



جامعة المجمعة  
Majmaah University

رؤية  
VISION  
2030  
المملكة العربية السعودية  
KINGDOM OF SAUDI ARABIA

# COURSE SPECIFICATIONS (CS)

**Ramadan 1438 H , June 2017**

Institution:	Majmaah University
Academic Department :	<b>Department of English</b>
Programme :	<b>B.A. in English</b>
Course title and code:	<b>A Survey of English Poetry ENGL 321</b>
Specification Approved Date :	

## Course Specifications

<b>Institution:</b> Majmaah University	<b>Date:</b>
<b>College/Department :</b> Department of English	

### A. Course Identification and General Information

1. Course title and code: <b>A Survey of English Poetry ENGL 321</b>																				
2. Credit hours: <b>3 (0+0+0)</b>																				
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>B.A. in English</b>																				
4. Name of faculty member responsible for the course																				
5. Level/year at which this course is offered: <b>Level Six/ 3<sup>rd</sup> Year</b>																				
6. Pre-requisites for this course (if any): <b>Introduction to Literature ENGL 211</b>																				
7. Co-requisites for this course (if any): None																				
8. Location if not on main campus:																				
9. Mode of Instruction (mark all that apply): <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 30%;">a. traditional classroom</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 30%;">What percentage?</td> <td style="width: 30%; text-align: center;"><input type="text" value="70%"/></td> </tr> <tr> <td>b. blended (traditional and online)</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="15"/></td> </tr> <tr> <td>c. e-learning</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="5%"/></td> </tr> <tr> <td>d. correspondence</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>f. other</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="20%"/></td> </tr> </table>	a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="70%"/>	b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="15"/>	c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="5%"/>	d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>	f. other	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20%"/>
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<b>Comments:</b>  <b>Computer Laboratory with Internet connection</b>																				



## B Objectives

1. What is the main purpose for this course?

By the end of the course, students should be able to:

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).

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)

- Periodical review of the course by the instructor and the department courses planning committee.
- Attempting to use computer software and projectors in teaching the course.
- Giving students some materials supplementing the textbook.
- Questionnaire students about the way of teaching the course..

## C. Course Description (Note: General description in the form used in Bulletin or handbook)

### 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 Englishes 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?').

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
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Introduction:	1	3
Old English, Middle English and Renaissance: The Markers, Areopagus and Metaphysical poets		
Neo-classical poetry: Its Nature and Characteristics	1	3
Selective poets and poems of the time period: Alexander Pope: "The Rape of the Lock" Dryden "Happy the Man"	1	3
<b>Romantic Poetry:</b> Its Nature and Characteristics	1	3
Selective poets and poems of the time period: William Blake: "The Chimney Sweeper" William Wordsworth: "I Wandered Lonely as a Cloud" Samuel Taylor Coleridge: "Kubla Khan" Lord Byron: "She Walks in Beauty" Percy Bysshe Shelley: "Ode to the West Wind" John Keats: " When I have fears that I may cease to be"	2	6
<b>Victorian Poetry:</b> Its Nature and Characteristics	1	3
Selective poets and poems of the time period: Tennyson: "Break, Break, Break" Hopkins: "Thou Art Indeed Just Lord" Mathew Arnold: "Dover Beach" Robert Browning: "My Last Duchess" Elizabeth Browning: "The Cry of the Children" Christina Rossetti: "Up-Hill" Mary Howitt: "The Spider and the Fly" Charlotte Bronte: "On the Death of Anne Bronte"	2	6
<b>Modern Poetry:</b> Its Nature and Characteristics	1	3
Selective poets and poems of the time period Modernist Poets: T. S. Eliot "The Waste Land"; Yeats "The Second Coming" The Imagist Poets: Ezra Pound "In a Station of the Metro" Pylon Poets: W. H. Auden "Five Songs" New Apocalypse: Dylan Thomas "Don't Go Gentle Into That Good Night"	2	6
<b>Post-modern Poetry:</b> Its Nature and Characteristics	1	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"	2	6
Revision	1	3

## 2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45 hrs	None	None	None	None	45 hrs.

	Actual	45 hrs	None	None	None	None	45 hrs.
Credit	Planned	3 hrs	None	None	None	None	3 hrs.
	Actual	3 hrs	None	None	None	None	3 hrs.

