|  |  |
| --- | --- |
| **Course Title:** | **A Survey of English Poetry ‎** |
| **Course Code:** | **ENGL 321‎** |
| **Program:** | **B. A in English** |
| **Department:** | **English** |
| **College:** | **College of 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:** | | | | | | | | | | | | Level Six/ 3rd Year | | | | |
| **4. Pre-requisites for this course** (if any)**:**  Introduction to Literature ENGL 211‎ | | | | | | | | | | | | | | | | |
| **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 | 0% |
| **2** | **Blended** | 0 | 0% |
| **3** | **E-learning** | 0 | 100% |
| **4** | **Distance learning** | 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** | / |
| **3** | **Tutorial** | 1(hour) X 15 (weeks) |
| **4** | **Others** (specify) | Office Hours = 1X 15 weeks |
|  | **Total** | 60 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description The course introduces students to the different literary periods of English poetry. It would ‎‎cover the main five literary periods of English poetry: Neo-classical, Romantic, Victorian, ‎‎Modern and Post-modern with an introduction to Old English, Middle English and ‎Renaissance ‎periods. This survey of poetic literary periods would include selective poems of ‎representative ‎poets for each period. It would be as succinct and as comprehensive as ‎possible. The philosophy ‎of the survey would mix history with art where the poems mirror ‎the era and the era explains ‎the poems. The distinctive characteristics of each epoch (the ‎political and cultural together ‎with the artistic/aesthetic features) would be discussed. The ‎survey may include poetic ‎materials from outside Britain (The American and possibly World ‎Englishers poetry, too).‎  ‎ ‎  The teaching of poetry would adopt an approach in which Form, and Function are combined ‎and ‎interconnected. Students will be exposed to different ways of reading a poem (see ‎Eagleton's ‎book ' How to Read a Poem?').‎ ‎  NOTE: The description stated can fit my aspiration without hesitation. I endorsed.‎ |
|  |
| 2. Course Main Objective |
| 1.Discuss the main ideas, concepts and terms of poetry and poetic study.  2.Outline the main historical features of each of the main periods of English poetry: Classical, Neoclassical, Romantic, Victorian, Modern, and Postmodern.  3. Explain the artistic and aesthetic characteristics of each poetic period/movement.  4. Analyse poems effectively by tackling both Form and Function.  5.Develop an aesthetic sense of poetry in general, and English poetry in more specific terms.  6.Use knowledge of poetry to increase their English proficiency (esp. writing skills).  Note: I will also endorse the same objectives stated above |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and understanding** |  |
| 1.1 | The beginning of writing poetry in classical times | K1 |
| 1.2 | A survey of a large selection of poets and poems of the different poetic ‎traditions and comparing between them | K2 |
| 1.3 | Different poetic movements and their poetic traditions and ‎characteristics. ‎ | K3 |
| 1,4 | The social context of each poetic tradition that formulates the specific ‎characteristics of each time.‎ | K4 |
| **2** | **Skills :** |  |
| 2.1 | Ability to think critically and analytically | S1 |
| 2.2 | Students can complete both reading and ‎writing assignments in due time ‎ | S2 |
| 2.3 | Ability to do research and make use of information from primary ‎and secondary sources in support of a valid thesis and argument | S3 |
| 2.4 | Students will be able to appreciate poetry ‎ | S4 |
| **3** | **Values:** |  |
| 3.1 | Apply all motivating mechanism to generate ideas. | V1 |
| 3.2 | Reflect on and describe their own personal understanding that relate to a particular poem | V2 |
| 3.3 | Develop an appreciation of poetic devices. | V3 |
|  | Develop aesthetic attitudes towards language and poetry |
|  | Use their own linguistic resources to analyze poetry |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | **Old English, Middle English, and Renaissance**: The Markers, Areopagus ‎and Metaphysical poets | 4 |
| 2 | **Neo-classical poetry: Its Nature and Characteristics** | 2 |
| 3 | Selective poets and poems of the time period:‎  Alexander Pope: "The Rape of the Lock"‎  Dryden "Happy the Ma | 3 |
| 4 | **Romantic Poetry: Its Nature and Characteristics** | 3 |
| 5 | William Blake: "The Chimney Sweeper"‎ | 6 |
| 6 | William Wordsworth: "I Wandered Lonely as a Cloud"‎ |  |
| 7 | ‎ Samuel Taylor Coleridge: "Kubla Khan"‎ |  |
| 8 | ‎ Lord Byron: "She Walks in Beauty"‎ |  |
| 9 | Percy Bysshe Shelley: "Ode to the West Wind"‎ |  |
| 10 | William Wordsworth: "I Wandered Lonely as a Cloud"‎ |  |
| 11 | **Victorian Poetry: Its Nature and Characteristics** | 3 |
| 12 | Selective poets and poems of the time period:‎ | 6 |
| 13 | Tennyson: "Break, Break, Break"‎ |  |
| 14 | Hopkins: "Thou Art Indeed Just Lord"‎ |  |
| 15 | Mathew Arnold: "Dover Beach"‎ |  |
| 16 | Robert Browning: "My Last Duchess"‎ |  |
| 17 | Elizabeth Browning: "The Cry of the Children"‎ |  |
| 18 | Christina Rossetti: "Up-Hill"‎ |  |
| 19 | Mary Howitt: "The Spider and the Fly"‎ |  |
