|  |  |
| --- | --- |
| **Course Title:**  | **Victorian Poetry** |
| **Course Code:** | **ENG 431‎** |
| **Program:** | **B.A English**  |
| **Department:**  | **English**  |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |
| --- | --- |
| **1. Credit hours:** |  |
| **2. Course type** |
| **a.** | University |  | College |  | Department | **√** | Others |  |  |
| **b.** | Required | **√** | Elective |  |  |
| **3. Level/year at which this course is offered:** | Level 5 (3rd Year)‎ |
| **4. Pre-requisites for this course** (if any)**:****None** |
| **5. Co-requisites for this course** (if any)**:** |
| **None** |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage**  |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 3 hours per week | 100% |
| **2** | **Blended**  | 0 | 0% |
| **3** | **E-learning** | 0 | 0% |
| **4** | **Distance learning**  | 0 | 0% |
| **5** | **Other**  | 0 | 0% |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 2 (hours) X 15(weeks) |
| **2** | **Laboratory/Studio** | 0 |
| **3** | **Tutorial**  | 1(hour) X 15 (weeks) |
| **4** | **Others** (specify) | Office Hours = 1X 15 weeks |
|  | **Total** | 60 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| ‎1**. Course Description‎** |
| This course explains various elements of ‘Victorian Poetry’ focusing on the works of five ‎leading poets of the era namely Tennyson, Robert Browning, Arnold, Elizabeth Browning ‎and Christina Rossetti.‎ |
| 2. Course Main Objective |
| ‎1.‎ Understand the different elements of Victorian Poetry‎2.‎ Comprehend the use of poetic techniques‎3.‎ Distinguish the works of different poets/poetess of the Victorian era‎4.‎ Analyze and comment on poetic styles and figures of speech used in the poetry |

## 3. Course Learning Outcomes

| **CLOs** | **Aligned****PLOs** |
| --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | ‎ Students will be introduced to the Victorian era and the key figures ‎who lavishly contributed to the era.‎ | K1 |
| 1.2 | State the social, political and cultural context in which the poems were ‎written.‎ | K2 |
| 1.3 | Students will identify and explain with reasons the poets use of ‎literary devices ‎ | K3 |
| 1,4 | Introduce the mechanism of dissecting poetry  | K4 |
| **2** | **Skills :** |  |
| 2.1 | Students will be able to critically appreciate the poems in question | S1 |
| 2.2 | Investigate major themes and ideas in question.‎ | S2 |
| 2.3 | Students will be able to learn the implementation of the techniques.‎ | S3 |
| 2.4 | Students will have some ideas of how to be selective in writing poems.‎ | S4 |
| **3** | **Values:** |  |
| 3.1 | Grasp the knowhow of poetry reading sessions | V1 |
| 3.2 | Analyze certain works of Victorian Poetry within a specific time ‎frame.‎ | V2 |
| 3.3 | To master techniques and technicalities of poetry anatomy.‎ | V3 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Introduction to the Victorian Era | ‎6‎ |
| 2 | ‎1) Alfred Lord Tennyson: Ulysses | ‎6‎ |
| 3 | A Farewell | ‎3‎ |
| 4 | ‎2) Robert Browning: Porphyria’s Lover | ‎6‎ |
| 5 | Memorabilia | ‎3‎ |
| 6 | ‎3) Mathew Arnold: Longing | ‎3‎ |
| 7 | ‎4) Elizabeth Barrett Browning:‎ |  |
| 8 | Sonnets from the Portuguese (Xliii)‎ | ‎6‎ |
| 9 | ‎5) Christina Rossetti Remember | ‎3‎ |
| 10 | Revision & Mid exams (week 8 & 12)‎ | ‎9‎ |
| **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 | Students will be introduced to the ‎‎Victorian era and the key figures who ‎‎lavishly contributed to the era.‎ | ‎-Group discussions‎-poetry reading sessions‎-Writing poems ‎-Exercises | -Written assignments- Midterm and Final exams-Quizzes |
| 1.2 | State the social, political, and cultural ‎context in which the poems were ‎written.‎ | -Group discussions-Group work and ‎class presentation ‎- Exercises | -Written assignments-Midterm and Final exams-Quizzes |
| 1.3 | Students will identify and explain ‎with reasons the poets use of literary ‎devices.‎ | -Group discussions-poetry reading-Device identification | -Written assignments-Midterm and Final exams-Quizzes |
| 1.4 | Introduce the mechanism of dissecting poetry‎.  | -Group discussions- Independent ‎reading ‎- Exercises-Device identification | -Written assignments-Midterm and Final exams-Quizzes |
| **2.0** | **Skills** |
| 2.1 | Students will be able to critically ‎appreciate the poems in question | Group discussions‎-poetry reading ‎sessions‎-Writing poems ‎‎-Exercises | -Written assignments-Midterm and Final exams-Quizzes |
| 2.2 | Students will be able to learn the ‎implementation of the techniques.‎ | Group discussions‎-poetry reading ‎sessions‎-Writing poems ‎‎-Exercises | -Written assignments-Midterm and Final exams-Quizzes-independent presentation |
| 2.3 | Students will have some ideas of how ‎to be selective in writing poems.‎ | Group discussions‎-poetry reading ‎sessions‎-Writing poems ‎‎-Exercises | -Written assignments-Midterm and Final exams-Quizzes-Independent ‎presentation |
| 2.4 | Students will be able to critically ‎appreciate the poems in question | -Group discussions‎-Poetry reading ‎sessions‎-Writing poems ‎‎-Exercises | -Written assignments-Midterm and Final exams-Quizzes-Independent ‎presentation |
| **3.0** | **Values** |
| 3.1 | Analyze certain works of Victorian ‎Poetry within a specific time frame.‎ | ‎-Group discussions‎-Poetry reading ‎‎sessions‎-Writing poems ‎‎-Exercises | -Presentation-quizzes-Mid-Terms-Final examInstructor’s ‎assessment of ‎student’s performance |
| 3.2 | Grasp the knowhow of poetry reading sessions | ‎-Group discussions‎-Poetry reading ‎‎sessions‎-Writing poems ‎‎-Exercises | Close perusal of students’ trials |
| 3.3 | Analyze certain works of Victorian Poetry within a specific time ‎‎frame.‎ | ‎-Group discussions‎-Poetry reading ‎‎sessions‎-Writing poems ‎‎-Exercises | -Revising students’ ‎trials-Home assignments |
|  |  Master techniques and technicalities of poetry anatomy.‎ | ‎-Group discussions‎-Poetry reading ‎‎‎sessions‎-Writing poems ‎‎-Exercises | •Individual and ‎group ‎counseling ‎Group ‎  |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\***  | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Participation and group discussion | Throughout  | 10% |
| **2** | Assignments, attendance and activities  | Weekly  | 20% |
| **3** | Midterms, quizzes | Week 7 | 20% |
| **4** | Final Exam | Week 16 | 50% |

