s) in which the course is offered	MA English Literature Program				
8-	Language of teaching the course:	English				
9-	System of Study:	Regular				
10-	Mode of delivery:	Interactive classes				
11-	Location of teaching the course:	Faculty of Languages				

III. Course Description:

This course involves an in-depth study of a variety of modern and contemporary critical theories and approaches, which have significant impact on the study of literature. Students are encouraged to engage to read and analyze texts and situate them in their socio-historical context, and introducing the essentials for critical scholarship.

IV. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

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- a1. Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories.
- a2. Explain the meaning, significance, and value of key concepts in literary theory and specific literary theoretical works.
- b1. Accurately identify, compare and contrast the textual strategies and critical approaches employed in the study of different literary forms and genres.
- b2. Analyze critically specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.
- c1. Apply a variety of methodologies and theoretical approaches to the critical study and analysis of different literary texts.
- c2. Write in an insightful and informed way well-crafted critical essays about some issues within the framework of a particular literary theory.
- d1. Develop enthusiasm for self-directed learning and use technology and internet to improve their learning skills.
- d2. Use effective cross-cultural communication skills in different contexts both orally and in writing.

V. Course Content:

A – Theoretical Aspect:

No	Topic List / Units	Sub-topic List	Due Week	Contact hours
1	Introductory class	<ul style="list-style-type: none"> Background to Literary Theory and Criticism Key ideas, concepts and major historical developments 	1 st	3
2	Mimetic Theory of Arts	<ul style="list-style-type: none"> Impressive and Expressive Approaches The Mirror Epistemology 	2 nd	3
3	Formalist Theory and Criticism	<ul style="list-style-type: none"> New Criticism Russian Formalism Practice: Analysis of some poems 	3 rd	3
4	Structuralist Criticism	<ul style="list-style-type: none"> Structuralism and Semiotics Saussure and Barthes 	4 th	3
5	Post-Structuralism	<ul style="list-style-type: none"> Poststructuralism, Deconstruction and Postmodernism Practice: Deconstructive Reading of some literary texts 	5 th	3
6	Marxist Theory and Criticism	<ul style="list-style-type: none"> Marxist Theory, Ideology Power and Hegemony Practice: Marxist Reading of some literary texts (The Great Gatsby) 	6 th	3
7	Historical Criticism	<ul style="list-style-type: none"> New Historicism and Cultural Materialism Practice: Reading of some literary texts (The Great Gatsby) 	7 th	3

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8	Mid-term exam	• Written test	8 th	3
9	Psychoanalytic Theory	• Psychology and Psychoanalysis • S. Freud and J. Lacan • Practice: Psychoanalytic study of • (The Great Gatsby)	9 th	3
10	Feminist Criticism	• Gynocriticism, Literary Paternity, etc. • Radical, Liberal and Rational Feminism • Practice: Feminist reading of • (The Great Gatsby)	10 th	3
11	Reader-Response Theory	• Rhetoric and Reader-Response • Practice: Analysis of some poems and a study of (The Great Gatsby)	11 th	3
12	Postcolonial Theories	• Postcolonialist Theories: • Orientalism, Eurocentricism • Practice: Application on some literary texts	12 th	3
13	Hermeneutics	• Traditional/Romantic Hermeneutics • Contemporary Hermeneutics	13 th	3
14	Cultural Studies	• Recent Trends and movements in cultural studies	14 th	3
15	Review and students' presentations	• Review & presentations	15 th	3
16	Final Exam	• Written Exam	16 th	3
Total			16	48

Training Aspects:

No	Training Tasks	Number of weeks	Contact hours
1	None		

VI. Teaching strategies of the course:

- Lecture and seminars
- Tutorial and exercises
- Cooperative learning
- Self-learning
- Translation assignment
- Presentations
- Problem-solving

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- Brainstorming
- Small group discussion
- Pair work/group work
- Report Writing
- Use of ICT (Information and Communication Technology)

VII. Assessment Strategies:

- Practical assignments
- Quizzes
- Report Writing
- Observation
- Shared projects
- Presentations
- Practical tests
- Written tests

