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

## ATTACHMENT 5.

# T6. COURSE SPECIFICATIONS (CS)

ENG 430

The Romantic Period

### Course Specification

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

#### A. Course Identification and General Information

1. Course title and code: <b>The Romantic Period - ENG 430</b>
2. Credit hours: <b>3</b>
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>B. A. in English</b>
4. Name of faculty member responsible for the course <b>Several Professors</b>
5. Level/year at which this course is offered: <b>Seventh or Eighth Level (Elective)/Fourth Year</b>
6. Pre-requisites for this course (if any) <b>ENG 318 Survey of British Literature</b>
7. Co-requisites for this course (if any)
8. Location if not on main campus



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9. Mode of Instruction (mark all that apply)

- |                                     |                      |                  |                      |
|-------------------------------------|----------------------|------------------|----------------------|
| a. traditional classroom            | <input type="text"/> | What percentage? | <input type="text"/> |
| b. blended (traditional and online) | <input type="text"/> | What percentage? | <input type="text"/> |
| c. e-learning                       | <input type="text"/> | What percentage? | <input type="text"/> |
| d. correspondence                   | <input type="text"/> | What percentage? | <input type="text"/> |
| f. other                            | <input type="text"/> | What percentage? | <input type="text"/> |

Comments:

**B. Objectives**

1. . What is the main purpose for this course?

Students will be able to:

1. demonstrate a broad knowledge of Romantic literature and an appreciation of specific authors and texts from the Romantic period in light of historical and intellectual background.
2. demonstrate an advanced appreciation of the literary history and cultural context of the Romantic period
3. demonstrate an advanced appreciation of the most important theoretical approaches to the phenomenon of English Romanticism
4. analyze prose and poetic texts from the Romantic Period with the help of a number of critical texts (from traditional to modernist ones)
5. demonstrate a critical understanding of some of the key themes, topics and debates that emerge in late eighteenth and early nineteenth-century Romantic texts
6. engage in significant critical debates surrounding issues of gender, liberty and political rights, the 'nature' of the human, the relationship between mind and body, questions of justice and equality, and issues related to landscape and environment.
7. Relate literary developments to the political and material conditions of the period;
8. Develop skills in literary research and oral presentations of information gained from research;
9. Write a critical paper that applies the insights gained from study to a specific literary



work or critical issue.
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)

**C. Course Description** (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

<p>Course Description: The course offers a fairly comprehensive introduction to the exquisitely complex literature of the British Romantic Period (1789-1830). The students will be introduced to a broad selection of texts by the most prominent poets, novelists, and thinkers of English Romanticism, as well as their relevant historical, cultural, political and aesthetic milieu. The students will also study the major themes of the period in order to examine and understand the particular concerns of each writer, and to evolve a comparative consideration between such writers and their works to form a more comprehensive outlook of the conflicts and complex interrelations that characterize this richly diversified period.</p>
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1. Topics to be Covered		
Topic	No of	Contact
<b>Introduction:</b> What is Romanticism; Neoclassicism and Romanticism: Major features and differences; The Historical Context of Late 18 <sup>th</sup> and Early 19 <sup>th</sup> c. England: the Industrial Revolution & the French Revolution	2	6
<b>William Blake:</b> <i>Songs of Innocence</i> and <i>Songs of Experience</i> : Selected poems for study and analysis: “The Lamb” and “The Tyger;” “The Chimney Sweeper;” “The Nurse’s Song;” “Holy Thursday;” “The Angel;” “The Sick Rose”	2	6
<b>William Wordsworth:</b> his poetic philosophy; <i>Lyrical Ballads</i> ; Selected poems for study and analysis: “We Are Seven,” “Tintern Abbey;” “I Wandered Lonely as a Cloud;” “Great Men Have Been among Us;” “Hands that Penned;” “The World Is too much with Us”	2	6



