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

الشعر الإنجليزي في القرن (١٩)

Template for Course Specification

I. Course Identification and General Information:							
Course Title:	19 th Cen	19 th Century English Poetry					
Course Code and Number:							
	theory seminar practice training Total						
Credit Hours:	3 hrs 42 hrs						
Level & Semester:	Level 3	Level 3 Semester II					
Pre-requisites (if any):	English Literature from a Historical Perspective						
Co-requisites (if any):							
Program in which this course is	B.A. in English Language and Literature						
offered:							
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 Descr	ription
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رئيس القسم

أ.د.

شــــــاف

رئيس الجامعة أ.د. القاسم محد عباس عميد مركز التطوير الأكاديمي وضمن الجودة أ.م.د. هدى العماد

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The course is a sequel of English Literature from a Historical Perspective, taken in the previous semester. In this course poetry of the Romantic movement and the Victorian age will be examined as a reaction against the Neo-Classicism of the previous century. Special emphasis will be given to the historical and philosophical backgrounds that led to the emergence of this movement and left such great impact on such influential authors as Blake, Wordsworth, Shelley, Keats and Lord Byron, and later Tennyson, Browning, Hopkins and Hardy. In addition to the major concepts and theories raised in the major texts of these poets, focus will be given to the relationship between poetry and the visual arts, being an important aspect of the literature produced during this time.

IV Alignment of Course Intended Learning Outcomes (CILOs) to Ducayous Intended

IV. Alignment of Course Intended Learning O	outcomes (CILOs)toProgram Intended			
Learning Outcomes (PILOs)				
PILOs	CILOs			
(A) Knowledge & Understanding:				
Upon the completion of the BA program,	Upon the completion of this course,			
students are expected to be able to:	students are expected to be able to:			
A1: showknowledge and understanding of	a1- To provide a review of the major			
different linguistic and literary theories	themes and concepts in English			
and schools of thought in English	Romanticism and the historical events that			
linguistics/literature;	influenced its emergence.			
A2: show knowledge of social values and	a2-To show understanding of the various			
traditions common in other cultures;	elements that contributed to the			
	emergence of the new poetry whether			
	political, philosophical or social.			
A3: show a solid background of various	a3- To reflect their understanding of the			
communication skills, be it reading,	material studied through their ability to			
writing, speaking, or translation skills;	express ideas in fluent spoken English and			
	accurate writing.			