I. Tasks and Assignments

No.	Tasks and Assignments	Week Due	Mark	
1	Reading Assignments	3-13	3	
2	In-class activities	3-13	4	
3	Practical exercises and projects	3-13	3	
4				
	Total		10	

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II. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	
1	Ongoing assessments (based on in-class participation, regularity, punctuality, language use)	Throughout the semester	10	10%	
2	Assignments & Presentations	6-13	10	10%	
3	Mid-term Test	8	20	20%	
4	Final Exam	wk16	60	60%	
Total			100	100%	

VIII. Learning Resource (MLA style or APA style):

2- Required Textbook(s) (maximum two)

2- Tyson, L. (2006). *Critical Theory Today: A User Friendly Guide*. New York: Routledge.

5. Recommended Readings and Reference Materials

- Barry, P. (2009). *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press.
- Bertens, H. (2001). *Literary Theory; the Basics* London: Routledge.
- Fish, S. (1989). *Is there a Text in this Class? The Authority of Interpretive Communities*. Cambridge: Harvard University Press.
- Richter, D. H. (Ed.). (1998). *The Critical Tradition: Classic Texts and Contemporary Trends*. Boston: Bedford Books.

6. Essential References

- Abrams, M. H. (1953). *The Mirror and the Lamp*. London: Oxford UP.
- Blamires, H. (1991). *A History of Literary Criticism*. London: Macmillan Press Ltd.
- Culler, J. (1997). *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press.
- Daring, S. (Ed). (1999). *The Cultural Studies Reader*. London: Routledge.
- Eagleton, T. (1996). *Literary Theory: An Introduction*. (2nd ed.). Minneapolis: The University of Minnesota Press.
- Frye, N. (1957). *Anatomy of Criticism*. New Jersey: Princeton University Press.
- Jefferson, A & Robey, D. Eds., (1986). *Modern Literary Theory* London: Batsford.
- Lentricchia, F. (1980). *After the New Criticism*. Chicago: University of Chicago Press.
- Lodge D with Nigel Wood, (2000). *Modern Criticism and Theory: a Reader*, London: Longman
- Moore-Gilbert, B., Stanton, G, & Maley, W. (Eds.). (1997). *Postcolonial Criticism*. New York: Addison, Wesley, Longman.
- Rice, P. & Waugh, P. (1998). *Modern Literary Theory: A Reader*. (4th ed.). New York: Routledge.
- Rivkin, J. & Ryan, M. (Eds.). (1998). *Literary Theory: An Anthology*. Malden, Massachusetts: Blackwell.
- Wellek, R & Warren, A. (1968). *Theory of Literature*. Penguin.

7. Electronic Materials and Web Sites etc.

- Balogun, J. (2011). "Approaches to Modern Literary Theories."

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	<p>www.unilorin.edu.ng/publications/balogun/Doc5.pdf</p> <ul style="list-style-type: none"> - Dino Felluga, Introductory Guide to Critical Theory, http://www.cla.purdue.edu/academic/engl/theory/index.html - Kristi Siegel, Introduction to Modern Literary Theory, http://www.kristisiegel.com/theory.htm - Mary Klages, Modern Critical Thought, http://www.colorado.edu/English/courses/ENGL2012Klages/index.html - Ousby, I. 1993. The Cambridge Guide to Literature in English. .Available on the web: http://www.xreferplus.com/topic.jsp?sub=3 - Wynne-Davies, M. 1997. The Bloomsbury Dictionary of English Literature. Available on the web: http://www.xreferplus.com/topic.jsp?sub=3 - Purdue Online Writing Lab, http://owl.english.purdue.edu/owl/resource/722/01/ - Yale Video Course, Literary Theory, http://academicearth.org/courses/literary-theory - Voice of the Shuttle (VOS): Database of multiple links to literary theory pages: http://vos.ucsb.edu/browse.asp?id=2718
8. Other Learning Material:	

IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))	
1	Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The Higher Studies By-law and University regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

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