



المركز الوطني للتقويم والاعتماد الأكاديمي  
National Center for Academic Accreditation and Evaluation

**ATTACHMENT 5.**

## **T6. COURSE SPECIFICATIONS (CS)**



## Course Specifications

Institution: <b>Al-Imam Muhammad Ibn Saud Islamic University</b> Date: 14/10/2019 (updated)
College/Department: <b>College of Languages &amp; Translation / Department of English Language &amp; Literature</b>

### A. Course Identification and General Information

1. Course title and code: <b>Poetry ENG 313</b>			
2. Credit hours: <b>2 Credit hours</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>BA in English Language &amp; Literature</b>			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: <b>LFive /3<sup>rd</sup> year</b>			
6. Pre-requisites for this course (if any): <b>Poetry ENG 212</b>			
7. Co-requisites for this course (if any): <b>None</b>			
8. Location if not on main campus: <b>Main Campus</b>			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100 %"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

1. What is the main purpose for this course?

**The Main Purpose of this Course is for students to:**

1. Identify the features of the Romantic age and the concept of Romanticism that activated a new mindset and ways of feeling.
2. Gain knowledge about the historical and cultural backgrounds such as the French Revolution and the Industrial Revolution and its impact on English poetry
3. Explore the philosophical concepts that nurtured in Romantic poets an interest in the sublime, in self-revelation and a profound fascination of nature and the power of the imagination.
4. Recognize the Romantic and Victorian eras most distinguished poets.
5. Distinguish between the attributes of Romantic poetry and Victorian poetry such as characteristics that underlie subjective versus objective poetry.
6. Read critically and evaluate poems that represent the social, political, and religious issues that influenced both ages.
7. Highlight the role of women in selected poetic pieces.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)

1. Implementing educational technology applications that enhance learning environments.
2. Integrating websites related to literary analysis to provide students with extra material and more practical training.
3. Instruct students or conduct a workshop about on how to search online for reliable and legitimate websites.

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

Course Description:

This course highlights the impact of some important events of the Romantic as well as the Victorian eras on English poetry. It also discusses the changes and shifts in ideas that happened in the Romantic age as represented in the poetry of the period, such as the reassessment of human relationships; the celebration of nature, beauty and imagination; the rejection of industrialization and rationalism; inclusion of supernatural elements and others. This course also refers to the interaction between science and religion that took place during the Victorian age and influenced the writing of many poets. In addition, the topic of Imperialism is addressed as most English poets perceived the expansion of the empire as a moral responsibility.

I. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Discussion of Course Contents and Distribution of Marks	1	2
The Romantic Age: - <i>Introducing the Romantic Age</i> - <i>Imagination; The Gothic; Contraries</i> - <i>The Age of Industrialisation</i> - <i>Resorting to Nature</i> - <i>Pioneers of Romantic poetry and their Tenets</i>	2	4
<b>William Blake</b>	1	2
<b>William Wordsworth</b>	1	2
Midterm 1	1	2
<b>S. T. Coleridge</b>	1	2
<b>John Keats</b>	1	2
<b>Percy Bysshe Shelley</b>	1	2
The Victorian Age: - <i>Prosperity of Science</i> - <i>Imperialism</i> - <i>Darwin's The Origins of the Species and The Descent of Man</i> - <i>Pioneers of Victorian poetry and their Tenets</i>	1	2
<b>Robert Browning</b>	1	2
Midterm 2	1	2
<b>Lord Alfred Tennyson</b>	1	2
<b>Matthew Arnold</b>	1	2
<b>Revision and Discussion</b>	1	2

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30	2	-	-	-	32
	Actual		-	-	-	-	
Credit	Planned	2					2
	Actual						

