



Course Specifications

| | |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Title: | Poetry |
| Course Code: | ENG 337/3 |
| Program: | Bachelors Program in English |
| Department: | English |
| College: | Jazan (Male and Female Campus), Samtah (Female Campus), Ardha (Female Campus) Dayer (Female Campus), Darb (Female Campus), and Farasan (Female Campus) |
| Institution: | Jazan University |

Table of Contents

| | |
|-----------------------------------------------------------------------------------------------|----------|
| A. Course Identification | 3 |
| 6. Mode of Instruction (mark all that apply) | 3 |
| B. Course Objectives and Learning Outcomes..... | 3 |
| 1. Course Description | 3 |
| 2. Course Main Objective | 4 |
| 3. Course Learning Outcomes | 4 |
| C. Course Content | 4 |
| D. Teaching and Assessment | 5 |
| 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods..... | 5 |
| 2. Assessment Tasks for Students | 6 |
| E. Student Academic Counseling and Support | 6 |
| F. Learning Resources and Facilities | 6 |
| 1. Learning Resources | 6 |
| 2. Facilities Required | 7 |
| G. Course Quality Evaluation | 7 |
| H. Specification Approval Data | 7 |

A. Course Identification

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Credit hours: 3 |
| 2. Course type |
| a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> |
| b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/> |
| 3. Level/year at which this course is offered: Level 5 3 rd year |
| 4. Pre-requisites for this course (if any): Introduction to Literary Arts |
| 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 | 45 | 100 |
| 2 | Blended | | |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Contact Hours (based on academic semester)

| No | Activity | Contact Hours |
|----|-----------------------------------------|---------------|
| 1 | Lecture | 45 |
| 2 | Laboratory/Studio | |
| 3 | Tutorial | |
| 4 | Others (mid term ,quiz and assignment) | |
| | Total | 45 |

B. Course Objectives and Learning Outcomes

1. Course Description

This course will introduce poetry as a literary genre, and it will introduce poems from different historical periods and cultural backgrounds. The topics covered in the course may include definitions of poetry; methods of reading poetry; critical approaches to poetry; reading poetry in its historical contexts; cultural and cross-cultural approaches to poetry; paraphrasing poetry; genres and sub-genres of poetry; and poetry in translation.

In our reading of poems, we will discuss the technical aspects such as tone and voice; persona/speaker; diction; form; theme; imagery; figurative language; sound and meaning; rhythm and meter; symbolism and allegory, and so on.

Classroom work will be conducted through lectures, reading aloud of poems by students, discussions and group work, and critical analysis and explication.

2. Course Main Objective

Students are expected to be able to:

- Know appropriate terminology to discuss and appreciate poems;
- Identify different poetic styles, genres, periods, and themes;
- Interpret poems and write about them using textual evidence;
- Recognize the cultural and historical contexts of poem

3. Course Learning Outcomes

| CLOs | | Aligned PLOs |
|----------|---------------------------------------------------------------------------------------------------------------|--------------|
| 1 | Knowledge and Understanding: students will be able to | |
| 1.1 | Understand literal and figurative meanings of each poem | K2 |
| 1.2 | Outline terms and concepts related to poetry in a brief or detailed way | K2 |
| 1.3 | Identify poems and writers from different historical periods and literary movements | K3 |
| 2 | Skills :students will be able to | |
| 2.1 | Interpret a poem based on various critical methods of inquiry | S1 |
| 2.2 | Analyze lines from a poem with reference to figurative, musical, thematic aspects | S1 |
| 3 | Values: | |
| 3.1 | Foster an environment of independent and collaborative learning while critically analyzing a variety of poems | V2 |

