ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENG 484
British Literature 1: The Beginnings to 1780

Course Specifications

Institution: **King Saud University**	Date:	**30/1/2019**
College/Department : **College of Arts/Department of English Language and Literature**		

A. Course Identification and General Information

1. Course title and code: **British Literature 1: The Beginnings to 1780 - ENG 484**
2. Credit hours: **3 hours**
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) **B. A. in English**
4. Name of faculty member responsible for the course **Several Professors**
5. Level/year at which this course is offered: **Seventh or Eighth Level (Elective)/Fourth Year**
6. Pre-requisites for this course (if any): **ENG 318**
7. Co-requisites for this course (if any): None
8. Location if not on main campus:
9. Mode of Instruction (mark all that apply): a. traditional classroom   What percentage?   70 b. blended (traditional and online)   What percentage? c. e-learning   What percentage?   30 d. correspondence   What percentage? f. other   What percentage? Comments: All credit hours are carried out in a face-to-face traditional setting. However, the course is technology enabled making use of LMS to post the syllabus, content, online test and discussion boards etc.

B Objectives

1. What is the main purpose for this course?
Students will be able to:
1. Identify the early phases of the development of English literature
2. Familiarize themselves with forms and themes of Old English literature
3. Develop a considerable understanding of Mid-English literature: Chaucer's poetry and the attendant historical, social, cultural and religious background, Wycliffe
4. Gather knowledge of the early Renaissance literature against the backdrop of European Renaissance literary/artistic trends impacting philosophical, literary, religious and cultural atmosphere of England (focusing on Wyatt, Howard, Churchyard, Gascoigne etc. and on early liturgical, moral and religious drama
5. Appreciate the Elizabethan and Jacobean poetry, prose and drama by focusing on great masters such as Spencer, Raleigh, Sidney, Shakespeare, Marlowe, Ben Jonson etc.
6. Familiarize with the 17th century literature with main focus on Milton and Metaphysical poets
7. Understand the rise of Restoration drama in all its major varieties and attendant social, political, and cultural milieu
8. Familiarize with the neo-classical 18th century tradition of literature with focus on Dryden, Pope, Dr. Johnson, Swift, Defoe, Gray, Collins, Southey and others
9. Develop an overall view of transitions with chronological clarity in the world of English literature from the earliest period to the rise of Romanticism around 1780s
10. Active and first hand realization that literary periods overlap to a considerable extent and no clear line of demarcation can be drawn between any two periods

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. The following series of orientation workshops are essential for BOTH faculty and students[1]:
Faculty: assessment and teaching methods applied in literature courses
Students:
Suggested workshops:
    a) Basic skills with word processing software.
    b) Plagiarism
    c) Library research
    d) Virtual classes
    e) Critical and Investigative Thinking Skills
    f) Comprehensive Reading of Literary Texts
    g) Scholarly Sources: When and How to use them

2. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed

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[1] Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if availabe; Library.

3. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)

4. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.

5. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for literature courses, or at least a unified standard.

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

Course Description:
This is a survey course covering the period from Beowulf to 1780. It aims at familiarizing students with developments in English literature over the centuries, focusing on major writers, major literary works, content, style and forms in poetry, prose, drama and critical approaches as they developed, progressed and transformed down the centuries. Literary transitions in the period will be studied in relation to corresponding developments in politics and religion, and to other arts and sciences.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Initiation : Introducing the course with a broad outline of the period, scope of study and learning objectives	1	3
Beowulf, Langland: an overview of general literary trends of the period with focus on themes, intellectual mapping	1	3
Chaucer: *Prologue to Canterbury Tales* and a limited selection of tales with focus on historical, social and cultural milieu, humanism, humor and satire, Wycliffe: reformist waves	2	6
Early Renaissance: early drama, poetry and prose (Wyatt, Howard, Churchyard, Gascoigne), Thomas More	1	3
Elizabethan Literature (prose, poetry and drama): Sidney, Spencer, Raleigh, Shakespeare	2	6
Elizabethan/Jacobean Literature: Marlowe, Ben Jonson, University Wits **1st Mid-term Exam**	1	2
Puritan Interregnum: Milton (*Paradise Lost,* sonnets)	2	6
Metaphysical Poetry	1	3
Restoration Drama, Dryden	1	3
Neo-Classical literature: Pope, Dr Johnson, Swift, Defoe, Fielding and poetry of the middle and late 18th century	1	3
2nd Midterm Exam Final Review	1	2

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact	Planned	42 hours	None		None	3 hours	45 hours

