Ministry of Higher Education & Scientific Research

Council for Accreditation & Quality Assurance







الجمهوريــة اليمنـــية وزارة التعليم العالـي والبحث العلمي مجلس الاعتمـاد وضمان جـودة التعليم العالـي

الأدب الإنجليزي من منظور تاريخي

Template for Course Specification

I. Course Identification and General Information:							
Course Title:	English	English Literature from a Historical Perspective					
Course Code and Number:							
	theory	seminar	practice	training	Total		
Credit Hours:	3 hrs				42 hrs		
Level & Semester:	Level 4	Semeste	r II				
Pre-requisites (if any):	NA						
Co-requisites (if any):							
Program in which this course is offered:	B.A. in English Language and Literature						
Language of teaching the course:	English						
Location of teaching the course:	Faculty of Arts and Humanities—University of						
	Sana'a						
Prepared by:	DR. MOHAMMED SHARAFUDDIN						
Date of Approval:							

II. Course Description:

The course aims at surveying the history of English literature with emphasis on the main events and movements that shaped and distinguished Britain and its literature from the beginning till the present time. Some important facts and events will be examined to show how England occupied a unique geographical position that made it unique and different from other European countries in both language and culture.

IV. Alignment of Course Intended Learning Outcomes (CILOs)toProgram Intended Learning						
Outcomes (PILOs)						
PILOs	CILOs					
(A) Knowledge &	& Understanding:					
Upon the completion of the BA program, students are expected to be able to:	Upon the completion of this course, students are expected to be able to:					
A1: show knowledge and understanding of different linguistic and literary theories	a1- To identify the major historical and political events that took place in England					

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Ministry of Higher Education & Scientific

Council for Accreditation & Quality Assurance







الجمهورية اليمنية وزارة التعليم العالي والبحث العلمي مجلس الاعتماد وضمان جودة التعليم العالي

and schools of thought in English	from the Anglo Saxon period till the modern
linguistics/literature;	age.
A2: show knowledge of social values and	a2- To understand the historical and political
traditions common in other cultures;	contexts of English literary genres and their
	impact on the social and political
	developments in the country.
A3: show a solid background of various	a3- To analyze the different texts that dealt
communication skills, be it reading,	with the various events and movements by
writing, speaking, or translation skills;	reflecting on these texts through active
	communication and acquired writing skills.
A4: show knowledge and understanding of	a4-To sum up impressions and interpretations
modern research tools and methods,	of the texts studied by carrying out in-depth
including the employment of technology;	research that reflects skills in the use of
	computers and other technology media.
(B) Intelle	ctual Skills
B1: distinguish different literary forms and	b1- To analyze the various cultural and
currents as well as their distinct	political issues studied and their relevance to
characteristics;	the history of England and the development of
,	its society.
B2: evaluate linguistic and cultural	b2- To show understanding of the role played
phenomena and suggest explanations for	by literary authors in recording events, and
them;	their endeavor to explain these events to their
them,	audience through the various genres
	employed.
B3: compare different literary, linguistic and	b3- To compare the various literary
translation theories and strategies;	movements and theories and their impacts on
and state gives,	the ages in which they occurred.
B4: distinguish different language skills in	b4- To apply all language skills in expressing
terms of reading, writing, and speaking	awareness of major historical events and
and listening;	individual reactions to the material studied.
<u> </u>	& Practical Skills
C1: employ theories, terms and concepts	c1- Evaluate the responses made by authors
common in literature, linguistics and	towards global issues as well as various social
translation studies;	and literary theories.
C2: employ different language skills in order	c2- To develop the various language skills to
to read and write different texts in English	reflect on the material studied and analyze the
and translate them from English into	•
_	forms and styles used in the poetry and prose
Arabic and vice versa; C3:use research tools and methods to	texts produced by authors in this course.
	c3- Carry out some in-depth research based
collect research data, analyze them, and	on individual efforts through library reading
present them in a scientifically	to supplement their spoken and writing skills.
appropriate manner;	A Take advantage of commuter and intermed
C4: make use of basic technological	c4- Take advantage of computer and internet

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الجمهورية اليمنية وزارة التعليم العالي والبحث العلمي مجلس الاعتماد وضمان جودة التعليم العالي

applications to facilitate learning and	facilities to produce good and prompt
research process;	analytical reports.
(D) Transfe	rrable Skills
D1: make use of the linguistic and cultural	d1- To suggest ways in which the newly
knowledge acquired in order to interact	acquired knowledge can be used to
efficiently and appropriately with people	communicate imaginatively and efficiently
from different cultures;	with others within the same culture or
	beyond.
D2: manage time, work under pressure, and	d2- To cooperate with others in group work
involve in team activities;	so as to develop team spirit in the production
	of research reports and presentation.
D3: pursue knowledge to improve self-	d3-To suggest some differences found in the
learning;	new literary concepts created during this
	period with those in the previous ages studied.
D4: involve creatively in social and academic	d4- To propose ways to enhance personal
activities.	skills that engage with others in social and
	academic activities in order to connect
	between the way history is invoked and
	appreciated in literary works.

