



Course Specification

(Bachelor)

Course Title: Victorian Literature

Course Code: ENG 408-3

Program: Bachelor's Program in English

Department: Department of Foreign Languages

College: Jazan (Male and Female Campus)

Institution: Jazan University

Version: **2024**

Last Revision Date:

Table of Contents

A. General information about the course:.....	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4



C. Course Content.....	4
D. Students Assessment Activities.....	5
E. Learning Resources and Facilities.....	5
F. Assessment of Course Quality.....	5
G. Specification Approval.....	6





A. General information about the course:

1. Course Identification

1. Credit hours:

3 hrs.

2. Course type

A. University College Department Track Others

B. Required Elective

3. Level/year at which this course is offered: (Level Eight Elective/ Fourth year)

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.

5. Pre-requirements for this course (if any):

ENG234-3 Introduction to Literature.

6. Co-requisites for this course (if any):

None

7. Course Main Objective(s):

The main purpose of this course is to give the student the knowledge of how to:

1-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.

2. Teaching mode (mark all that apply)

Percentage	Contact Hours	Mode of Instruction	No
100	45	Traditional classroom	1
		E-learning	2
		Hybrid	
		<ul style="list-style-type: none"> • Traditional classroom • E-learning 	3
		Distance learning	4

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
----	----------	---------------



1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

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





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

C. Course Content

Contact Hours	List of Topics	No
2	Definitions of the Victorian Era or Age, Victorianism, Victorian as a Term, the Victorians	1.
3	The Characteristics of the Victorian Age: Philosophy, Culture, and Society.	2.
3	The Characteristics of the Victorian Age: Religion, Politics, and Economics.	3.
3	Victorian Literature and the Four Genres of Fiction, Nonfiction, Poetry and Drama.	4.
3	Characteristics of Victorian Literature with Reference to Important Works.	5.
2	Other Types of New Emergence in the Field of Writing Like Journalism, Magazines During This Age and a Brief Overview of Renowned Victorian Writers.	6.
3	Sonnet, Lyric.	7.
3	Dramatic monologue, Elegy, Narrative Poetry.	8.
15	Novel.	9.
8	Analytical Skills with Particular Reference to Analyze Works of an Age of Literature, Making the Necessary Inter-Connections.	10.





45

Total

D. Students Assessment Activities

Percentage of Total Assessment Score	Assessment timing (in week no)	Assessment Activities *	No
10%	4	Quiz	1.
20%	9	Mid-term	2.
10%	12	Assignment	3.
60%	17	Final Exam	4.
100%		Total	

*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	-Two poems: "Ulysses" by Lord Alfred Tennyson, "Dover Beach" by Mathew Arnold ,or "My Last Duchess" by Robert Browning as an example of the dramatic monologue and G.M.Hopkins' "Wind Hover" or "Pied Beauty." - <i>Hard Times</i> or <i>Oliver Twist</i> by Charles Dickens, <i>Mill on the Floss</i> by George Eliot, <i>Wuthering Heights</i> by Emily Bronte, <i>Jane Eyre</i> by Charlotte Bronte, or <i>Tess of the D'Urbervilles</i> by Thomas Hardy.
Supportive References	The Norton Anthology of English Literature 8th ed. The Oxford Anthology of English Literature Victorianweb.org (in entirety)
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.)	Accommodation (Classrooms, demonstration rooms, etc.) Classrooms - 25 -35 seats.
Technology equipment	Technology resources (AV, data show, Smart



Items	Resources
(projector, smart board, software)	Board, software, etc.) All are needed, and are not yet available.
Other equipment (depending on the nature of the specialty)	1. Working projectors 2. Smart boards 3. Internet in the classrooms 4. Computers 5. Libraries

F. Assessment of Course Quality

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

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL (SESSION # 144607)
REFERENCE NO.	15036
DATE	26/12/2024