Hours	Actual					
Credit	Planned	3 hours				3 hours
	Actual					

3. Additional private study/learning hours expected for students per week.	6 hours

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	Recognize beginnings of English literature	1.Interactive lectures 2. Class discussion 3. Class presentations 4. Question-answer sessions 5. Reading lists and handouts	1.Writing/research assignments 2. Midterms 3. Final Exam
1.2	Write stages, periods, and phases of developmental transitions of English literature		
1.3	Recognize the significance of historical, political, social, and cultural factors involved		
1.4	Recognize the great literary masters throughout the period with shared values as well as points of departure		
1.5	Recognize the major literary productions throughout the period with their salient features and finer nuances		
1.6	Popular literary trends and factors involved in major deviations from popular trends		
2.0	**Cognitive Skills**		
2.1	Analyze different phases/periods of the English literature in their right chronological order	1. Interactive lectures 2. Class discussions and collaborative and individual readings as well as individual and group writing/research assignments	1.Class participation 2. In-class performance while making individual or group presentations 3. Writing/research assignments
2.2	Differentiae periods of English literature		
2.3	Explain various genres and their rise and causes of popularity		

2.4	Explain historical, social, cultural, and religious factors involved in the rise and fall of literary trends	3. Direct instruction on helpful cognitive strategies such as analyzing samples of literary writings, recognizing patterns of figurative language , reasoning, summarizing, paraphrasing, 4. Critical thinking and producing critical compositions on literary trends, periods and works	4. Midterms and Final Exams
2.5	Analyze transitional stages in forms and contents from period to period		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Demonstrate leadership role	1. Assigning reading assignments to students prior to lectures. 2. Individual counselling on areas of concern to the students. 3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.	1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course. 2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.
3.2	Demonstrate a sense of accountability	1. To instil a sense of responsibility for one's learning. 2. To have clear deadlines for submissions, exam dates and other important rules to be written in the course syllabus, which is given to students at the beginning of each term.	Enforcing deadlines and rules mentioned in the syllabus.
3.3	Evaluate one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
4.0	**Communication, Information Technology, Numerical**		
4.1	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of	Class presentations Group work Journals

		communication in class or outside class.	
4.2	Search using the digital library database.	Compilation of relevant bibliography	1. Use digital library database to compile a bibliography of the latest and/or most relevant scholarly articles dealing with the topic. 2. Correct referencing format and use of sources will be tested.
4.3	Operate the internet to download information and make use of useful web links.	Students will be encouraged to make extensive use of material on the web and the digital library.	1.Demand the use of references in both group presentations and the research paper 2. Students will be graded on their use of online scholarly material on their research papers
5.0	**Psychomotor**		
5.1	None		

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	1st midterm	7	20%
2	2nd midterm	14	20%
3	Weekly writing or reading tasks/assignments	throughout	20%
4	Final	15	40%

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)
12 hours per week; email

E. Learning Resources

1. List Required Textbooks
Henry Spackman Pancoast. An Introduction to English Literature, 2009, BiblioLife, LLC Robert Huntington Fletcher. A History of English Literature, 2006, BiblioLife, LLC

2. List Essential References Materials (Journals, Reports, etc.)
Anthony Burgess. English Literature (for a quick survey) John Parry. A Guide through English Literature

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
Andrew Sanders. The Short Oxford History of English Literature I. Evans. A Short History of English Literature Albert C Baugh. A Literary History of England (Brooke & Shabber), Vols. I, II, III

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
http://en.wikipedia.org/wiki/English_literature http://www.teachit.co.uk/armoore/lit/history.htm http://marshall.thefreelibrary.com/English-Literature-For-Boys-And-Girls/14-1 http://en.wikipedia.org/wiki/British_literature

Other learning material such as computer-based programs/CD, professional standards/regulations
Students are encouraged to refer by themselves to useful websites, electronic resources, encyclopedias etc.

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.)
-Electronically equipped classroom with at least 30-40 seats

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Lecture rooms large enough to hold 30-40 students

2. Technology resources (AV, data show, Smart Board, software, etc.)
Laptop computer - projector system, internet-ready smartboard

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
None

G.   Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated

2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor
1. Peer evaluation to benefit from viewpoints of other faculty members 2. Class observations by coordinators or Head of department

3. Processes for Improvement of Teaching
1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members

3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given
4. Encouragement of faculty members to attend professional development conferences.
5. Keep up to date with pedagogical theory and practice
6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

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. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.
2. Check marking of a sample of examination papers by another faculty member.
3. Students who believe they are under graded can have their papers checked by a second reader

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
1. Compare syllabi and course description with other universities
2. Biannual meetings of faculty members to discuss improvement
3. Review curriculum periodically and suggest improvements

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____