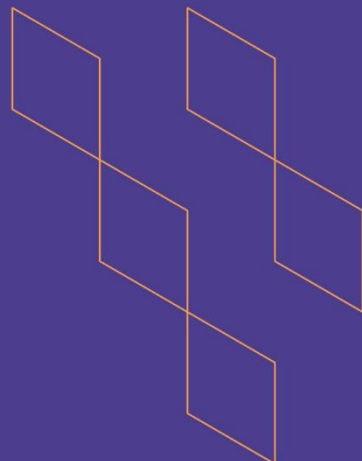




T-104  
2022

## Course Specification



Course Title: <b>Poetry</b>
Course Code: <b>ENG-3/448</b>
Program: <b>Bachelors Program in English</b>
Department: <b>English Department</b>
College: <b>College of Arts &amp; Humanities- Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Ardah (Female Campus), Dayer (Female Campus), and Farasan (Female Campus)</b>
Institution: <b>Jazan University</b>
Version: <b>Version 4</b>
Last Revision Date: <b>19 September 2023</b>



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## A. General information about the course:

Course Identification	
1. Credit hours:	3 credit hours
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input 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 Twelve-Fourth Year
4. Course general Description	
<p>This is a three hour credit course offered to the students of level-12 in the English department under Faculty of Arts and Humanities, Jazan University. 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.</p>	
5. Pre-requirements for this course (if any): Introduction to Literary Arts	
6. Co- requirements for this course (if any): None	
7. Course Main Objective(s)	
<p>Upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>• Know appropriate terminology to discuss and appreciate poems;</li> <li>• Identify different poetic styles, genres, periods, and themes;</li> <li>• Interpret poems and write about them using textual evidence;</li> <li>• Recognize the cultural and historical contexts of poems</li> </ul>	

### 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	33	100%
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4.	Distance learning		

## 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	33
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	33



## C. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Understand literal and figurative meanings of each poem	K2	Lectures, group discussions, pair work, class room activities	<b>Type of Assessment:</b> Quiz, Midterm, Final exam  <b>Nature of Questions:</b> Define the following, true or false, MCQs, Matching questions Objective & Subjective - short and paragraph questions
1.2	Outline terms and concepts related to poetry in a brief or detailed way	K2	Lectures, group discussions, pair work, class room activities	<b>Type of Assessment:</b> Quiz, Midterm, Final exam  <b>Nature of Questions:</b> Define the following, true or false, MCQs, Matching questions Objective & Subjective - short and paragraph questions
1.3	Identify poems and writers from different historical periods and literary movements	K3	Lectures, group discussions, pair work, class room activities	<b>Type of Assessment:</b> Quiz, Midterm, Final exam  <b>Nature of Questions:</b> Define the following, true or false, MCQs, Matching questions Objective & Subjective - short and paragraph questions
2.0	Skills			
2.1	Interpret a poem based on various critical methods of inquiry	S1	Lectures, group discussions, pair work, class room	<b>Type of Assessment:</b> Quiz, Midterm, Final exam  <b>Nature of Questions:</b> Define the following, true or

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			activities	false, MCQs, Matching questions Objective & Subjective - short and paragraph questions
2.2	Analyze lines from a poem with reference to figurative, musical, thematic aspects.	S1	Lectures, group discussions, pair work, class room activities	<b>Type of Assessment:</b> Quiz, Midterm, Final exam  <b>Nature of Questions:</b> Define the following, true or false, MCQs, Matching questions Objective & Subjective - short and paragraph questions
3.0	Values, autonomy, and responsibility			
3.1	Develop an environment of independent and collaborative learning while critically analyzing a variety of poems	V2	Assignment, Project design, Seminars	<b>Type of Assessment:</b> Assignment/Presentation

## C. Course Content

No	List of Topics	Contact Hours
1.	<b>What is Poetry? How to read a poem? How to analyze a poem?, Figurative Language1:simile,metaphor,personification,metonymy/ Poetic Terms, Meter in Poetry</b>	<b>3</b>
2.	<b>Poetic Terms in <i>The Tiger</i> by William Blake.</b>	<b>3</b>
3.	<b>Sonnet (The Italian Sonnet) :<i>If Thou Must Love me</i> by Elizabeth Barrett Browning</b>	<b>3</b>
4.	<b>The English Sonnet : <i>That Time of Year</i> by William Shakespeare</b>	<b>3</b>
5.	<b>Denotation and Connotation in <i>I Felt a Funeral in my Brain</i> by Emily Dickinson</b>	<b>3</b>
6.	<b>Denotation and Connotation in <i>I Felt a Funeral in my Brain</i> by Emily Dickinson</b>	<b>3</b>
7.	<b><i>Meeting at Night</i> by Robert Browning</b>	<b>3</b>

8.	<i>Ballad of Birmingham by Dudley Randall</i>	3
9.	<i>Anthem for Doomed Youth by Wilfred Owen : Poetic Terms and Dream Deferred by Langston Hughes</i>	3
10.	<i>The Road Not Taken by Robert Frost</i>	3
11.	<i>On His Blindness by John Milton.</i>	3
Total		33

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	4	10%
2.	Mid-term Exam	7-8	20%
3.	Assignment	9	10%
4.	Final Examination	12-13	60%
	<b>Total</b>		100%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	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
Supportive References	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
Electronic Materials	<a href="http://dictionary.reference.com/">http://dictionary . reference .com/</a> Handouts in soft copies Poetic anthologies in soft copy
Other Learning Materials	Computer based programs/CD, professional standards or regulations and software.

### 2. Required Facilities and equipment

Items	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)	Photocopiers, Printers

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment 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.



Assessment Areas/Issues	Assessor	Assessment Methods
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
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	