



Course Specification

— (Bachelor)

Course Title: Medieval and Renaissance Poetry

Course Code: ENG 4322

Program: BA in English Language

Department: Department of English

College: College of Social Sciences

Institution: Umm Al-Qura University

Version: 2

Last Revision Date: 2023



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A. General information about the course:

1. Course Identification

1. Credit hours:					
3					
2. Course type					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
3. Level/year at which this course is offered:					
The course can be taken at any level in the last two years of the program after passing the requirements.					
4. Course general Description:					
This course aims at guiding students through the development of poetry from the Medieval age to the end of the Renaissance period. It will tackle issues of great significance to understanding and analyzing the artistic productions of the time such as the evolution of the English language, the changes in the socio-political climate, the influence of religion on the social fabric, and the importance of adopting the vernacular in artistic expressions. Throughout this course, students will learn about the cultural and philosophical contexts that gave rise to a number of prominent themes and concerns. They will also be introduced to a variety of key texts from the period including: Sir Gawain and the Green Knight, Beowulf, The Wanderer, The Canterbury Tales, Dante's Inferno, Petrarch's sonnets, Sidney's Astrophel and Stella and finally Shakespeare's sonnets.					
5. Pre-requirements for this course (if any):					
Literary Criticism in Practice					
6. Co-requirements for this course (if any):					
None					
7. Course Main Objective(s):					
The main objective of this course is to provide students with the conceptual skills needed to describe, analyze, and discuss a range of poems from the Medieval and Renaissance period by linking them to the social, political and historical contexts that shaped them.					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hours per week	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> ● Traditional classroom ● E-learning 		
4	Distance learning		



3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	28 hours
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others: Exams	2 hours
Total		30 hours

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Critique the forms, modes and key texts associated with Medieval and Renaissance Poetry.	K2	<ul style="list-style-type: none"> Traditional lecturing. Reading critical articles. Seminars. 	Quizzes and exams.
1.2	Examine the political, scientific, historical and cultural contexts that shaped the assigned texts.	K2	<ul style="list-style-type: none"> Traditional lecturing. Reading critical articles. Seminars. 	Quizzes and exams. - Class discussion.
1.3	Evaluate possible interrelationships between the selected texts and works of visual culture such as theatre, film and other art forms.	K3	<ul style="list-style-type: none"> Traditional lecturing. Engaging with other art forms in class and online. Reading critical articles. 	- Quizzes and exams. - Class discussion. - Online discussion.
2.0	Skills			
2.1	Interpret texts critically and analytically.	S2	<ul style="list-style-type: none"> Traditional lecturing. Class discussion. Online discussion. 	<ul style="list-style-type: none"> Open-book quizzes.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> • Reading analytical essays. • Seminars. • Interactive workshops. 	<ul style="list-style-type: none"> • Analytical exam questions. • Analytical essay assignment. • Class discussion.
2.2	Demonstrate research and analytical skills.	S5	<ul style="list-style-type: none"> • Traditional lecturing. • Reading analytical essays. • Research seminars. • Interactive workshops. 	Analytical essay assignment.
2.3	Build well-constructed responses (creative or academic) that reflect independent and personal understanding of the selected texts.	S3	<ul style="list-style-type: none"> • Class discussion. • Exposure to creative content online or in class. • Reading analytical essays. • Reading creative content. • Interactive workshops. 	<ul style="list-style-type: none"> • Analytical essay assignment. • Analytical exam questions. • Creative assignment.
2.4	Analyze possible interrelationships between the selected texts and visual artworks (theater, film and art forms) both local and international.	S2	<p>Analyzing or engaging with other art forms in class or online.</p> <ul style="list-style-type: none"> • Reading critical articles. • Watching documentaries and critical content. • Interactive workshops. <p>Group work</p>	<ul style="list-style-type: none"> • Class discussion. • Online discussion. • Analytical assignment. • Creative assignment.
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate ethical behavior in all	V1	<ul style="list-style-type: none"> • Traditional lecturing 	<ul style="list-style-type: none"> • Class discussion.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	professional, personal and academic contexts.		<ul style="list-style-type: none"> Reading scholarly articles. 	<ul style="list-style-type: none"> Projects Assignments
3.2	Work responsibly and autonomously when performing a task individually or within a team.	V2	<ul style="list-style-type: none"> Traditional lecturing Class discussion. Watching documentaries. 	<ul style="list-style-type: none"> Class discussion. Projects Assignments

