



Course Specification

(Bachelor)

Course Title: Poetry

Course Code: ENG3265-2

Program: Bachelor of Arts in English

Department: Department of English

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: February 11, 2026



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A. General information about the course:

1. Course Identification

1. Credit hours: (30)

2. Course type

A. ☒ University ☐ College ☐ Department ☐ Track ☐ Others
B. ☐ Required ☐ Elective

3. Level/year at which this course is offered: (Semester 6 - Year 3)

4. Course General Description:

Poetry (ENG3265-2) is an upper-level course that develops students' understanding of English poetry as a literary art shaped by form, sound, imagery, voice, and historical context. The course introduces the conceptual vocabulary needed for poetry analysis and guides students through selected poems from Romantic, Victorian, and modern traditions. Students learn to interpret figurative language, symbolism, tone, rhythm, and structure while applying appropriate literary terminology in oral and written analysis. The course balances technical study with historical contextualization so that students can read poems closely, compare them intelligently, and respond to them with scholarly precision.

5. Pre-requirements for this course (if any):

ENG2361-3 Introduction to Literature

6. Co-requisites for this course (if any):

NA

7. Course Main Objective(s):

- Develop students' appreciation of English poetry through sustained attention to form, sound, imagery, and voice.
- Build a secure command of poetic terminology and the analytical concepts needed for close reading.
- Enable students to interpret poems through relevant literary and historical contexts.
- Strengthen comparative analysis and short critical writing on poetic texts.
- Promote responsible quotation, citation, and collaborative discussion in poetry study.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%





No	Mode of Instruction	Contact Hours	Percentage
2	E-learning	-	-
3	Hybrid - Traditional classroom - E-learning	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		30

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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify major poetic forms, structural features, and technical devices used in English poetry.	K3, K5	Interactive lectures on poetic form, guided close reading, and terminology-focused practice.	Midterm Exam; Final Exam
1.2	Explain the literary, cultural, and historical contexts that shape major English poetic traditions.	K3, K4	Contextual mini-lectures, guided reading, and instructor-led historical discussion.	Midterm Exam; Final Exam
...				
2.0	Skills			
2.1	Analyze and interpret poems using appropriate critical approaches and analytical frameworks.	S1, S6	Workshops on poetic analysis, comparative reading tasks, and guided analytical writing.	Analytical Essay; Comparative poem task; Final Exam
2.2	Compare poems in relation to theme, structure, voice, and stylistic pattern.	S1, S3	Small-group comparison, instructor-led synthesis, and structured discussion.	Comparative poem task; Analytical Essay; Final Exam





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
...	Use literary terminology accurately in oral and written analysis of poetic texts.	S3	Terminology drills, oral explanation, short written analysis, and peer review.	Presentation / oral response; Analytical Essay; Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate academic integrity and respect for intellectual property when quoting, interpreting, and evaluating poems.	V1	Reflection on ethical use of sources, modelling of quotation practice, and instructor feedback.	Reflection task; Analytical Essay
3.2	Collaborate respectfully in group discussion and peer-analysis activities while acknowledging diverse interpretations.	V2	Structured dialogue, collaborative annotation, and peer-supported interpretation.	Peer evaluation; Participation rubric
...				

C. Course Content

No	List of Topics	Contact Hours
1.	Foundations of poetry: definition, sound and sense, denotation and connotation, imagery, and major figures of speech.	4
2.	Symbol, paradox, understatement, overstatement, irony, allusion, and tone.	2
3.	Musical devices: rhyme, alliteration, rhythm, and meter.	2
4.	Imagery in poetry: Shakespeare, "Winter."	2
5.	Romantic poetry: background and major characteristics.	2
6.	William Wordsworth, "I Wandered Lonely as a Cloud": simile and metaphor.	2
7.	Percy Bysshe Shelley, "Ozymandias": allusion and poetic structure.	2
8.	John Keats, "To Autumn": apostrophe and personification.	2
9.	Victorian poetry: background and major characteristics.	2
10.	Thomas Hardy, "The Man He Killed": tone and irony.	2
11.	Alfred Tennyson, "The Eagle": hyperbole and compression.	2
12.	Modern poetry: background and major characteristics.	2
13.	Robert Frost, "Stopping by Woods on a Snowy Evening": personification and atmosphere.	2
14.	Robert Frost, "The Road Not Taken": meaning, ambiguity, and idea.	2
Total		30



D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	Week 7	30%
2.	Comparative poem analysis assignments	Week 5 and Week 10	10%
3.	Group Project & Presentation	Between Week 3 and Week 13	10%
4.	Analytical Essay	Week 14	10%
5.	Final Exam	Week 16-17	40%

*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	- Johnson, Greg, and Thomas R. Arp. <i>Perrine's Sound & Sense: An Introduction to Poetry</i>. 15th ed. - Instructor-selected poems and historical background handouts. - Department / instructor-prepared study materials for poetic terminology and analysis.
Supportive References	- Abrams, M. H. <i>A Glossary of Literary Terms</i>. - Culler, Jonathan. <i>Theory of the Lyric</i>. Harvard UP, 2017. - Gioia, Dana, and X. J. Kennedy. <i>Literature: An Introduction to Fiction, Poetry, and Drama</i>. - O'Donoghue, Bernard. <i>Poetry: A Very Short Introduction</i>. Oxford UP, 2019. - VanDerwater, Amy Ludwig. <i>Poems Are Teachers</i>. Heinemann, 2017.
Electronic Materials	- Saudi Digital Library (SDL). - University LMS materials and instructor-curated audio / text resources. Reputable poetry archives and literary reference tools appropriate for academic use.
Other Learning Materials	Use of multimedia presentations, audio recordings of poems, digital annotation activities, and guided comparison worksheets.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	- Standard classroom accommodating 25-30 students - Adequate lighting and ventilation - Comfortable seating suitable for group discussion Whiteboard and notice board
Technology equipment (projector, smart board, software)	- Computer and stable internet connection for instructor use - Data projector and screen - Audio speakers for poetry readings Optional smart board

Items	Resources
Other equipment (depending on the nature of the specialty)	- Whiteboard markers and erasers - Portable microphone if required - Display or bulletin board

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, faculty, program leaders, and peer reviewers	Student evaluations, peer review, classroom observation, and teaching feedback surveys.
Effectiveness of Students assessment	Students, faculty, and program leaders	Analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Faculty and program leaders with student input	Surveys, resource-use data, and review of resource adequacy against course needs.
The extent to which CLOs have been achieved	Faculty, program leaders, and peer reviewers	Assessment mapping through exams, essays, presentations, and indirect student feedback.
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