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<b>Samuel Taylor Coleridge:</b> <i>Lyrical Ballads; Biographia Literaria;</i> Selected poems for study and analysis: “The Ancient Mariner,” “Christabel;” “Kubla Khan;” Frost at Midnight;” “The Nightingale”	2	6
<b>Percy Bysshe Shelley:</b> His life, work and philosophy; Selected poems for study & analysis: “To Wordsworth;” “Hymn to Intellectual Beauty;” “Ode to the West Wind;” To a Skylark;” “Arethusa”	2	6
<b>John Keats:</b> his short life and poetic philosophy; selected poems for study & analysis: „On Fame;” “On the Sonnet;” “Ode to a Nightingale;” “Ode on a Grecian Urn;” “To Autumn;” Jane Austin, <i>Persuasion</i> . 1818 Analysis	2	6
Jane Austin, <i>Persuasion</i> . 1818: Analysis and themes;	2	6
<b>Mary Shelley;</b> <i>Frankenstein</i> 1818: Analysis <b>2<sup>nd</sup> Midterm Exam</b> Final Review	1	3

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

		Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	Planned	<b>42 hours</b>	<b>None</b>	None	None	None	<b>45 hours</b>
	Actual						
Credit	Planned	3 hours					<b>3 hours</b>
	Actual						

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

6 hours



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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.)

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Recognize the basic literary terms (elements of poetry and prose) necessary to literary analysis; how to write critical commentary and text analysis; distinctive features of the Romantic movement, and characteristic philosophy of major authors	1. Lectures 2. Class discussion 3. In-class discussions 4. Extra handouts	1-Midterms 2-Class 3-participation and presentations 5-Final Exam
1.3	Recognize different modes of writing and their conventions		
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Write sound critical assessments of literary extracts	1. Lectures 2. Class discussion 3. In-class discussions 4. Extra handouts	1-Class participation 2-In-class performance via direct questions and answers 3-Midterms and Final Exams
2.2	Compare and contrast certain authors with their representative work, on the one hand, with the representative work of (an) other author(s) from the same movement		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
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.



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			2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.
	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.
3.2	Evaluate one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of communication in class or outside class.	Class presentations Group work Journals
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



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			2. Students will be graded on their use of online scholarly material on their research papers
4.4	Operate the internet to communicate with the faculty or teaching staff	The use of LMS and email.	The use of a professional email address and language
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A	N/A	N/A
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	1 <sup>st</sup> midterm	7	20
2	2 <sup>nd</sup> midterm	12	20
3	Written assignments	throughout	10
4	Research paper	Week 14	10
5	Final	End of term	40

**D. Student Support**

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)  
**6 hours per week (two hours daily)+communication via email**

**E. Learning Resources**

1. List Required Text(s)  
Abrams, M. H. et al (eds.). *The Norton Anthology of English Literature*, Seventh edition, Volume 2A: *The Romantic Period*, Norton, 2000





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

- Abrams, M. H.: *Natural Supernaturalism: Tradition and Revolution in Romantic Literature* (London: Oxford University Press, 1971)
- Abrams, M. H.: *The Mirror and the Lamp: Romantic Theory and the Critical Tradition* (London: Oxford University Press, 1960)
- Bennett, Andrew: *Romantic Poets and the Culture of Posterity* (Cambridge UP, 1999)
- Bloom, Harold: *The Visionary Company: A Reading of English Romantic Poetry* (London: Cornell University Press, any edition)
- Bloom, Harold & Trilling, Lionel: *Romantic Poetry and Prose* (New York, London, Toronto : Oxford University Press , 1973)
- Bone, Drummond: *The Cambridge Companion to Byron* (Cambridge UP, 2004)
- Brisman, Leslie: *Romantic Origins* (Ithaca and London: Cornell University Press, 1978)
- Bromwich, David: *Disowned by Memory: Wordsworth's Poetry of the 1790s* (Chicago and London: The University of Chicago Press, 2000)
- Butler, Marilyn: *Romantics, Rebels and Reactionaries – English Literature and its Background 1760-1830* (Oxford, New York: Oxford University Press, 1981)
- Curran, Stuart (ed.): *The Cambridge Companion to British Romanticism* (Cambridge: Cambridge University Press, 1998)
- Daiches, David: *A Critical History of English Literature in four volumes* (relevant chapters) (London : Secker & Warburg , 1992)
- Day, Aidan: *Romanticism* (London and New York: Routledge, 1996)
- de Man, Paul: *The Rhetoric of Romanticism* (New York: Columbia University Press, 1984)
- Erdman, David: *Blake : Prophet against Empire* (New York : Dover, 1991)
- Gill, Stephen: *The Cambridge Companion to Wordsworth* (Cambridge UP, 2003)
- Hartman, Geoffrey: *Wordsworth's Poetry 1787-1813* (Harvard UP, 1987)
- Mellor, Anne K.: *Romanticism and Gender* (Routledge, 1993)



