



T-104
2022

Course Specification



Course Title: Victorian Literature
Course Code: ENG-3/408
Program: Bachelor's Program in English
Department: Department of English
College: Dayer, Ardha, Farasan, Darb, Jazan Male and Female Campus
Institution: Jazan University
Version: T104 V2022
Last Revision Date: 12/09/2023



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A. General information about the course:

Course Identification	
1. Credit hours:	3 hours
2. Course type	
a. University <input type="checkbox"/>	College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input type="checkbox"/>	Elective <input checked="" type="checkbox"/>
3. Level/year at which this course is offered:	Level- 8 / 4 th year
<p>4. Course general Description: 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.</p>	
5. Pre-requirements for this course (if any): Introduction to Literary Arts	
6. Co- requirements for this course (if any): None	
7. Course Main Objective(s)	
<p>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</p>	



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.

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	33	100%
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	33
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	33

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Discuss concepts and definitions related to Victorian literature	K2	Lectures, Explanations, Peer learning	Types 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	K2	Lectures, Active learning, Discussions, Presentations.	Types of Assessment: Quiz, Midterm, Final exam Nature of Question: Objective & Subjective type
...				
2.0	Skills			
2.1	Analyze characters, themes, settings, and events in fiction from various critical perspectives	S1	Lectures, Discussions, story-telling, Acting Presentations.	Types of Assessment: Quiz, Midterm, Final exam Nature of Questions: Objective & Subjective type
2.2	Interpret poems with regard to figurative and thematic aspects	S3	Lectures, Discussions, Power Point Presentations	Types of Assessment: Quiz, Midterm, Final exam Nature of Questions: Objective & Subjective type
...				
3.0	Values, autonomy, and responsibility			
3.1	Engage in independent and collaborative learning	V2	Independent & Collaborative learning	Group Assignment, Individual & Collective observation



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.2	Develop a sense of academic ethics in doing research projects	V3	Project design, Seminars, Role play	Project, Presentations
...				

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	2
8.	Dramatic monologue, Elegy, Narrative Poetry	2
9.	Novel	15
10.	Analytical skills with particular reference to Analyze Works of an Age of Literature, Making the necessary Inter-Connections.	6
11.	TESTS AND REVISION FOR FINAL EXAM	2
Total		33

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	3	10
2.	Assignment/ Presentation	4	10
3.	Midterm Exam	8	20
4.	Final Exam	12	60



No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
5.	Total		100%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	-
Supportive References	-
Electronic Materials	Victorianweb.org (in entirety)
Other Learning Materials	Any relevant teaching and learning resource.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom with 25-40 seats
Technology equipment (projector, smart board, software)	The use of projector or smart board will be an added advantage in this regard
Other equipment (depending on the nature of the specialty)	N.A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment Students Evaluation
Effectiveness of students assessment		
Quality of learning resources	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Course Report, Student Evaluation
The extent to which CLOs have been achieved		
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	