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modern research tools and methods, including the employment of technology; (B) Intellectual Skills B1: distinguish different literary forms and currents as well as their distinct characteristics; B2: evaluate linguistic and cultural phenomena and suggest explanations for them; B3: compare different literary, linguistic and translation theories and strategies; (C) Professional & Practical Skills C1: employ theories, terms and concepts common in literature, linguistics and translation studies; C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa; C3: use research tools and methods to C6: employ theories, terms and methods to C6: entury English Poetry to be presented as researched reports C6: entury English Poetry to be presented as researched as researched as researched as researche dos and methods to C6: entury English Poetry to be presented as researched as researche dos and methods to C6: entury English Poetry to be presented as researche dos and methods, and seal called the pherosts. C6: entury English Poetry to be presented as researche dos and methods, and seal called the pherost. C6: entury English Poetry to be presearch as researche to be presented as researche to be presearche as researche to be presearche to be presearche as researche to be presearche as researche to be presearche as researche to be presearch as researche to be presearch as researche to be presearch skills ball-Contrast the major literary and philosophical elements of the Romantic movement and themajor literary and philosophical elements of the Romantic movement and themajor literary and philosophical elements of the Romantic movement and their abliterary and philosophical elements of the Romantic movement and their abliterary and philosophical elements of the Romantic movement and their abliterary and philosophical elements of the Romantic movement and their abliterary and philosophical elements of the Romantic movement and t	A4: show knowledge and understanding of	a4-To suggest a list of topics related to19 th
B1: distinguish different literary forms and currents as well as their distinct characteristics; B2: evaluate linguistic and cultural phenomena and suggest explanations for them; B3: compare different literary, linguistic and translation theories and strategies; B4: distinguish different language skills in terms of reading, writing, and speaking and listening; (C) Professional & Practical Skills C1: employ theories, terms and concepts common in literature, linguistics and translate them from English into Arabic and vice versa; (B) Intellectual Skills b1-Contrast the major literary and philosophical elements of the Romantic movement with those of the neo-Classical period of the 18th century. b2- Appreciate the various aspects of the Romantic movement and their impact on the English culture during this period. b3- Evaluate the differences found in the new literary concepts that emerged during this period with those in the previous ages studied. b4- distinguish different language skills in terms of reading, writing, and speaking and listening; (C) Professional & Practical Skills C1- Analyze the forms and styles used in the poetry produced by authors in this period. c2- Use some language skills to enhance their ability to analyze, paraphrase and interpret poetic texts.	modern research tools and methods,	Century English Poetry to be presented as
B1: distinguish different literary forms and currents as well as their distinct characteristics; B2: evaluate linguistic and cultural phenomena and suggest explanations for them; B3: compare different literary, linguistic and translation theories and strategies; B4: distinguish different language skills in terms of reading, writing, and speaking and listening; (C) Professional & Practical Skills C1: employ theories, terms and concepts common in literature, linguistics and translation studies; C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa; b1-Contrast the major literary and philosophical elements of the Romantic movement with those of the neo-Classical period of the 18th century. b2-Appreciate the various aspects of the Romantic movement and their impact on the English culture during this period. b3- Evaluate the differences found in the new literary concepts that emerged during this period with those in the previous ages studied. b3- Evaluate the differences found in the new literary concepts that emerged during this period with those in the previous ages studied. C1- Analyze the forms and styles used in the poetry produced by authors in this period. c2- Use some language skills to enhance their ability to analyze, paraphrase and interpret poetic texts. Arabic and vice versa;	including the employment of technology;	researched reports
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phenomena and suggest explanations for them; B3: compare different literary, linguistic and translation theories and strategies; B4: distinguish different language skills in terms of reading, writing, and speaking and listening; (C) Professional & Practical Skills C1: employ theories, terms and concepts common in literature, linguistics and translation studies; C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa; Romantic movement and their impact on the English culture during this period. b3- Evaluate the differences found in the new literary concepts that emerged during this period with those in the previous ages studied. b3- Evaluate the differences found in the new literary concepts that emerged during this period with those in the previous ages studied. c1- Analyze the forms and styles used in the poetry produced by authors in this period. c2- Use some language skills to enhance their ability to analyze, paraphrase and interpret poetic texts. Arabic and vice versa;		period of the 18 th century.
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translation theories and strategies; new literary concepts that emerged during this period with those in the previous ages studied. B4: distinguish different language skills in terms of reading, writing, and speaking and listening; (C) Professional & Practical Skills C1: employ theories, terms and concepts common in literature, linguistics and translation studies; period. C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa; new literary concepts that emerged during this period with those in the previous ages studied. C1- Analyze the forms and styles used in the poetry produced by authors in this period. c2- Use some language skills to enhance their ability to analyze, paraphrase and interpret poetic texts.	them;	the English culture during this period.
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and listening; (C) Professional & Practical Skills C1: employ theories, terms and concepts common in literature, linguistics and translation studies; C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa; C1- Analyze the forms and styles used in the poetry produced by authors in this period. C2- Use some language skills to enhance their ability to analyze, paraphrase and interpret poetic texts.	B4: distinguish different language skills in	
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C1: employ theories, terms and concepts common in literature, linguistics and translation studies; C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa; C1- Analyze the forms and styles used in the poetry produced by authors in this period. C2- Use some language skills to enhance their ability to analyze, paraphrase and interpret poetic texts.	and listening;	
common in literature, linguistics and translation studies; period. C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa; the poetry produced by authors in this period. c2- Use some language skills to enhance their ability to analyze, paraphrase and interpret poetic texts.	(C) Professional	& Practical Skills
translation studies; period. C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa; period. c2- Use some language skills to enhance their ability to analyze, paraphrase and interpret poetic texts.	C1: employ theories, terms and concepts	c1- Analyze the forms and styles used in
C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa; C2- Use some language skills to enhance their ability to analyze, paraphrase and interpret poetic texts.	common in literature, linguistics and	the poetry produced by authors in this
to read and write different texts in English and translate them from English into Arabic and vice versa; their ability to analyze, paraphrase and interpret poetic texts.	translation studies;	period.
and translate them from English into interpret poetic texts. Arabic and vice versa;	C2: employ different language skills in order	c2- Use some language skills to enhance
Arabic and vice versa;	to read and write different texts in English	their ability to analyze, paraphrase and
	and translate them from English into	interpret poetic texts.
C3:use research tools and methods to c3- Carry out some in-depth research	Arabic and vice versa;	
1	C3:use research tools and methods to	c3- Carry out some in-depth research

