



Course Specification

— (Bachelor)

Course Title: Nineteenth Century American Poetry

Course Code: ENG 4323

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 allowing students to explore the various forms, modes, and key texts commonly associated with 19th century American poetry. It will help students localize a number of poems in their historical, social and political contexts and establish an association between the issues and themes tackled by the authors and the intellectual climate of the era. Throughout this course, students will learn how to analyze and read a number of poems using a variety of critical approaches and schools.					
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):					
This course's main objective is to familiarize students with the distinct qualities of 19th century American Poetry.					

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 American poetry in the 19th century.	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. 	<ul style="list-style-type: none"> Quizzes and exams. Class discussion. Online discussion.
2.0	Skills			



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.1	Interpret texts critically and analytically.	S2	<ul style="list-style-type: none"> Traditional lecturing. Class discussion. Online discussion. Reading analytical essays. Seminars. Interactive workshops. 	<ul style="list-style-type: none"> Open-book quizzes. 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	<ul style="list-style-type: none"> Analyzing or engaging with other art forms in class or online. Reading critical articles. 	<ul style="list-style-type: none"> Class discussion. Online discussion. Analytical assignment.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> • Watching documentaries and critical content. • Interactive workshops. <p>Group work</p>	<ul style="list-style-type: none"> • Creative assignment.
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts.	V1	<ul style="list-style-type: none"> • Traditional lecturing • Reading scholarly articles. 	<ul style="list-style-type: none"> • Class discussion. • 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>Introduction to 19th Century American Poetry (social and political status)</p> <p>This period started with the declaration of America's Independence. Major social and political reforms took place as means to detach the country from Europe. Thus, a number of movements appeared in this period, to name some: Transcendentalism, Abolitionism, and Nationalism.</p>	3
2.	<p>The Post- Colonial Poetry (1800- 1830)</p> <p>After the independence of Americans, poets sought to establish a voice that is detached from the European one.</p>	3
3.	<p>Representative Poets of the period. (instructor's choice)</p>	2





	Quiz 1	1
	The Romantic Period (1830 to 1870)	
4.	Major writers include: Walt Whitman, Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Edgar Allan Poe and Henry Wadsworth Longfellow.	3
5.	Representative Poets of the period. (instructor's choice)	3
	Midterm Exam	
6.	Discussion of research papers	3
7.	Representative Poets of the period. (instructor's choice)	3
	Realism and Naturalism (1870 to 1910)	
8.	As a result of the American Civil War, reconstruction and the age of industrialism, American ideals and self-awareness changed in profound ways. Suggested poets: Walt Whitman and Emily Dickinson.	3
9.	Representative Poets of the period. (instructor's choice)	2
	Quiz 2	1
10.	Representative Poets of the period. (instructor's choice)	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. -Topics, guidelines and deadlines should be specified at the beginning of the course.	Weeks 9	10%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	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	<p>Larson, Kerry. The Cambridge Companion to Nineteenth-Century American Poetry. Cambridge University Press, 2011.</p> <p>Suggested Texts and authors: Henry Wadsworth Longfellow, "The Bridge". Edgar Allan Poe, "The Raven". (1845) Walt Whitman, "Leaves of Grass". (1855) Emily Dickinson, "I'm Nobody! Who are you?", "Because I could not stop for Death –". Paul Laurence Dunbar, "We Wear the Mask,". Ralph Waldo Emerson, "Good-by". Henry David Thoreau, "My Life Has Been the Poem". William Cullen Bryant (1794–1878)</p>
Supportive References	<p>Hutchison, Coleman. A History of American Civil War Literature. Cambridge University Press, 2016.</p> <p>Gabler-Hover, Janet., et al. American History through Literature, 1820-1870. Charles Scribner's Sons, 2006.</p> <p>Quirk, Tom, et al. American History through Literature, 1870-1920. Charles Scribner's Sons/Thomson Gale, 2006.</p> <p>Gerhardt, Christine. A Place for Humility: Whitman, Dickinson and the Natural world. University of Iowa Press, 2014.</p>





Electronic Materials	
Other Learning Materials	<p>Lyon, Thomas J. The Literary West : an Anthology of Western American Literature. Oxford University Press, 1999.</p> <p>Kilcup, Karen L. Nineteenth-Century American Women Writers : an Anthology. Blackwell Publishers, 1997.</p> <p>Johnson, Wendy Dasler. Antebellum American Women's Poetry. Southern Illinois University Press, 2016.</p> <p>Pizer, Donald., and Earl N. Harbert. American Realists and Naturalists. Gale Research Co., 1982.</p>

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



