ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Course Specifications

Institution: **Al-Imam Muhammad Ibn Saud Islamic University**	Date: 7 Oct 2019
College/Department: College of Languages and Translation - Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: History of English Literature ENG-370
2. Credit hours: 2
3. Program(s) in which the course is offered. Department of English Language and Literature only
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 5 /Third Year
6. Pre-requisites for this course (if any): ENG-207
7. Co-requisites for this course (if any): None
8. Location if not on main campus: • Main Campus (male section)   • King Abdullah City (Female Campus)

9. Mode of Instruction (mark all that apply):

a. traditional classroom	√	What percentage?	100
b. blended (traditional and online)	-	What percentage?	-
c. e-learning	-	What percentage?	-
d. correspondence	-	What percentage?	-
f. other	-	What percentage?	-

Comments:

B Objectives

1. What is the main purpose for this course?

This course aims at familiarizing the students with a survey of English literature from the beginning, Old English till modern English. The course examines all different literary periods, movements and major authors with emphasis on particular works.

2. Briefly describe any plans for developing and improving the course that are being implemented.

- Updating the course with different texts every 4 semesters maximum.
- Integrating websites related to literary movements
- Playing videos and audio materials in the class so that students will find the subject easier and more interesting

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

The course aims to offer students a survey of English literature from the Anglo-Saxon period and the Middle Ages to the modern period. The course demonstrates the development and changing forms of literary genres such as poetry, drama as well as the emergence and development of the novel. The survey, thus, provides a comprehensive study of the beginning and development of English literature. In addition, it highlights the main figures and works of every period of literature.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction	1	2
Old English, Middle English and Chaucer	1	2
Tudor Poetry	1	2
Renaissance Drama	2	4
Metaphysical Poetry	1	2
Epic Poetry	1	2
Midterm Exam	1	2
Restoration Drama	1	2
Prose Fiction and the Novel	1	2
Romanticism	1	2
Victorian Literature	1	2

Victorian Literature	1	2
Modern Literature	2	4
Revision	1	2
Total	16	32

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	٣٢	-	-	-	-	٣٢
	Actual	٣٢	-	-	-	-	٣٢
Credit	Planed	٢	-	-	-	-	٢
	Actual	٢	-	-	-	-	٢

3. Additional private study/learning hours expected for students per week.

3

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	On completing the course, students will be able to: Recognize the different features of the periods and ages of English literature effectively.	Lectures Group Discussion PowerPoint Presentations Individual and group activities Handouts	Written/ oral Exams Quizzes Research Papers Presentations
1.2	Outline the major developments in all the literary genres correctly		
2.0	**Cognitive Skills**		
2.1	On completing the course, students will be able to:	Lectures Group Discussion	Written/ oral Exams Research Papers

		Presentations Historical Movies Handouts	Assignments
	Recognize other disciplines that are related to the study of English literature such as English history, literary philosophy		
2.2	Compare and contrast the different features of each age accurately.		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Analyze literary texts according to the features of the different literary movements effectively.	Group Discussion PP Presentations Videos	PPT Presentation Research Papers Assignments
3.2	Demonstrate working independently and in teams to describe the major literary ideas accurately.		
4.0	**Communication, Information Technology, Numerical**		
4.1	On completing the course, students will be able to: Research and investigate the various literary movements and their exponents effectively through the use of technological aids such as the Saudi Digital Library	Using the Internet Using e-sites Using maps and videos	PPT Presentations Computerized research paper
5.0	**Psychomotor**		
5.1			
5.2			

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz	3	5%
2	Assignments	3, 5, 8, 12	10 %
3	Midterm	7	20 %
4	Class Participation	Throughout the semester	5 %
5	Final	15	60%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)   - Instructors are expected to provide guidance, support, and tutoring during office hours announced on the doors of their offices.   - Students can also contact their instructors via mail.

E Learning Resources

1. List Required Textbooks   Alexander, Michael (2013). *A History of English Literature*. New York: Palgrave McMillan Pub.
2. List Essential References Materials (Journals, Reports, etc.)   Harmon, William; Holman, C. Hugh. (1996). *A Handbook to Literature*. 7th ed. Upper Saddle River, NJ: Prentice-Hall.   Drabble, Margaret (1995). *The Oxford Companion to English Literature*. 5th ed. rev. and updated. Oxford; New York: Oxford University Press.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.   *https://sdl.edu.sa*
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
   - Podium
   - Net Connections
   - Maps
   - Laptop
   - Historical movies
   - Documentaries
   - Access to important literary sites
   - Data show projector
   - Smart board

2. Technology resources (AV, data show, Smart Board, software, etc.)

   Documentaries
   A class computer
   Data Show Projector
   Smart Board equipped Classrooms

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on the Effectiveness of Teaching
   - Surveys are used to know about students' responses to and satisfaction with the course.
   - Formal, anonymous course evaluations by students at the end of the course.
   - In addition to informal student feedback throughout the semester.

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
   - Class Participations
   - Presentations
   - Quizzes
   - Mid-Term Exams
   - End-Term-Exam
   - Assignments

3. Processes for Improvement of Teaching
   - Sessions to exchange of experiences amongst faculty members

- Holding regular meetings between course conveners and instructors to address problems of the course
- Group discussions
- Presentations
- On-going review of last semester's teaching strategies and results to set goals for achieving excellence in teaching.

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4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Peer editing among students
- Peer Marking for Instructors
- Tests
- Quizzes
- Exams

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5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Fewer numbers of students should be in classes
- More audio and visual material related to the subject should be available.
- This subject is wide ranging in the sense that it deals with poetry, drama and novel of different ages. Students need, therefore, a lot of exercises to understand the subject properly.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____