C. Course Content

| No | List of Topics | Contact Hours |
|----|---------------------------------------------------------------------------------------------|---------------|
| 1 | What is Poetry? How to read a poem? How to analyze a poem? P. 3-4 and 20. | 3 |
| 2 | Poetic Terms pp. 374-75 / The Tiger by William Blake. P. 269 | 3 |
| 3 | Figurative Language 1: simile, metaphor, personification, metonymy/ Poetic Terms pp. 376-78 | 3 |
| 4 | Sonnet (The Italian Sonnet, 218/ If Thou Must Love me by Elizabeth Barrett Browning, P. 271 | 3 |
| 5 | The English Sonnet, p. 219/ That Time of Year by William Shakespeare | 3 |
| 6 | Figurative Language 2, p79/Poetic Terms pp. 378-79 | 3 |
| 7 | Meeting at Night by Robert Browning, P. 50 | 3 |
| 8 | Denotation and Connotation p. 37/ I Felt a Funeral in my Brain by Emily Dickinson, p. 69. | 3 |
| 9 | Dream Deferred by Langston Hughes, P. 78 | 3 |
| 10 | Ballad of Birmingham by Dudley Randall, P. 14 | 3 |
| 11 | Anthem for Doomed Youth by Wilfred Owen, P. 208/ Poetic Terms, pp. 380-82. | 3 |
| 12 | Meter in Poetry, pp. 176-86 | 3 |
| 13 | The Road Not Taken by Robert Frost, P. 79 | 3 |
| 14 | On His Blindness by John Milton, P. 125 | 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 | Understand both the literal and figurative meanings of each poem | Lectures, Discussions, Power Point Presentations | Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions: Fill in the blanks, true or false, MCQs, Matching questions, Define the following, short questions, paragraph questions, essays |
| 1.2 | Outline terms and concepts related to poetry in a brief or detailed way | Lectures, Discussions, Power Point Presentations | Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions: Fill in the blanks, true or false, MCQs, Matching questions, Define the following, short questions, paragraph questions, essays |
| 1.3 | Identify poems and writers from different historical periods and literary movements. | Lectures, Discussions, Power Point Presentations | Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions: Fill in the blanks, true or false, MCQs, Matching questions, Define the following, short questions, paragraph questions, essays |
| 2.0 | Skills | | |
| 2.1 | Interpret a poem based on various critical methods of inquiry | Group discussions, Presentations, Seminars, Assignments | Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions: Fill in the blanks, true or false, MCQs, Matching questions, Define the following, short questions, paragraph questions, essays |
| 2.2 | Analyze lines from a poem with reference to figurative, musical, thematic aspects | Group discussions, Presentations, Seminars, Assignments | Type of Assessment: Quiz, Midterm Assignment or Presentation, Final exam Nature of Questions: Fill in the blanks, true or false, MCQs, Matching questions, Define the following, short questions, paragraph questions, essays |
| ... | | Group discussions, Presentations, Seminars, Assignments | |
| 3.0 | Values | | |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1 | Foster an environment of independent and collaborative learning while critically analyzing a variety of poems | Group discussions, Presentations, Seminars, Assignments | Suggestions for Assignment: The assignment shouldn't be on any of the CLOs in the knowledge and skills domain. The teachers may give students an assignment where they have to look up the Internet for information on a figure of speech they haven't read, or a rhyme scheme, or even a stanza form that they haven't come across. Only in such cases will teachers be able to map the assignment to CLO 5 (Competence). |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|----------------------------|----------|--------------------------------------|
| 1 | QUIZ | 5 | 10% |
| 2 | MIDTERM | 9 | 20% |
| 3 | ASSIGNMENT OR PRESENTATION | 11 | 10% |
| 4 | FINAL EXAM | 16 | 60% |
| 5 | TOTAL | | 100% |

*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 :
 Advice (Include amount of time teaching staff are expected to be available each week)

F. Learning Resources and Facilities

1. Learning Resources

| | |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Required Textbooks | Perrine, Laurence, Thomas R. ARP. Sound and Sense. An Introduction to Poetry. Hartcourt Brace College Publishers 1991 |
| Essential References Materials | Ramazani, Jahan, Elmann Richards, and Robert O' Clair. Eds. The Norton Anthology of Modern and Contemporary Poetry. London. Norton. 2003. Greenblatt, Stephen Ged. The Norton Anthology of English Literature: Romantic Period Through the Twentieth century. London: Norton .2006 M.H. Abrams, M.H. Glossary of Literary Terms |
| Electronic Materials | http://www.poets.org/poetsorg/text/poetry-101-resources-beginners http://dictionary .reference .com/ Handouts in soft copies Poetic anthologies in soft copy |

| | |
|---------------------------------|---------------------------------------------------------------------------------|
| Other Learning Materials | Computer based programs/CD, professional standards or regulations and software. |
|---------------------------------|---------------------------------------------------------------------------------|

2. Facilities Required

| Item | Resources |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | Classroom, computer and internet |
| Technology Resources (AV, data show, Smart Board, software, etc.) | Data show / Speakers/ Internet Connection/ Projectors |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | N.A |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|--------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Planning course distribution and syllabus | Course teachers | Meetings and course plans Course follow up reports |
| Course Follow up | Course Leaders | Table of Specification/Blue print |
| Unified Final Exam | Course Coordinator in coordination with course leaders/ course teachers. | Online questionnaire of Course Satisfaction |
| Student's questionnaire once during the semester | Students | Re-correction of quiz, assignment, midterm and final students' scripts. |
| Students' application for rechecking of scripts. | Re-evaluation committee by department. | Meetings |
| Curriculum improvement | Department curriculum committee meets regularly and recommends revision for improvement. | Meetings and course plans Course follow up reports |

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 | |
| Reference No. | |
| Date | |