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
<b>1.0</b>	<b>Knowledge</b> <i>By the end of this course, students will be able to:</i>		
1.1	- Describe the main characteristics and concepts of the Romantic and Victorian ages and state their influence on the ideas of the concerned poets as represented in their poetical texts.	- Lectures - Class discussions - Assigning literary analysis of certain poems	- Written/oral exams - Presentations - Class work
1.2	Recognize the historical, cultural, philosophical and political influences in the writings of Romantic and Victorian poets.		
<b>2.0</b>	<b>Cognitive Skills</b> <i>By the end of this course, students will be able to:</i>		
2.1	Interpret relevant themes and ideas of a selected literary piece.	- Lectures - Group discussions	- Written/ oral exams
2.2	Evaluate poems through comparison, contrast, and synthesis of ideas.	- Peer work - Assigning PowerPoint Presentations	- Written - Assignments - Research papers
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> <i>By the end of this course, students will be able to:</i>		
3.1	Demonstrate an ability to work independently and in a team to analyze an assigned poem.	- class participation - group and individual presentations	- Research projects - PowerPoint Presentations - Observation
3.2	Demonstrate self-discipline, inner motivation, and display an appreciation of the philosophical, cultural, and social contexts of Romantic and Victorian eras.		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> <i>By the end of this course, students will be able to:</i>		
4.1	Demonstrate communication technology skills such as operating computer programs to type written assignments and researching by using various resources such as the Internet.	- Using Smart Boards - Using the internet -Using Audio and video recordings	- Research papers - PowerPoint presentations
<b>5.0</b>	<b>Psychomotor</b> N/A		

#### 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	Assignment or Presentation	3,4, 7,8, 10, 13 weeks	5%
2	Midterm 1	6 <sup>th</sup> week	15%
3	Midterm 2	12 <sup>th</sup> week	15%
4	Participation	Every week	5%
5	Final exam	16 <sup>th</sup> week	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).

**Two office hours weekly**

#### E Learning Resources

##### 1. List Required Textbooks

1. Abrams, M. H., et. al., eds. *The Norton Anthology of English Literature*. 9<sup>th</sup> ed. Vol. E. New York: Norton, 2000.
2. Ferguson, Margret *et al.* *The Norton Anthology of Poetry*. Norton, 1996.
3. Paul, Jerome J. and Beaty Hunter. *The Norton Introduction to Literature*. Norton, 1998.

##### 2. List Essential References Materials (Journals, Reports, etc.)

1. Amigoni, David. *Victorian Literature: Edinburgh Critical Guides to Literature*. Edinburgh: Edinburgh UP, 2011.
2. Bloom, Harold. *Christina Rossetti*. London: Chelsea House, 2005.
3. Faas, Ekbert. *Retreat into the Mind: Victorian Poetry and the Rise of Psychiatry*. Princeton: Princeton UP, 1988.
4. Houghton, Walter E. *The Victorian Frame of Mind (1830-1870)*. New Haven: Yale UP, 1957.
5. Meyer, Michael. *The Bedford Introduction to Literature*. Bedford, 2002.
6. Armstrong, Isobel. *Victorian Poetry: Poetry, Poets and Politics*. London: Routledge, 1996.
7. Browning, Robert. *The Poems*. 2 vols. Ed. John Pettigrew and Thomas J. Collins. New Haven: Yale UP, 1981.
8. Ellmann, Richard and Robert O'Clair. *The Norton Anthology of Modern Poetry*. Norton, 1998.
9. Stevens, Matterson and Darryl Johns. *Studying Poetry*. London: Arnold, 2000.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

1. [www.questia.com](http://www.questia.com)
2. [www.poetseers.org/the-great-poets/Victorian-poets](http://www.poetseers.org/the-great-poets/Victorian-poets)
3. <https://www.norton.com/college/english/nael/welcome.htm>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

**None**

## 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.)

**Lecture Rooms**

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

**Projector, electronic whiteboard, internet, speakers**

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

**Data show to facilitate reviewing student papers in class**

## G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1. **Students' feedback on lecture time and office hours.**
2. **Informal student feedback throughout the duration of the course.**
3. **Formal anonymous student course evaluations at the end of the semester.**

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

1. **Self-evaluation.**
2. **Prepare general file for course.**
3. **Review sample of students' work by another faculty member.**

3. Processes for Improvement of Teaching

**Workshops, seminars and training sessions to be held by the course coordinator.**

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)

1. **Identifying rubrics for each student's activity or assignment.**
2. **Check marking of a sample of examination papers either by a resident or visiting faculty member.**
3. **Arrange with another institution to have two common test items included in an exam and compare marks given.**

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

1. **Training sessions.**
2. **Workshops to facilitate the exchange of experience among faculty members.**

Name of Course Instructor: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Specification Completed: 14/10/2019

Program Coordinator: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

