|  |  |
| --- | --- |
| **Course Title:** | **Romantic Poetry** |
| **Course Code:** | **ENG 332** |
| **Program:** | **B.A English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities (Rumah)** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **03** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | | **√** | Department | | | | **√** | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **5/ 3rd Year** | | | | |
| **4. Pre-requisites for this course** (if any)**: NA** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**: NA** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** |  |  |
| **2** | **Blended** |  | 100% |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 45 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 45 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description This course introduces students to Romanticism and the major poets and poetry of the British Romantic period.  The course also aims to develop their understanding of its nature through a close analytical reading of assigned poems from the major poets of the period. The concept of the Romantic Imagination should be studied as a major break from the Neo-Classical Age. |
|  |
| 2. Course Main Objective |
| 1. Discuss the English Romantic literary movement  2. Analyze the intellectual, historical, political, and social background relevant to an understanding of English Romanticism  3.   Analyze a large selection of Romantic poems by both male and female poets  4. Discuss several critical approaches to poetry  5. Identify different literary devices in the poems given |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Recognizing the romanticism movement and the key figures who lavishly contributed to the romantic era. | K1 |
| 1.2 | Understand aspects of romantic poetry: nature sublimity, symbolism, realism, and allusion. | K1 |
| 1.3 | Analyze and interpret some selected poems | K1 |
| **2** | **Skills :** |  |
| 2.1 | Students will be able to critically appreciate the poems. | S2 |
| 2.2 | Analyze major themes and ideas in question. | S2 |
| 2.3 | Students will evaluate the poems in the light of the various political, intellectual, and social influences which helped shape the mentality of the poets being studied. | S2 |
| **3** | **Values:** |  |
| 3.1 | Students can complete assignments in due time | V1 |
| 3.2 | Students can participate in class discussion and think critically | V1 |
| 3.3 | Students can act responsibly in peer/group activities | V2 |
| 3... |  |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | General introduction | **3** |
| 2 | William Wordsworth: Introduction & Background  Daffodils | **6** |
| 3 | The solitary reaper | **3** |
| 4 | William Blake: Introduction & Background  The Echoing green | **3** |
| 5 | The tiger | **3** |
| 6 | John Keats: Introduction & Background  Ode to Autumn | **3** |
| 7 | Mid-Term | **3** |
| 8 | On first looking into Chapman’s Homer | **3** |
| 9 | S.T Coleridge: Introduction & Background | **3** |
| 10 | Kublai Khan | **3** |
| 11 | P.B Shelley: Introduction & Background  Ozymandias | **3** |
| 12 | Ozymandias Conti--- | **3** |
| 13 | **Revision** | **3** |
| 14 | **Final Exam** | **3** |
| **Total** | | 45 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** | | |
| 1.1 | Recognizing the romanticism movement and the key figures who lavishly contributed to the romantic era. | Lectures | Quizzes |
| 1.2 | Understand aspects of romantic poetry: nature sublimity, symbolism, realism, and allusion. | Class discussion | Class exercises and assignments |
| 1.3 | Analyze and interpret some selected poems | Reading and text analysis | Mid terms |
| **2.0** | **Skills** | | |
| 2.1 | Students will be able to critically appreciate the poems. | 1-Lectures / students will be introduced to the theoretical material where they will be given more examples and details until they understand | Class participation |
| 2.2 | Analyze major themes and ideas in question. | 2-Class discussions / students will be asked questions to show their understanding as well as encouraging them to ask questions, and answering their inquiries | Quizzes |
| 2.3 | Students will evaluate the poems in the light of the various political, intellectual, and social influences which helped shape the mentality of the poets being studied. | 3-Class exercises / to further explain the theoretical material as well as to show how much the students understand | Group work evaluation |
| **3.0** | **Values** | | |
| 3.1 | Students can complete assignments in due time | 1.Lectures in which students are made aware of the significance of time management | 1.Active class participation reflects the student’s ability to keep up with the reading schedule |
| 3.2 | Students can participate in class discussion and think critically | 2.Posing questions that encourage class discussion and critical thinking | 2.Performance on midterms and final exams are evidence of the student’s ability to recollect and synthesize information |
| 3.3 | Students can act responsibly in peer/group activities | 3.Discussions with students on ethical behavior in conducting research | 3.Supervision of in-class group work in order to oversee students’ interaction and ability to work together |

## 

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Quizzes | 5th /9th | **05%** |
| **2** | Mid-Terms | 7th /11th | **40%** |
| **3** | Workshops, Presentation etc. | On-Going | **05%** |
| **4** | Final Examination | End of Semester | **50%** |
| **5** |  |  |  |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:** |
| Wednesday: (09:00 to 11:00 )  Email : r.bibi@mu.edu.sa |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Perkins, David. The English Romantic Writers. New York: Harcourt Brace Jovanovich. 1995 |
| **Essential References Materials** | Abrams, M. H.,ed.. The Norton Anthology of English Literature. 4th ed. Vol. 2. New York: Norton, 1979 |
| **Electronic Materials** | [**www.sparknotes.com**](http://www.sparknotes.com)  [**www.gradesaver.com/classicnotes**](http://www.gradesaver.com/classicnotes) |
| **Other Learning Materials** | **British Women Romantic Poets, 1789-1832**  **www.classic-literature.co.uk**  **www.cs.princeton.edu**  **www.enotes.com http://en.wikipedia.org**  **www.english.ufl.edu/vsf**  **www.famouspoetsandpoems.com** |

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## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | Lecture rooms for 30 students. |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | Laptop, computer, internet, printer, photocopier, overhead projector, whiteboard, speakers |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Internet Access. |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Effectiveness of Teaching | Students | Student Surveys |
| Effectiveness of Assessment | Teachers | **Teacher Feedback** (Quizzes, mid-exams, Presentations, Assignments, Final exams)  Course Reports |
| Extent of Achievement of Course Learning Outcomes | Quality Assurance Unit | Course Reports  Annual Program Review |
|  |  |  |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |