اعتماد
NCAAA
T4
2020

Course Specifications

Course Title:	**Victorian Literature**
Course Code:	**ENG-3/408**
Program:	**Bachelor's Program in English**
Department:	**Department of English**
College:	**Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Dayer (Female Campus), Ardah (Female Campus), and Farasan (Female Campus)**
Institution:	**Jazan University**

Table of Contents

A. Course Identification

1. Credit hours:	3 credit hours

2. Course type

a. University ☐ College ☐ Department 🟥 Others ☐

b. Required ☐ Elective 🟦

3. Level/year at which this course is offered: Level 8: 4th Year

4. Pre-requisites for this course (if any)**: Introduction to Literary Arts**

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	45	100%
2	Blended		
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) quiz , assignment and miderm	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description:

The course will cover, in general, all the literary genres of the Victorian Age. After defining and explaining the Era, it will zero in on examples of texts like poetry and novel that highlight the salient features not only of these genres but of the period, being representative of its main trends and generalities and specificities. It will offer general knowledge of the Victorian Era or Age or terms like Victorian, Victorians and Victorianism. It will teach Victorian literature including its poetry, drama, criticism, journalism, prose, fiction and non-fiction by analyzing specific texts: Novels to be chosen from are: 'Hard Times' or 'Oliver Twist' by Charles Dickens or 'Mill on the Floss' by George Eliot or 'Wuthering Heights' by Emily Bronte or 'Jane Eyre; by Charlotte Bronte or 'Tess of the D'Urbervilles' by Thomas Hardy. Themes will include industrialization, colonialism, imperialism and morality but also the issue of writing and gender as choice as well as psychoanalysis, socialism and communism, feminism, the Gothic, realism etc. Poems to be chosen from are: 'Ulysses' by Lord Alfred Tennyson or 'Dover Beach' by Mathew Arnold or 'My Last Duchess' by Robert Browning as an example of the dramatic monologue. Poems to be chosen from are also: G M Hopkins' 'Wind hover' or 'Pied Beauty' as an example of the sonnet. Any sonnet from Sonnets to the Portuguese by E B Browning may also be considered.

2. Course Main Objective

The main purpose of this course is to give the student the knowledge of how to:
Understand a literary period and its background in terms of its history and other contexts, analyze on the basis of such general knowledge, when gathered and gained, selective literary texts in depth as examples of the period in question, interpret such texts &compare them with others in a multi period, multi literary genres and multi-disciplinary manner, taking into consideration larger factors like milieu, political climate, tone, mood, and atmosphere, contrast characters and situations with each other as well as relationships in fiction. define terms like Victorian, Victorianism. industrialization, colonialism, imperialism and also literary terms needed for the course like dramatic monologue, lyric, sonnet, novel, fiction, poetry etc. evaluate the merit of works studied with reference to other periods of literature and in terms of content and in comparison, appreciate the finer aspects or details of works studied by going into elements of poetry or fiction or plot analysis at greater depth, illustrate with examples the detailing of these works in terms of elements of literature like irony, paradox and other such devices so that it can be noticed why they are classics of an age or place or space or time, Label works and authors into their different kinds and types and categories like lyric, or realistic etc.

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)
We are using victorianweb.org to enhance the course from this semester onwards. This is an award -winning website which is the best on the topic prepared by Professor George P. Landow who is the pioneer in such work and who belongs to Brown University, one of the USA's premier Ivy League Institutions. It contains almost anything needed for the course as citation ready essays by some of the best minds in the field.
Further plans include:
1. Arranging for and using the internet in the classroom.
2. Arranging for using the smart board.
3. Arranging for using the projector and showing films and slide shows.
4. Increased use of mobiles as a source for enabling group work.
5. Harnessing the power of free apps and virtual media opportunities like Facebook pages, blogs, plus WhatsApp etc., for bringing in journal entries, blogging etc.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding: Students will be able to**	
1.1	Discuss concepts and definitions related to Victorian literature	K2
1.2	Outline the features of the Victorian Era in relation to their impact on Victorian Literature	K2
2	**Skills : Students will be able to**	
2.1	Analyze characters, themes, settings, and events in fiction from various critical perspectives	S1
2.2	Interpret poems with regard to figurative and thematic aspects	S3
3	**Values: Students will be able to**	
3.1	Engage in independent and collaborative learning	V2
3.2	Develop a sense of academic ethics in doing research projects	V3