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collect research data, analyze them, and	based on individual efforts through library
present them in a scientifically	reading to supplement their spoken and
appropriate manner;	writing skills.
C4: make use of basic technological	c4- Take advantage of computer and
applications to facilitate learning and	internet facilities to produce good and
research process;	prompt analytical reports.
(D) Transfe	rrable Skills
D1: make use of the linguistic and cultural	d1- 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- 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-Measure the 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- Propose ways to enhance personal
activities.	skills that engage with others in social and
	academic activities.

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:

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CILOs	Teaching Strategies	Assessment
		Strategies

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a1- To provide a review of the	- Library activities	- class participation
major themes and concepts in	- lectures	- quizzes
English Romanticism and the	- class discussion	- mid-term exam
historical events that influenced	- presentation	
its emergence.	- assignment	
a2-To show understanding of the	- lectures	- class participation
various elements that	- class discussion	- quizzes
contributed to the emergence of	- presentation	- mid-term exam
the new poetry whether	- assignment	
political, philosophical or social.		
a3- To reflect their	- lectures	- class participation
understanding of the material	- class discussion	- quizzes
studied through their ability to	- presentation	- mid-term exam
express ideas in fluent spoken	- assignment	
English and accurate writing.		
a4-To suggest a list of topics	- class discussion	- quizzes
related to 19th Century English	- presentation	- class participation
Poetry to be presented as	- assignment	- mid-term exam
researched reports		
(B) Alignment of Course Intended	Learning Outcomes of Intellectual	Skills to Teaching
Strategies and Assessment Stra	tegies:	
CILOs	Teaching Strategies	Assessment
		Strategies
b1-Contrast the major literary	- lectures	- class participation
and philosophical elements of	- class discussion	- quizzes
the Romantic movement with	- presentation	- mid-term exam
those of the neo-Classical period	- assignment	
of the 18 th century.		

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b2- Appreciate the various	- lectures	- class participation
aspects of the Romantic	- class discussion	- quizzes
movement and their impact on	- presentation	- mid-term exam
the English culture during this	- assignment	
period.		
b3- Evaluate the differences	- lectures	- class participation
found in the new literary	- class discussion	- quizzes
concepts that emerged during	- presentation	- mid-term exam
this period with those in the	- assignment	
previous ages studied.		
	-	
(C) Al:		1 1D 101:11

(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment
		Strategies
c1- Analyze the forms and styles	- lectures	- class participation
used in the poetry produced by	- class discussion	- quizzes
authors in this period.	- presentation	- mid-term exam
c2- Use some language skills to	- lectures	- class participation
enhance their ability to analyze,	- class discussion	- quizzes
paraphrase and interpret poetic	- presentation	- mid-term exam
texts.	- assignment	- Final Exam
c3- Carry out some in-depth	- lectures	- class participation
research based on individual	- class discussion	- quizzes
efforts through library reading	- presentation	- mid-term exam
to supplement their spoken and	- assignment	
writing skills.		

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and internet facilities to produce good and prompt analytical reports. (D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies: CILOS Teaching Strategies Assessment Strategies d1- Suggest ways in which the newly acquired knowledge can be used to communicate imaginatively and efficiently with others within the same culture or beyond. d2- Cooperate with others in - assignment - quizzes - mid-term exam - mi
reports. (D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies: CILOS Teaching Strategies Assessment Strategies d1- Suggest ways in which the newly acquired knowledge can be used to communicate imaginatively and efficiently with others within the same culture or beyond.
(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies: CILOS Teaching Strategies Assessment Strategies d1- Suggest ways in which the newly acquired knowledge can be used to communicate imaginatively and efficiently with others within the same culture or beyond.
Strategies and Assessment Strategies: CILOs Teaching Strategies Assessment Strategies d1- Suggest ways in which the newly acquired knowledge can be used to communicate imaginatively and efficiently with others within the same culture or beyond.
d1- Suggest ways in which the newly acquired knowledge can be used to communicate imaginatively and efficiently with others within the same culture or beyond.
d1- Suggest ways in which the newly acquired knowledge can be used to communicate imaginatively and efficiently with others within the same culture or beyond. - group discussion - oral quizzes - individual presentation
newly acquired knowledge can be used to communicate imaginatively and efficiently with others within the same culture or beyond. - pair work be individual presentation
be used to communicate presentation imaginatively and efficiently with others within the same culture or beyond.
imaginatively and efficiently with others within the same culture or beyond.
with others within the same culture or beyond.
culture or beyond.
d2- Cooperate with others in - group discussion - oral quizzes
group work so as to develop - pair work - individual
team spirit in the production of presentation
research reports and
presentation.
d3-Measure the differences - group discussion - oral quizzes
found in the new literary - pair work - individual
concepts created during this presentation
period with those in the previous
ages studied.
d4- Propose ways to enhance - group discussion - oral quizzes
personal skills that engage with - pair work - individual
others in social and academic presentation
activities.

