



Course Specification

— (Bachelor)

Course Title: Romantic and Victorian Poetry

Course Code: ENG 4324

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:					
<p>This course traces the development of poetry during the Romantic and Victorian eras. It covers the early and late Romantic poets (Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats) and some of the Victorian canonical poets (Tennyson, Arnold, and Robert Browning). Female poets from both eras are tackled in this course as well. These include Emily Bronte, Elizabeth Browning, and Christina Rossetti among others. Key poetic elements, techniques, and forms of this century are to be highlighted in the course. The reading selection reflects the historical, political, and social changes of the 19th century and how they influenced poetry and its place in literature. Essays that play an important role in defining poetry and introducing key elements in the poetry of the 19th century are discussed in the course as well.</p>					
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):					
<p>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 Romantic and Victorian period by linking them to the social, political and historical contexts that shaped them.</p>					

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		30hours

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 a certain Romantic and Victorian 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.	Introduction / Early Romantic Poets I (Blake)	3
2.	Early Romantic Poets II (Wordsworth)	3
3.	Early Romantic Poets III (Coleridge)	3
4.	Late Romantic Poets I (Byron and Shelley)	3
5.	Late Romantic Poets II (Keats)	3
6.	Midterm Exam	3
7.	Victorian Poets (Tennyson)	3
8.	Victorian Poets (Arnold)	3
9.	Victorian Poets (R. Browning)	3
10.	Female Poets	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	Week 6	30%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	should be allocated to language and punctuation problems . A clear rubric should be followed .		
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. -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.	Weeks 9	10%
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	Ferguson, Margaret, Tim Kendall, and Mary Jo Salter. <i>The Norton Anthology of Poetry</i> . 6th Ed. NY: W. W. Norton & Company, 2018. Greenblatt, Stephen. <i>The Norton Anthology of English Literature: The Romantic Period</i> . Vol. D. 10 th Ed. NY: W. W. Norton & Company, 2018. Greenblatt, Stephen. <i>The Norton Anthology of English Literature: The Victorian Age</i> . Vol. E. 10 th Ed. NY: W. W. Norton & Company, 2018.
Supportive References	<u>Leitch</u> , Vincent B. <i>The Norton Anthology of Theory and Criticism</i> . 3 rd Ed, Ny: W. W. Norton & Company, 2018.
Electronic Materials	<u>Online Resources Poetry Foundation</u>





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