**\*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:**online’ hrs. per week (office hour. Available by email on daily basis.: ‎hamidmahdi2321@gmail.com |
| 1. Students are encouraged to network with the course instructor during office hours.
2. Students are encouraged to exchange emails with the course instructors outside office hour.
3. Academic advisors are available during office hours and hours allotted for academic advice (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed.
4. Communication and interaction via the blackboard between students and instructors.
 |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Abrams, M. H., ed. The Norton Anthology of English Literature. 4th ‎ed. Vol. 2. New York: Norton, 1979.‎ |
| **Essential References Materials** | The Victorian city: Every life in Dickens London. Atlantic Book ‎London: By Judith Flanders |
| **Electronic Materials** | •www.sparknotes.com•www.cliffsnotes.com•www.gradesaver.com•www.shmoop.com•www.enotes.com•www.quizzizz.com•www.quizzlet.com•www.kahoot.it |
| **Other Learning Materials** | Victorian Period. org ‎Www. Classic literature. Co. UK‎Victorian literary critics, Harold Orel ‎ |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**(Classrooms, laboratories, demonstration rooms/labs, etc.) | -Large classrooms can accommodate up to 20 students.-Library.-Laboratories accommodate up to 15 students. |
| **Technology Resources** (AV, data show, Smart Board, software, etc.) | -Smart Boards, digital podiums, and Internet facilities available in the classrooms.-Well -equipped language labs are available at the college for students during practical lectures. |
| **Other Resources** (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) |  -Computer for each and easy net accessNote:((the same demands for all courses)‎ |

# G. Course Quality Evaluation

| **Evaluation****Areas/Issues**  | **Evaluators**  | **Evaluation Methods** |
| --- | --- | --- |
| •Mid-Term ‎evaluation feed-back ‎form to increase ‎instructor’s ‎awareness of the ‎weak and strong ‎points of the class•End of term college ‎evaluation of course ‎by students (to be ‎ | Instructors and coordinators | ‎•‎Discussion of ‎challenges in the ‎classroom with ‎colleagues and ‎supervisors‎ ‎•‎Encouragement of ‎faculty members to ‎attend professional ‎development ‎conferences‎‎•‎Keep up to date with ‎pedagogical theory ‎and practice‎ |
| •SWOC Analysis: ‎Strengths, ‎Weaknesses, ‎Opportunities, and ‎Challenges•End-of-term ‎debriefing, in ‎class, of students ‎a ‎regarding what ‎went well and ‎what could have ‎gone better•Small group ‎instructional ‎diagnosis (SGID) ‎whereby instructors ‎exchange classes ‎and gather ‎information from ‎peer students on ‎specific points ‎outlined by the ‎department and the ‎instructor being evaluated | -Instructors and coordinators -Peer observation to benefit ‎from colleagues’ objective ‎feedback and suggestions for ‎improvement.‎-Sharing or disseminating of ‎ideas to improve students’ ‎learning as well as teaching ‎strategies.‎ | ‎•‎Discussion of ‎challenges in the ‎classroom with ‎colleagues and ‎supervisors.‎‎•‎Encouragement of ‎faculty members to ‎attend professional ‎development ‎conferences.‎‎•‎Keep up to date with ‎pedagogical theory ‎and practice.‎Set goals for achieving ‎excellence in teaching at the ‎beginning of each new ‎semester after reviewing last ‎semester’s teaching strategies ‎and results.‎‎ Note: ***(the same is applicable for all poetry ‎courses‎#***- Quality check by colleagues and Head of the Department. |

**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 |