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V. Course Content: 1-Theoretical Aspect: Order Units/Topics **Sub-Topics** Number Contact Learning of Weeks Hours Outcomes 1 Introduction: The influence left by History of 3 Jean Jacques a1, a2, a3, b1 England and Rousseau France before The Reign of Terror first the French and the Appearance Revolution in of Napoleon 1789. 2 William Blake: **Selected Poems** 3 a2, a3, b2, c1, A visionary c2, c3, d2 Second Poet 3 William **Selected Sonnets:** Wordsworth 3 Analysis a2, a3, b2, c1, Third c2, c3, d2 S. T. Coleridge Supernaturalism in 3 a2, a3, b2, c1, 4 fourth his poetry c2, c3, d2 S. T. Coleridge 5 Supernaturalism a2, a3, b2, c1, and Orientalism in 3 c2, c3, d2 Fifth his poetry John Keats 6 The Three Odes 3 a2, a3, b2, c1, Sixth Lord Byron c2, c3, d2 **Selected Poems** 7 Mid-Term 3 a2, a3, b2, c1, Seventh

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	Exam						c2, c3, d2
8	P. B. Shelley	Hellas				3	a1, a2, a3, b1,
				eighth			b2, b3, c1, c2,
							c3, d1, d2, d3
9	P. B. Shelley	Hellas					
				Ninth		3	a2, a3, b2, c1,
				INIIIIII			c2, c3, d2
10	Alfred	"Break, Break,					
	Tennyson	Break" and "The		Tenth		3	a2, a3, b2, c1,
		Eagle"					c2, c3, d2
11	Robert	"My Last Duchess"					
	Browning			Elevent	h	3	a2, a3, b2, c1,
							c2, c3, d2
12	Mathew	"Dover Beach"		101			a2, a3, b2, c1,
	Arnold			twelfth	1	3	c2, c3, d2
13	Dante Rossetti	"The Blessed					a2, a3, b2, c1,
		Damozel"		TCI : 4	.1		c2, c3, d2
	Thomas Hardy	"In Times of the		Thirteenth			
		Breaking of Nation	s"				
14	Final Exam			Fourteer	nth		a2, a3, b2, c1,
						3	c2, c3, d2
	r of Weeks and Co	ontact Hours per		14		42	
Semesto	er:						
2.	Practical Aspect	(if any):					
Order	Tasks/E	xperiments	N	lumber		Contact	Learning
			of	f Weeks		Hours	Outcomes
1							
2							

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3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
	of Weeks and Contact Hours per		
Semeste	er:		

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

VII.	II. 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			

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VIII.	VIII. Schedule of Assessment Task for Students During the Semester:				
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Assignments	Weeks 2	10	10%	a1, a2, a3, b1,
		to 13			b2, b3, c1, c2,
					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):					
1. Reader prepared by Instructor and based on:					
The Norton Anthology of English Literature (Fifth Edition, Vol. 21), Ed. M. H.					
Abrams et al (New York: Norton & Co., 1962)					
B: Essential References:					
1.					
C. Supplementary Materials:					
D. Electronic Materials and Websites (if any):					
2.ww.wikipedia.com					

X. Course Policies:		

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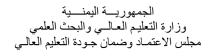
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1. Class Attendance: Students are required to attend every class session in its entirety. If a student is sick or has to be excused from class due to illness or other extenuating circumstances, he/she should inform the instructor, with a legitimate 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/sheis 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 studentis 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 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

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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

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	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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