



## Course Specifications

<b>Course Title:</b>	<b>Poetry</b>
<b>Course Code:</b>	<b>ENG-3/448</b>
<b>Program:</b>	<b>Bachelor Program in English</b>
<b>Department:</b>	<b>English</b>
<b>College:</b>	<b>Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Ardah (Female Campus), Dayer (Female Campus), and Farasan (Female Campus)</b>
<b>Institution:</b>	<b>Jazan University</b>

## Table of Contents

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

## A. Course Identification

<b>1. Credit hours:</b> 3 credit hours
<b>2. Course type</b>
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"/>
<b>3. Level/year at which this course is offered:</b> Level Eight – Fourth yYear
<b>4. Pre-requisites for this course (if any):</b> Introduction to Literary Arts
<b>5. Co-requisites for this course (if any):</b> 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 (quiz, assignment and midterm)	
	<b>Total</b>	<b>45</b>

## 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 poems

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding: students will be able to</b>	
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
<b>2</b>	<b>Skills: students will be able to</b>	
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
<b>3</b>	<b>Values: students will be able to</b>	
3.1	Develop 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
15	Revision	3
<b>Total</b>		<b>45</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding: students will be able to</b>		
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
<b>2.0</b>	<b>Skills</b>		
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	
<b>3.0</b>	<b>Values</b>		

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%
	<b>TOTAL</b>		<b>100%</b>

\*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 :

(The teacher is allotted 10 office hours officially to cater to the academic needs of students outside the class especially immediately before or after classes. Academic advice is also a task in which each teacher is given a certain number of students for guiding and counselling each semester, usually ten in number.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Perrine, Laurence, Thomas R. ARP. Sound and Sense. An Introduction to Poetry. Hartcourt Brace College Publishers 1991 A Treatise on Poetry for Beginners by Dr Koshy AV
<b>Essential References Materials</b>	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
<b>Electronic Materials</b>	<a href="http://www.poets.org/poetsorg/text/poetry-101-resources-beginners">http://www.poets.org/poetsorg/text/poetry-101-resources-beginners</a> <a href="http://dictionary.reference.com/">http://dictionary .reference .com/</a> Handouts in soft copies Poetic anthologies in soft copy

<b>Other Learning Materials</b>	Computer based programs/CD, professional standards or regulations and software.
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## 2. Facilities Required

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

## 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

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	