C. Course Content

No	List of Topics	Contact Hours
1.	<p>The Old English Period Historical Overview The English Language Narrative poetry The Church Anglo-Saxon Poetry Suggested Texts: Beowulf, The Wanderer, The Dream of the Rood.</p>	3
2.	<p>The Middle English Period Influence of French Literature Romances and Courtly Poetry Didactic Poetry Epics Arthurian Legends The Rise of Secular Poetry Middle English Poetry Suggested Texts: Sir Gawain and the Green Knight, The Vision of Piers Plowman, The Cuckoo Song, Western Wind.</p>	3
3.	<p>Middle English Poetry and Lyrics Suggested Texts: The Canterbury Tales (The Prologue, The Pardoner's Tale, in addition to any other tale of the instructor's choice).</p>	3
4.	<p>The Renaissance: Social Conditions</p>	3





	Intellectual and Religious Revolutions Cultural Development The English Language Petrarch's Sonnets Dante's Inferno	
5.	The 16th Century Suggested poets: John Skeleton, Philip Sydney, Edmund Spencer, William Shakespeare, Thomas Wyatt, Queen Elizabeth, Walter Raleigh, Christopher Marlow.	3
6.	Midterm or Quizzes.	2
7.	The 16th Century (Continued) Suggested poets: John Skeleton, Philip Sydney, Edmund Spencer, William Shakespeare, Thomas Wyatt, Queen Elizabeth, Walter Raleigh, Christopher Marlow.	4
8.	The 17th Century Suggested Poets: John Donne, Ben Johnson, Mary Worth, George Herbert, Henry Vaughn, Robert Herrick, Andrew Marvell, John Milton	3
9.	The 17th Century (continued) Suggested Poets: John Donne, Ben Johnson, Mary Worth, George Herbert, Henry Vaughn, Robert Herrick, Andrew Marvell, John Milton.	3
10.	Paradise Lost	3
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterms or Quizzes : The exam should contain at least 10% subjective questions dedicated to measuring the students' ability to analyze and think critically . Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems . A clear rubric should be followed .	Week 6	30%
2.	Assignments or Quizzes: - Teachers have a choice between implementing quizzes and exams such as open-book exams and reading quizzes or assignments. - Assignments can include annotations, short written responses or analytical essays.	Weeks 9	10%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	-Topics, guidelines and deadlines should be specified at the beginning of the course. Assignments should be marked for structure, punctuation, content and proper citation of sources. -A clear rubric should be followed.		
3.	Discussion in class and online: Students should be encouraged to speak up and express their opinion on a variety of topics and issues related to the course.	Weekly	10%
4.	Final: The exam should contain at least 20% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed.	Final Exam Period	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Luebering, J.E. English Literature from the Old English Period Through the Renaissance. Britannica Educational Publishing, 2011.
Supportive References	Canfield Reisman, Rosemary M. British Renaissance Poets: Critical Survey of Poetry. Massachusetts: Salem Press, 2012. Bates, Catherine. A Companion to Renaissance Poetry. Wiley Blackwell, 2018. Lewis, C. S. The Discarded Image: An Introduction to Medieval and Renaissance Literature. Cambridge University Press, 2012. Cook, James Wyatt. Encyclopaedia Of Renaissance Literature. Facts on File, 2006. Brotton, Jerry. The Renaissance. A Very Short Introduction. Oxford University Press, 2006.
Electronic Materials	
Other Learning Materials	

2. Required Facilities and equipment



Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Projectors
Other equipment (depending on the nature of the specialty)	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Survey (Indirect)
Effectiveness of Students assessment	Peer Reviewer	Sample of exam papers and Peer review form (Indirect)
Quality of learning resources	Students	Survey (Indirect)
The extent to which CLOs have been achieved	Course Instructor	Exams and Assignments (Direct)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	424040414453 / 132022
DATE	2023 - 1445

