|  |  |
| --- | --- |
| **Course Title:** | **Modern Poetry** |
| **Course Code:** | **ENG 432‎** |
| **Program:** | **‎B.A English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities in Rumah‎** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | |  | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **√** | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | Year 4 Level 8‎ | | | | |
| **4. Pre-requisites for this course** (if any)**:**  Introduction to literature | | | | | | | | | | | | | | | | |
| **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** | 3 hours per week | 100% |
| **2** | **Blended** | 0 | 0% |
| **3** | **E-learning** | 0 | 0% |
| **4** | **Distance learning** | 0 | 0% |
| **5** | **Other** | 0 | 0% |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 2 (hours) X 15(weeks) |
| **2** | **Laboratory/Studio** | 0 |
| **3** | **Tutorial** | 1(hour) X 15 (weeks) |
| **4** | **Others** (specify) | Office Hours = 1X 15 weeks |
|  | **Total** | 45 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description This course focuses on British and American modern poetry. Students will be introduced to ‎the major poets/poetess of British and American modern poetry. Attention will be paid to ‎important relevant poetic theories and forms as well as the historical events and cultural ‎issues that have influenced the poets and their works. Students will also be introduced to the ‎major metaphysical poets/poetess of modern era. A wide range of poems will be discussed ‎based on the theories and characteristics of poetry‎. |
|  |
| 2. Course Main Objective |
| ‎.‎ What is the main purpose for this course?‎  •Introduce the students to substantial early twentieth-century poetic voices.‎  •To enable students to exemplify the use of defining aspects of Modern ‎poetry: free verse, symbolism, realism, metaphysics, and allusion.‎  •To enable students to critically appreciate the poems.‎  \*To enable students to trace the two central currents of modern poetry: traditional and ‎modernistic.‎ |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Students will be introduced to substantial early twentieth-century ‎poetic voices | K1 |
| 1.2 | The different issues and concerns posed in British and American ‎poetry.‎ | K2 |
| 1.3 | Students will be familiarized with the use of defining aspects of ‎Modern poetry: free verse, symbolism, realism, and allusion.‎ | K3 |
| 1,4 | Techniques of writing poetry | K4 |
| **2** | **Skills :** |  |
| 2.1 | Students will be able to critically appreciate the selected poems.‎ | S1 |
| 2.2 | Analyze major themes and ideas discussed.‎ | S2 |
| 2.3 | Students will evaluate the poems in the light of the various political, ‎intellectual, and social influences which helped shape the mentality of ‎the poets being studied.‎ | S3 |
| 2.4 | Mechanism of devices employment. | S4 |
| **3** | **Values:** |  |
| 3.1 | Students should be able to carry out discussions in the class on the ‎topics selected.‎ | V1 |
| 3.2 | Students are expected to comment, ask, and express their viewpoints | V2 |
| 3.3 | Enjoy the essence of societal values that poetry can yield. | V3 |
|  |  |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Poetic devices: Dramatic monologue, free verse, metaphor, allusions,‎ | 6 |
| 2 | T. S. Eliot:‎ 'the Waste Land' section 1 | 6 |
| 3 | Section II & III | 6 |
| 4 | Midterm -1 exam‎ | 6 |
| 5 | Section IV &V | 6 |
| 6 | I Know Why the Caged Bird Sings by Maya Angleou | 2 |
| 7 | The Road not Taken by Robert Frost | 2 |
| 8 | Fire and Ice by Robert Frost | 2 |
| 9 | Words by Sylvia Plath | 2 |
| 10 | Midterm-2 exam‎ | 2 |
| 11 | IF by Rudyard Kipling | 2 |
|  | Revision | 3 |
| **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 | Students will be introduced to ‎substantial early twentieth-century ‎poetic voices.‎ | -Group discussions  -Poetry Reading  -Lectures | -Written assignments  - Midterm and Final exams  -Quizzes |
| 1.2 | The different issues and concerns ‎posed in British literature.‎ | -Group discussions  - On line discussion  - Exercises | -Written assignments  -Midterm and Final exams  -Quizzes |
| 1.3 | Students will be familiarized with ‎the use of defining aspects of ‎Modern Poetry: free verse, ‎symbolism, realism, and allusion‎ | -Group discussions  -Presentation  -Exercises | -Written assignments  -Midterm and Final exams  -Quizzes |
| 1.4 | Students will be able to enjoy/appreciate the essence of societal values that poetry can yield.‎ | -‏Group discussions ‎  ‏-‏Poetry Reading ‎  ‏-‏Lectures | -Written assignments  -Midterm and Final exams  -Quizzes |
| **2.0** | **Skills** | | |