| 20 | Charlotte Bronte: "On the Death of Anne Bronte" ‎ |  |
| 21 | **Modern Poetry: Its Nature and Characteristics‎** | 3 |
| 22 | Selective poets and poems of the time period | 6 |
| 23 | Modernist Poets: T. S. Eliot "The Waste Land"; Yeats "The Second ‎Coming"‎ |  |
| 24 | The Imagist Poets: Ezra Pound "In a Station of the Metro"‎ |  |
| 25 | Pylon Poets: W. H. Auden "Five Songs"‎ |  |
| 26 | New Apocalypse: Dylan Thomas "Don't Go Gentle Into That Good Night"‎ |  |
| 27 | **Post-modern Poetry: Its Nature and Characteristics‎** | 3 |
|  | **Selective poets and poems of the time period**  **The British Poetry Revival: Bill Griffiths "Nomad Sense"‎**  **The Martian Poets: Craig Raine "The Onion, Memory"‎** | 6 |
|  | **Revision** |  |
| **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 | The beginning of writing poetry in classical times | lectures | Class participation |
| 1.2 | Different poetic movements and their poetic traditions and characteristics. | Class discussion | Midterms  Assignments |
| 1.3 | The social context of each poetic tradition that formulates the specific characteristics of each time | Close reading of social circumstances | Research papers and presentations given in the virtual class |
|  | A survey of a large selection of poets and poems of the different ‎poetic ‎traditions and comparing between them | Discussion  lectures | Questions  presentation |
| **2.0** | **Skills** | | |
| 2.1 | Ability to think critically and analytically | Lectures/ teaching students how to read attentively and critically | Class participation. |
| 2.2 | Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument | Discussions/ teaching students to think independently and engage in group discussions | Research papers and oral presentations |
| 2.3 | Students will be able to appreciate poetry | Encouragement of students to be creative in their presentation | Midterm and final exams |
| **3.0** | **Values** | | |
| 3.1 | Apply all motivating mechanism to generate ideas. | Lectures in which students are made aware of the significance of time management. | Active class participation reflects the students’ ability to keep up with the given time. |
| 3.2 | Reflect on and describe their own personal understanding that relate to a particular poem | Discussions with students on ethical behaviour as poetry always straightens behaviours. | Research papers will attest to the student’s ability to fulfil assignments and respect deadlines |
| 3.3 | Develop an appreciation of poetic devices. | Individual work on how to identify such devices: simile, metaphor, alliteration, etc.. | Performance on midterms and final exams are evidence of the student’s ability to recollect and synthesize information |
|  | Develop aesthetic attitudes towards language and poetry | Presentation of Stylistic methods | assignments |
| Use their own linguistic resources to analyze poetry | Class discussion | Tests and exams |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Participation and group discussion | Ongoing | 10% |
| **2** | Assignments, attendance, and activities ‎ | Weekly ‎ | ‎20%‎ |
| **3** | Midterms, quizzes | 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:** |
| 1. ‎2 ‘online’ hrs. per week (office hour. Available by email on daily basis.: ‎‎hamidmahdi2321@gmail.com 2. Students are encouraged to consult with the course instructor during office hours. 3. Students are encouraged to exchange emails with the course instructor outside office hour. 4. 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. 5. Communication and interaction via the blackboard between students and instructors. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | The Oxford Anthology of English Poetry by John Wain , publisher: ‎Spenser to Crabbe or Oxford University Press, May 15, 2003‎ |
| **Essential References Materials** | The Oxford Book of English Verse  The Columbia History of British Poetry  Eras & Modes in English Poetry |
| **Electronic Materials** | <http://www.webexhibits.org/poetry/home_movements.html>  <http://www.translationdirectory.com/glossaries/glossary314.php>  <https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/e/English_poetry.htm>  <http://www.thehypertexts.com/English%20Poetry%20Timeline.htm>  <https://www.thoughtco.com/british-literary-periods-739034> |
| **Other Learning Materials** | **None** |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Lecture rooms for 20 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. |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | computer for each and easy net access  Note:((the same demands for all courses)‎ |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| End of term evaluation | students’ evaluation | questionnaire |
| Online Peer observation | colleagues ‘objective feedback ‎and suggestions for ‎improvement.‎ | Workshops, seminars, etc. |
| Online Grouping | Instructors | Physical presence of colleagues |
| quizzes | instructors | Grading center |
| Online free discussion | students | Virtual roundtable |
|  |  |  |
| End of term evaluation | students’ evaluation | questionnaire |

**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 |