IV. Alignment of Course Intended Learning Outcomes (CILOs)								
(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching								
Strategies and Assessment Strategies:								
CILOs Teaching Strategies Assessment Strategies								
a1- To identify the major historical	 Library activities 	- class participation						
and political events that took place	- lectures	- quizzes						
in England from the Anglo Saxon	 class discussion 	- mid-term exam						
period till the modern age.	 presentation 							
	- assignment							
a2- To understand the historical and	- lectures	- class participation						
political contexts of English literary	 class discussion 	- quizzes						
genres and their impact on the	- presentation	- mid-term exam						
social and political developments in	- assignment							
the country.								
a3- To analyze the different texts	- lectures	- class participation						
that dealt with the various events	 class discussion 	- quizzes						
and movements by reflecting on	 presentation 	- mid-term exam						
these texts through active	- assignment							
communication and acquired								
	writing skills.							
a4-To sum up impressions and	 class discussion 	- quizzes						
interpretations of the texts studied	 presentation 	- class participation						
by carrying out in-depth research	- assignment	- mid-term exam						

عمید الکلیة أ.م.د. عبدالملك محد عیسی نائب العميد لشئون الجودة د. حسين أحمد الورد

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Ministry of Higher Education & Scientific Research

Council for Accreditation & Quality Assurance









الجمهورية اليمنية وزارة التعليم العالي والبحث العلمي مجلس الاعتماد وضمان جودة التعليم العالي

that reflects skills in the use of computers and other technology		
media.		
(B) Alignment of Course Intended Lea	arning Outcomes of Intellectual Skill	s to Teaching Strategies and
Assessment Strategies:	arming Outcomes of Interfectual Skin	is to reaching strategies and
CILOs	Teaching Strategies	Assessment Strategies
b1- To analyze the various cultural	- lectures	- class participation
and political issues studied and	- class discussion	- quizzes
their relevance to the history of	- presentation	- mid-term exam
England and the development of its	- assignment	- Inid-term exam
society.	- assignment	
b2- To show understanding of the	- lectures	- class participation
role played by literary authors in	- class discussion	- quizzes
recording events, and their	- presentation	- mid-term exam
endeavor to explain these events to	- assignment	ind term exam
their audience through the various	assignment	
genres employed.		
b3- To compare the various literary	- lectures	- class participation
movements and theories and their	- class discussion	- quizzes
impacts on the ages in which they	- presentation	- mid-term exam
occurred.	- assignment	ma term exam
64- To apply all language skills in	- lectures	- class participation
expressing awareness of major	- class discussion	- quizzes
historical events and individual	- presentation	- mid-term exam
reactions to the material studied.	- assignment	- Inid-term exam
(C) Alignment of Course Intended Lea		Practical Skills to the Teaching
Strategies and Assessment Strategi		Tractical Skins to the Teaching
CILOs	Teaching Strategies	Assessment Strategies
c1- Evaluate the responses made by	- lectures	- class participation
authors towards global issues as	- class discussion	- quizzes
well as various social and literary	- presentation	- mid-term exam
theories.	- presentation	- Ind-term exam
c2- To develop the various	- lectures	- class participation
language skills to reflect on the	- class discussion	- quizzes
material studied and analyze the	- presentation	- mid-term exam
forms and styles used in the poetry	- assignment	- Final Exam
and prose texts produced by authors	ussignment	1 1101 211011
in this course.		
c3- Carry out some in-depth	- lectures	- class participation
research based on individual efforts	- class discussion	- quizzes
through library reading to	- presentation	- mid-term exam
supplement their spoken and	- assignment	ind term extin
writing skills.	assignment	