| 2.1 | Students will be able to critically ‎appreciate the poems.‎ | ‏-‏Group discussions ‎  ‏-‏Poetry Reading ‎  ‏-‏Lectures | -Written assignments  -Midterm and Final exams  -Quizzes |
| 2.2 | Analyze major themes and ideas ‎discussed.‎ | ‏-‏Group discussions ‎  ‏-‏Poetry Reading ‎  ‏-‏Lectures | -Written assignments  -Midterm and Final exams  -Quizzes |
| 2.3 | Students will evaluate the poems in ‎the light of the various political, ‎intellectual, and social influences ‎which helped shape the mentality ‎of the poets being studied.‎ | ‏-‏Group discussions ‎  ‏-‏Poetry Reading ‎  ‏-‏Lectures | -Written assignments  -Midterm and Final exams  -Quizzes |
| 2.4 | Mechanism of devices employment.‎ | ‏-‏Group discussions ‎  ‏-‏Poetry Reading ‎  ‏-‏Lectures | -Written assignments  -Midterm and Final exams  -Quizzes |
| **3.0** | **Values** | | |
| 3.1 | Students should be able to carry out ‎discussions in the virtual room on ‎the specified topics.‎ | -‎group work/ peer ‎work and holding ‎discussions. ‎ | ‎-Presentation,  -Live performance |
| 3.2 | Students are expected to comment, ‎ask, and express their viewpoints | Individual counseling ‎on learning difficulties ‎in poetry‎ | ‎-quizzes  -debate |
| 3.3 | Students will be able to enjoy/appreciate the essence of societal values that poetry can yield.‎ | -Pair work  -Group work  -Individual tasks | ‎-Mid-Terms |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Participation | Throughout | 10% |
| **2** | Assignments and Activities | Weekly | 20% |
| **3** | Midterms | Week 7 | 20% |
| **4** | Final Exam | Week 16 | 50% |

**\*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:**  2 hours ‘online’ per week; reachable via email or by cell phone. Hamidmahdi2321@gmial.com‎ |
| 1. Students are encouraged to consult with the course instructor during office hours. 2. Students are encouraged to exchange emails with the course instructor outside office hour. 3. Academic advisors are available during office hours and hours allotted for academic advice (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed. 4. Communication and interaction via the blackboard between students and instructors. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Substantial early twentieth-century poetic voices e.g. Eliot, Carol ‎Ann Duffy, Yeats, Robert Frost.‎ |
| **Essential References Materials** | • An introduction to literary and cultural theory by:  Peter Barry |
| **Electronic Materials** | Untermeyer, Louis. Modern American Poetry. (online book) ‎http://www.bartleby.com/104/‎  Phelps, William ‘The Advance of English Poetry in the Twentieth ‎Century’. (Online book) ‎http://www.gutenberg.org/dirs/etext05/dvptn10.txt  Online Glossaries Glossary of Poetic Terms ‎http://highered.mcgrawhill.com/sites/0072405228/student\_view0/poetic\_glossary.html  Project Gutenberg. http://www.gutenberg.org/ebooks/1321‎ |
| **Other Learning Materials** | **None** |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Large classrooms can accommodate up to 20 students. * Library. * Laboratories accommodate up to 15 students. |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Smart Boards, digital podiums and Internet facilities are available in the classrooms. * Well -equipped language labs are available at the college for students during practical lectures.   Note: *(same demands for all courses*) |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Non |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| -Midterm ‎evaluation feed-‎back form to ‎increase ‎instructor’s ‎awareness of the ‎weak and strong ‎points of the ‎class.‎  -Devising Strategies for obtaining Student Feedback on Effectiveness of Teaching  -End of term college ‎evaluation of course by ‎students (to be ‎collected by the ‎department).‎ | -Instructors and coordinators  - the Instructors or ‎Department HOD    ‎- Peer observation to ‎benefit from colleagues’ ‎objective feedback and ‎suggestions for ‎improvement | i.‎ Training sessions  ii.‎ Workshops to ‎facilitate the ‎exchange of ‎experiences ‎amongst faculty ‎members  iii.‎ Regular meetings ‎where problems ‎are discussed, and ‎solutions given  iv.‎ Discussion of ‎challenges in the ‎classroom with ‎colleagues and ‎supervisors  v.‎ Encouragement of ‎faculty members ‎to attend ‎professional ‎development ‎conferences.‎  vi.‎ Keep up to date ‎with pedagogical ‎theory and ‎practice.‎  Set goals for achieving ‎excellence in teaching at ‎the beginning of each new ‎semester after reviewing ‎last semester’s teaching ‎strategies and results‎ |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Instructors and coordinators | External examiners |

**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. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |