



T-104
2022

Course Specification

Course Title: Poetry English

Course Code: Eng26366

Program: BA, English Language

Department: Department of English

College: College of Arts

Institution: University of Bisha

Version: 1444 H

Last Revision Date: 22 February 2023



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A. General information about the course:

Course Identification	
1. Credit hours:	2
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-6/Year-3
4. Course general Description	
<p>This course introduces students to major figures, movements, themes, trends, and genres of early to late modern British poetry. While providing a general background on the driving cultural and socioeconomic factors of Early Modernity, Age of Enlightenment, Victorian age, and twentieth century and the extent of their effect in shaping the artistic movements and poetic production of each period, the course focuses mainly on the poetry of movements such as Renaissance, Romanticism and Modernism. Students are to be acquainted with the political, historical, and literary background of the period prior to the in-depth textual study of the representative poems of the era (3 poems for each period/ around 12 in total).</p>	
5. Pre-requirements for this course (if any): ENG6261	
6. Co- requirements for this course (if any): NA	
7. Course Main Objective(s)	
<ol style="list-style-type: none"> 1. Distinguish between the major schools and ages of British poetry. 2. Identify the characteristics of different movements in selected poems. 3. Demonstrate knowledge of the salient features of each poetic age. 4. Appreciate the experience of reading poetry. 5. Analyze poetic texts. 6. Use traditional and modern concepts and tools in the analysis of poems. 7. Annotate selected lines of poems. 	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	25.5	85%
2.	E-learning	4.5	15%

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30





Total

30





B. 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	Describe the differences between major schools and ages of poetry.	K.1 K3	-Lecturing -Presentation -Self-Study -Discussion	-Assignments -Quizzes -Online Activities -Midterm Exam -Final Exams
1.2	Recognize the role played by main socioeconomic and political factors in shaping poetic production of each age. OR Recognise the greatest poets of the world and the British poets	K.2 K1		
1.3	List the most prominent figures of British poetry and their most popular poems.	K.2		
1.4	Define different literary devices	K 1		
1.5	Discuss the characteristics of each poetic age-Renaissance,romantic,victorian and modern	K3		
1.6	Read and explain the lines from prescribed poems with ref to context	K3		
2.0	Skills			
2.1	Demonstrate a critical appreciation of poetic texts.	S1	-Class Demos -Presentation -Discussion	-Assignments -Quizzes -Online Activities -Midterm Exam -Final Exams
2.2	Analyze poetry using traditional and modern concepts and tools. OR Analyze the literary devices based on the given quotes	S3 S2		
2.3	Categorize poems of various movements and ages.	S3		
2.4	Display an ability to academically critique poems.	S1		
2.5	Demonstrate understanding of the theme of the poems	S1		
3.0	Values, autonomy, and responsibility			
3.1	To show interculturality and flexibility in dealing with foreign culture aspects.	V3	-Discussion	-Assignments





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1.0	Knowledge and understanding			
1.1	Describe the differences between major schools and ages of poetry.	K.1 K3	-Lecturing -Presentation -Self-Study -Discussion	-Assignments -Quizzes -Online Activities -Midterm Exam -Final Exams
1.2	Recognize the role played by main socioeconomic and political factors in shaping poetic production of each age. OR Recognise the greatest poets of the world and the British poets	K.2 K1		
1.3	List the most prominent figures of British poetry and their most popular poems.	K.2		
1.4	Define different literary devices	K 1		
1.5	Discuss the characteristics of each poetic age-Renaissance,romantic,victorian and modern	K3		
1.6	Read and explain the lines from prescribed poems with ref to context	K3		
2.0	Skills			
2.1	Demonstrate a critical appreciation of poetic texts.	S1	-Class Demos -Presentation -Discussion	-Assignments -Quizzes -Online Activities -Midterm Exam -Final Exams
2.2	Analyze poetry using traditional and modern concepts and tools. OR Analyze the literary devices based on the given quotes	S3 S2		
2.3	Categorize poems of various movements and ages.	S3		
2.4	Display an ability to academically critique poems.	S1		
2.5	Demonstrate understanding of the theme of the poems	S1		
3.2	To exhibit integrity and credibility in academic correspondence.	V4	-Class Demos -Presentation	
3.3				
3.4				





C. Course Content

No	List of Topics	Contact Hours
	Orientation	
1.	Introduction to British Poetry	3
2.	Introduction to poetry and literary poetic devices.	
3.	Renaissance Poetry	6
	Introduction to Renaissance focusing on Elizabethan and metaphysical poetry. Major features and Poets.	
	William Shakespeare's <i>No Longer Mourn for Me</i>	
	John Donne's <i>Death, be not Proud</i> or John Milton's <i>On His Blindness</i>	
	Georg Herbert's <i>Life</i>	
4	Romantic poetry	6
	Introduction to Romanticism, its features, and major poets.	
	Early Romantics and late Romantics.	
	W. Wordsworth's <i>The Solitary Reaper</i> & <i>I Wonder Lonely as a cloud</i>	
	John Keats' <i>To Autumn</i>	
	Lord Byron's <i>Solitude</i>	
5.	Victorian poetry	6
	Introduction to Victorian poetry, its features, and major poets.	
	Alfred Lord Tennyson's <i>Ulysses</i>	
	Matthew Arnold's <i>Growing Old</i>	
	Dante Gabriel Rossetti's <i>The Woodspurge</i>	
6.	Modern poetry	6
	Introduction to Modern poetry, its features and major poets	





W.B. Yeats' Sailing to Byzantium	
Wilfred Owen's <i>Insensibility</i>	
W,H Auden The Unknown Citizen OR Wilfred Owen's <i>Insensibility</i>	
Ted Hughes' <i>The Thought-Fox</i> or Philip Larkin's <i>Mr Bleaney</i>	
Revision	3
Total	30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes	4-6	10%
2.	Midterm	6-7	20%
3.	Activities (class-online)	7	5%
4.	Assignments	7-9	10%
5.	Participation	-----	5%
6.	Final Exam	11 th	50%





E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	<ol style="list-style-type: none"> 1. James Fenton An Introduction to English Poetry Paperback – 29 May 2013. 2. Laurence Perrine & Thomas R. Arp, <i>Sound & Sense</i>, Harcourt Brace College, 13th edition, 2010 or the most recent one.
Supportive References	<ol style="list-style-type: none"> 1. Elizabeth McMhan et al. <i>Literature and the Writing Process</i>, New York: Macmillan, 1989. 2. Cleanth Brooks & John Purser, <i>An Approach to Literature</i>, New York: Meredith Corp., 1976. 3. David Bergman and Daniel Mark, <i>The Heath Guide to Literature</i>, Lexington, Toronto: D.C. Heath Company, 1974.
Electronic Materials	<ol style="list-style-type: none"> 1. https://www.poetryarchive.org 2. http://www.gutenberg.org 3. https://www.poetryfoundation.org/
Other Learning Materials	<ul style="list-style-type: none"> • Supplementary materials and samples to be prepared by the instructors

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	A well-equipped classroom with a smart board, data show.
Technology equipment (projector, smart board, software)	Electronic whiteboards, movable whiteboards, projector, and educational software, cables to connect laptops to projectors and either speakers or CD players for audio educational materials.
Other equipment (depending on the nature of the specialty)	High-speed internet and intranet connections.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> • Students • Teacher • Program Coordinator • Peer Reviewers 	<ul style="list-style-type: none"> • Questionnaires. • Direct feedback. • Peer reviews reports.





Assessment Areas/Issues	Assessor	Assessment Methods
		<ul style="list-style-type: none"> • Class observations and reviews. • Annual staff reports. • Course and program reports.
Effectiveness of students assessment	<ul style="list-style-type: none"> • Teacher • Program Coordinator 	<ul style="list-style-type: none"> • Questionnaires • Direct feedback. • Peer reviews reports. • Class observations and reviews. • Annual staff reports. • Course and program reports. • Exam paper evaluation
Quality of learning resources	<ul style="list-style-type: none"> • Teacher • Program Coordinator 	<ul style="list-style-type: none"> • Questionnaire. • Course and program reports.
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> • Teacher • Program Coordinator 	<ul style="list-style-type: none"> • Exam results analysis. • Course and program reports.
Effectiveness of improvement plans	<ul style="list-style-type: none"> • Teacher • Program Coordinator 	<ul style="list-style-type: none"> • Course and program reports.

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