C. Course Content

No	List of Topics	Contact Hours
1	Definitions of the Victorian Era or age, Victorianism, Victorian as a term, the Victorians	1
2	The Characteristics of the Victorian Age: Philosophy, Culture, and Society	1
3	The Characteristics of the Victorian Age: Religion, Politics, and Economics	1
4	Victorian Literature and the Four Genres of Fiction, Nonfiction, Poetry and Drama.	1
5	Characteristics of Victorian Literature with Reference to Important Works	1
6	Other Types Of New Emergence in the Field Of Writing Like Journalism, Magazines During This Age and a Brief Overview of Renowned Victorian Writers	1
7	Sonnet, Lyric	4
8	Dramatic monologue, Elegy, Narrative Poetry	4
9	Novel	16
10	Analytical skills with particular reference to Analyze Works of an Age of Literature, Making the necessary Inter-Connections.	9
11	TESTS AND REVISION FOR FINAL EXAM	6
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	Discuss concepts and definitions related to Victorian literature	Lectures, Explanations, Peer learning	**Type of Assessment:** Quiz, Midterm, Final exam **Nature of Questions:** Objective & Subjective type
1.2	Outline the features of the Victorian Era in relation to their impact on Victorian Literature	Lectures, Active learning, Discussions, Presentations.	**Type of Assessment:** Midterm, Assignment, Presentation, Final exam **Nature of Questions:** Objective & Subjective type
…			
2.0	**Skills**		
2.1	Analyze characters, themes, settings, and events in fiction from various critical perspectives	Lectures, Discussions, story telling, Acting, Presentations	**Type of Assessment:** Quiz, Midterm, Final exam **Nature of Questions:** Objective & Subjective type
2.2	Interpret poems with regard to figurative and thematic aspects	Lectures, Discussions, Power Point Presentations	**Type of Assessment:** Midterm, Assignment/Presentation Final exam **Nature of Questions:** Objective & Subjective type

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
…			
3.0	**Values**		
3.1	Engage in independent and collaborative learning	Independent & Collaborative learning	Group Assignment, Individual & Collective observation
3.2	Develop a sense of academic ethics in doing research projects	Project design, Seminars, Role play	Project, Presentations
…			

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	**Quiz**	**3**	**10**
2	**Assignment/Presentation**	**4**	**10**
3	**Mid Term Exam**	**8**	**20**
4	**Final Exam**	**16-17**	**60**
5	**Total**		**100%**

*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 :
The teacher tries to make himself available to students, especially immediately before or after classes. Academic advice is also a task in which each teacher is given a certain number of students for guiding and counseling each semester, usually ten in number. The teacher is allotted 10 office hours officially to cater to the academic needs of students outside the class.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	1. The prescribed novel. 2. The prescribed two poems (Liable to change each year as it will be rotated from the list given earlier above) 2. Eg; *Hard Times* by Charles Dickens, the York edition. 3. "Ulysses" by Tennyson taken from victorianweb.org 4. G M Hopkins' "Windhover" taken from victorianweb.org Or optional texts named like *Oliver Twist*, *Pickwick Papers, Mill on the Floss*, *Jane Eyre, Wuthering Heights, Tess of the d'Urbervilles,* "The Happy Prince," *Arms and the Man*, "Pied Beauty," "Dover Beach," "My Last Duchess," *Sonnets to the Portuguese* (Sonnet No. 43) from places on the internet like Poetry Foundation or using York editions for the novels.
Essential References Materials	Victorianweb.org (in entirety)

Electronic Materials	Same as above
Other Learning Materials	Any relevant teaching and learning resource.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classrooms - 25 seats.
Technology Resources (AV, data show, Smart Board, software, etc.)	2. Technology resources (AV, data show, Smart Board, software, etc.)
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	1. Working projectors 2. Smart boards 3. Internet in the classrooms 4. Computers 5. Libraries

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Achievement of CLOs	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation (Direct), Course Report, CLO Excel Worksheet (Indirect)
Quality of Learning Resources	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Formative and Summative Evaluation (Direct), Course Report, Student Evaluation (Indirect)

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 (session # 2101)
Reference No.	43/54/25644
Date	29/9/21