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- Moore, Jane & John Strachan. *Key Concept in Romantic Literature*. Hampshire: Macmillan Publishers Limited, 2010
- Morton, Timothy: *The Cambridge Companion to Shelley* (Cambridge UP, 2006)
- Newlyn, Lucy: *The Cambridge Companion to Coleridge* (Cambridge UP, 2002)
- Roe, Nicholas. *Wordsworth and Coleridge: The Radical Years* (Oxford: Clarendon Press, 2003)
- Reed, Arden: *Romanticism and Language* (Cornell University Press, 1984)

3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

<http://www.enotes.com/nineteenth-century-criticism/romantic-literary-criticism> <http://www.infoplease.com/ce6/ent/A0858004.html>

<http://www.users.muohio.edu/mandellc/eng441/romcrt.htm>  
<http://www.rc.umd.edu/> (the Romantic Circles Praxis Series

[RCPS])

<http://digital.lib.ucdavis.edu/projects/bwrp/> (British Women Romantic Poets, 1789-1832) <http://www.ron.umontreal.ca/> (Romanticism and Victorianism on the Net) [http://www.poetseers.org/the\\_romantics/](http://www.poetseers.org/the_romantics/) (the Romantic Poets) <http://www.mariahecarter.com/> (British Romantic Era Poets)

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

Students are encouraged to refer to electronic English-English dictionaries that offer pronunciation of words and phrases

## 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 (Lecture rooms, laboratories, etc.)

**Lecture rooms large enough to hold 30-40 students**

2. Computing resources

**Laptop computer - projector system**

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

**None**

## G. Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ol style="list-style-type: none"> <li>1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor)</li> <li>2. End of term college evaluation of course by students (to be collected by the department)</li> <li>3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better</li> <li>4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated</li> </ol>
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ol style="list-style-type: none"> <li>1. Peer evaluation to assess ability of faculty members to work with their colleagues</li> <li>2. Class observations by supervisors</li> </ol>
<p>3 Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> <li>1. Training sessions</li> <li>2. Workshops to facilitate the exchange of experiences amongst faculty members</li> <li>3. Regular meetings where problems are discussed and solutions given</li> <li>4. Discussion of challenges in the classroom with colleagues and supervisors</li> <li>5. Encouragement of faculty members to attend professional development conferences.</li> <li>6. Keep up to date with pedagogical theory and practice</li> <li>7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</li> </ol>
<p>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)</p> <ol style="list-style-type: none"> <li>1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.</li> <li>2. Check marking of a sample of examination papers by another faculty member.</li> <li>3. Students who believe they are under graded can have their papers checked by a second reader</li> </ol>



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

1. Compare syllabi and course description with other universities (including those on the net)
2. Biannual meetings of faculty members to discuss improvement
3. Review curriculum periodically and suggest improvements

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

Signature: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

Name of Field Experience Teaching Staff \_\_\_\_\_

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

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