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أ.م.د. عبدالملك محمد عيسى

عميد مركز التطوير الأكاديمي وضمن الجودة أ.م.د. هدى العماد

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الجمهورية اليمنية وزارة التعليم العالي والبحث العلمي مجلس الاعتماد وضمان جودة التعليم العالي

c4- Take advantage of computer	- presentation	- class participation				
and internet facilities to produce	- assignment	- quizzes				
good and prompt analytical reports.		- mid-term exam				
(D) Alignment of Course Intended Le	earning Outcomes of Transferable Skills to	Teaching Strategies and				
Assessment Strategies:						
CILOs	Teaching Strategies	Assessment Strategies				
d1- To suggest ways in which the	Lectures	Panel Discussions				
newly acquired knowledge can be	Group Discussions	Oral Tests				
used to communicate imaginatively	Peer Review	Group Work				
and efficiently with others within	Presentations	Mid Term				
the same culture or beyond.	Reports	Final Exam				
	Self Taught Awareness					
d2- To cooperate with others in	Lectures	Panel Discussions				
group work so as to develop team	Group Discussions	Oral Tests				
spirit in the production of research	Peer Review	Group Work				
reports and presentation.	Presentations	Mid Term				
	Reports	Final Exam				
	Self Taught Awareness					
d3-To suggest some differences	Lectures	Panel Discussions				
found in the new literary concepts	Group Discussions	Oral Tests				
created during this period with	Peer Review	Group Work				
those in the previous ages studied.	Presentations	Mid Term				
	Reports	Final Exam				
	Self Taught Awareness					
d4- To propose ways to enhance	- group discussion	- oral quizzes				
personal skills that engage with	- pair work	- individual presentation				
others in social and academic						
activities in order to connect						
between the way history is invoked						
and appreciated in literary works.						

V. Cour	V. Course Content:						
1-	1-Theoretical Aspect:						
Order	Order Units/Topics Sub-Topics Number Contact Learning						
			of Weeks	Hours	Outcomes		
1	Introduction:	Old English					
	Britain and the	Literature: to 1100	first	3	a1, a2, a3, b1		
	English	Bewulf					
2	Middle English	History of Printing,	Second	3	a2, a3, b2, c1,		

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الجمهورية اليمنية وزارة التعليم العالي والبحث العلمي مجلس الاعتماد وضمان جودة التعليم العالي

	_	1	1	1	
	Lit: 1066-1500	Impact of French, Epic and Romance			c2, c3, d2
3	The Renaissance	Chaucer, Elizabethan Drama	Third	3	a2, a3, b2, c1, c2, c3, d2
4	The Age of Reason: 1700	The Puritans in Britain, Milton and his Influence	fourth	3	a2, a3, b2, c1, c2, c3, d2
5	Augustan Literature	The English Novel: some example: Daniel Defoe, Samuel Richardson, Henry Fielding	Fifth	3	a2, a3, b2, c1, c2, c3, d2
6	The Romantic Age: 1790- 1837	The Early Romantics and the Younger Romantics	Sixth	3	a2, a3, b2, c1, c2, c3, d2
7	Mid Term Exam		Seventh	3	a2, a3, b2, c1, c2, c3, d2
8	The Victorian Age 1880	Charles Dickens, Thomas Carlyle, John Stuart Mill and Charles Darwin	eighth	3	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3
9	Victorian Poetry	Tennyson, Browning, Arnold and Hopkins	Ninth	3	a2, a3, b2, c1, c2, c3, d2
10	Late Victorians: 1880-1900	Oscar Wild, Thomas Hardy and George Beranard Shaw	Tenth	3	a2, a3, b2, c1, c2, c3, d2
11	Modernism	D. H. Lawrence, James Joyce, T. S. Eliot and W. B. Yeats	Eleventh	3	a2, a3, b2, c1, c2, c3, d2
12	Post- Modernism	W. H. Auden, Graham Greene and George Orwell	twelfth	3	a2, a3, b2, c1, c2, c3, d2
13	Fantastic Literature	C. S. Lewis and J. R. R. Tolkien, Samuel Beckett, John Osborne and Phillip Larkin	Thirteenth	3	a2, a3, b2, c1, c2, c3, d2
14	Final Exam		Fourteenth	3	a2, a3, b2, c1, c2, c3, d2

عمید الکلیة أ.م.د. عبدالملك محد عیسی نائب العميد لشئون الجودة د. حسين أحمد الورد رئيس القسم

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Ministry of Higher Education & Scientific

Council for Accreditation & Quality Assurance







الجمهورية اليمنية وزارة التعليم العالي والبحث العلمي مجلس الاعتماد وضمان جودة التعليم العالي