3. Additional private study/learning hours expected for students per week.

2 hrs

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

**On the table below are the five NQF Learning Domains, numbered in the left column.**

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
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 period	Close reading of social circumstances	Research papers and presentations given in class
1.4	a survey of a large selection of poets and poems of the different poetic traditions and comparing between them		
<b>2.0</b>	<b>Cognitive Skills</b>		
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	Discussions/ teaching students to think	Research papers and oral

	sources in support of a valid thesis and argument	independently and engage in group discussions	presentations
2.3	Students will be able to appreciate poetry	Encouragement of students to be creative in their presentation	Midterm and final exams
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Students can complete both reading and writing assignments in due time	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 reading schedule
3.2	Students can participate in class discussion and think critically	Discussions with students on ethical behaviour in conducting research	Research papers will attest to the student's ability to fulfil assignments and respect dead lines
3.3	Students can act responsibly and ethically in carrying out individual as well as group projects	Individual counselling on research projects and writing difficulties	Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Ability to use literary and academic English.	Encourage students to make use of material on the web	Assignments
4.2	Search for material on the web.	Encourage students to consult the specialist in the computer lab for help on web-based material	Class analysis
4.3	Use of PowerPoint and laptop – projector systems	Require the use of PowerPoint when giving presentations	Exams
<b>5.0</b>	<b>Psychomotor</b>		
5.1	<b>Not applicable.</b>	<b>Not applicable</b>	<b>Not applicable</b>
5.2			

### 5. Schedule of Assessment Tasks for Students During the Semester

Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
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1	<b>Participation and Quizzes</b>	All Along	10%
2	<b>2 Midterms</b>	Week 8, 13	40%
3	<b>Final Exam</b>	End of Semester	50%

### **D. Student Academic Counseling and Support**

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
  - Supervision of activities.
  - Office hours 4 hrs/ week.
  - D2L online learning processes

### **E Learning Resources**

1. List Required Textbooks

The Oxford Anthology of English Poetry by John Wain , publisher: Spenser to Crabbe or Oxford University Press, May 15, 2003

2. List Essential References Materials (Journals, Reports, etc.)

**The Oxford Book of English Verse**  
**The Columbia History of British Poetry**  
**Eras & Modes in English Poetry**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

[http://www.webexhibits.org/poetry/home\\_movements.html](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](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>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Signed Student Code of honour explained during student orientation to university to protect against plagiarism

### **F. Facilities Required**

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> <li>• <b>Lecture rooms should be large enough to accommodate the number of registered students</b></li> </ul>
<p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> <li>• <b>Laptop computer</b></li> <li>• <b>projector system</b></li> </ul>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p><b>Central Printer.</b> <b>Scanner</b></p>

### **G Course Evaluation and Improvement Processes**

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p><b>End of term college evaluation of course by students ( to be collected by the department)</b></p>
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p><b>Peer observation to benefit from colleagues' objective feedback and suggestions for improvement</b></p>
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> <li>• <b>Training sessions</b></li> <li>• <b>2. Workshops to facilitate the exchange of experiences amongst faculty members</b></li> <li>• <b>3. Regular meetings where problems are discussed and solutions given</b></li> <li>• <b>4. Discussion of challenges in the classroom with colleagues and supervisors</b></li> <li>• <b>Encouragement of faculty members to attend professional development conferences</b></li> <li>• <b>Keep up to date with pedagogical theory and practice</b></li> </ul> <p><b>Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</b></p>
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <p><b>Reviewing exam questions, model answers and a sample of corrected papers from a departmental committee and outside reviewers</b></p>
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> <li>• <b>The course material and learning outcomes are periodically reviewed internally and externally.</b></li> <li>• <b>Comparing course content and teaching methodologies with similar courses offered at other departments.</b></li> </ul>

- Studying the outcomes of the students' evaluation of the course and using these outcomes to improve teaching the course.

**Name of Course Instructor:**

**Signature:** ..... **Date Specification Completed:** .....

**Program Coordinator:**

**Signature:** ..... **Date Received:** .....