Number of Weeks and Contact Hours per Semester:			14	42		
2.	Practical Aspect (if any):					
Order	Tasks/Experiments	Nι	imber of	Contact	Learning	
		,	Weeks	Hours	Outcomes	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
Number	of Weeks and Contact Hours per					
Semeste	r:					

VI. Teaching Strategies of the Course
- Lectures
- Group Discussions
- Individual Presentations
- Class discussion
- Library activities
- Pair work
- Assignments

VII.	VII. Activities/Assignments							
No.	Activities/Assignments	Aligned CILOs	Week Due	Mark				
1	Attendance and Participation	d1, d2, d3	All weeks	10				
2	Assignments	a1, a2, a3, b1, b2, b3,	All weeks	10				
		c1, c2, c3, d1, d2, d3						

-	VIII.	VIII. Schedule of Assessment Task for Students During the Semester:						
	No	Assessment Method	Week	Mark	Proportion of Final	Aligned		
			Due		Assessment	CILOs		
	1	Assignments	Weeks 2	10	10%	a1, a2, a3, b1,		
			to 13			b2, b3, c1, c2,		

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Ministry of Higher Education & Scientific Research

Council for Accreditation & Quality Assurance







الجمهوريــة اليمنـــية وزارة التعليم العالــي والبحث العلمي مجلس الاعتمـاد وضمان جـودة التعليم العالــي

					c3, d1, d2, d3
2	Attendance and	All	10	10%	d1, d2, d3
	Participation	weeks			
3	midterm	Week 7	20	20%	All
4	written final exam	Week 14	60	60%	All
Total Marks			100	100%	

IX. Learning Resources:
A. Required Textbook(s) (maximum two):
Alexander, Michael (2006). A History of English Literature. London: Macmillan.
B: Essential References:
C. Supplementary Materials:
D. Electronic Materials and Websites (if any):
Internet journals and Sites.
2.ww.wikipedia.com

X. Course Policies:

1. Class Attendance: Students are required to attend every class session in its entirety. If a student is sick or has to be excused from class due to illness or other extenuating circumstances, he/she should inform the instructor, with a legitimate reason, in writing before or immediately after his/her absence. Otherwise, all absences and late arrivals or early departures will have a significant impact on the student's class participation grade.

A student must attend 80% of classes in order to have the right to receive a grade, which means that he/she is allowed a maximum of four absences during the whole semester. Five absences will result in an "F" regardless of his/her progress. The instructor has the right to make an exception to the 80% attendance policy based on the student's situation and only if the student has requested the exception in writing. Absence, however, does not constitute as an excuse for not completing assignments or keeping yourself updated. A student is responsible for all the class work and handing in papers on-time in spite of his/her absence.

- 2. Tardiness:
 - 1. All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a

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ringing cell phone, frequent side conversations with other students and/or rudeness toward any person will be considered a serious violation of this standard and will lower your grade accordingly. Please be sure to turn off your cell phone before the start of class.

- 2. Attention to detail entails being prepared for class. This would include, but is not limited to; having a pencil/pen, note pad, calculator; reading and following the course syllabus, etc. All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a ringing cell phone, frequent side conversations with other students and/or rudeness toward any person will be considered a serious violation of this standard and will lower your grade accordingly. Please be sure to turn off your cell phone before the start of class.
- 3. Attention to detail entails being prepared for class. This would include, but is not limited to; having a pencil/pen, note pad, calculator; reading and following the course syllabus, etc.

3. Exam Attendance/Punctuality:

As per university council decision, a student is eligible for a Test, Midterm or Final examination make-up if and only if he/she had the following incidents:

- 1. Sickness; proved by hospitalization report; that is; a discharge summary is necessary.
- 2. Death in the family proved by a death certificate or equivalent and personal identification.
- 3. Accidents proved by an expert report.

Military/Official engagement.

4. Assignments/Projects:

Homework should be clearly presented i.e.:

- 1. It should be written on A4 paper.
- 2. It should include a title page (Course Name, Semester, Date, Name...).

Your instructor will ask you to submit your homework online or as a hard copy. In the latter case, it should be stapled together.

5. Cheating:

Cheating is strictly prohibited behavior.

University regulations will be pursued and enforced on any cheating student

6. Plagiarism:

Plagiarism is defined as "copying or stealing someone else's words or ideas and claiming or presenting them as if they were your own."

University regulations will be pursued and enforced on any plagiarism attempt.

7. Other Policies:

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