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| **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**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (2) | | | | | | |
|  | | | | | | |
| 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: | | | | | | |
| ENG3265-2 Poetry is a specialized course aimed at cultivating an in-depth understanding of the art and craft of English poetry. Students will be immersed in the exploration of the fundamental characteristics, technicalities, and components that define poetic works. The course provides insights into various critical theories, techniques, and strategies that are central to the understanding of English poetry. Additionally, students will recognize and study the works of notable English poets, acquiring a broad perspective of the diverse forms and expressions that poetry encompasses. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG2361-3 Introduction to Literature | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The principal objective of ENG3265-2 Poetry is to instill a profound appreciation for English poetry through the analytical examination of its various forms and expressions. By mastering the ability to identify the distinguishing principles, characteristics, and technicalities of English poetry, students will develop the capacity to critically analyze and compare different poems. Emphasizing the analysis and application of various theories and critical approaches, the course seeks to enhance students' ability to appreciate and interpret poetic works, thereby fostering a deeper connection to the art of poetry. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 30 | 100% |
| 2 | E-learning | - | - |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

**3. Contact Hours** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 30 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **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 the characteristics, technicalities, and components of poetry, and describe the basic techniques, strategies, and critical approaches to English poetry | K2 | Engage students in an in-class discussion informed by selected poetic excerpts from the textbook, focusing on identifying the characteristics, technicalities, and components of poetry. | Midterm Exam (30 Marks) |
| 1.2 | Recognize the critical theories and fundamentals and notable English poets | K1 | Utilize class time to introduce key critical theories and notable English poets, encouraging students to take notes for further understanding. | Quiz (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Explain the distinguishing principles and aspects of English poetry while analyzing the various forms of poetry | S1 | In class discussions, prompt students to articulate the distinguishing principles and aspects of English poetry as they relate to various forms, offering immediate feedback for refinement. | Final Exam (40 Marks) |
| 2.2 | Analyze and appreciate various poems in light of the theories and schools of poetry, while also critically comparing and contrasting different poems | S7 | Initiate close reading sessions during which students analyze and appreciate selected poems, drawing upon theories and schools of poetry for deeper understanding. | Seminar (20 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Comprehend the value of engaging with English poetry, recognizing its significance in linguistic mastery and emotional expression | V1 | Initiate a brief class discussion encouraging students to express what they consider to be the inherent value of delving into English poetry. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Autonomously select appropriate theoretical frameworks for dissecting and appreciating different forms and themes of English poetry | V2 | Facilitate a brief discussion asking students to share which theoretical frameworks they would utilize to examine different types of English poetry and the reasons behind their choices. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Responsibly contribute to poetic discussions, maintaining academic integrity and demonstrating respect for varying interpretations and opinions | V3 | Conduct regular class discussions about various forms, themes, and eras of English poetry, emphasizing the importance of maintaining a respectful and responsible academic dialogue. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | THE THEORY OF POETRY: DEFINITION, THE LANGUAGE OF POETRY, FIGURES OF SPEECH, MUSICAL DEVICES, THEMES, SYMBOLS, TONE, IRONY, METAPHOR, SIMILE, APOSTROPHE, PERSONIFICATION, CONNOTATION, ALLUSION, ALLEGORY, METONYMY, TYPES OF POEMS | 4 |
|  | ELIZABETHAN POETRY IMAGERY “WINTER” (W. SHAKESPEARE) | 2 |
| **3.** | BACKGROUND ON ROMANTIC POETRY “I WANDERED LONELY AS A CLOUD” (WILLIAM WORDSWORTH) | 2 |
| **4.** | CHARACTERISTICS OF ROMANTIC POETRY “THE SOLITARY REAPER” (WILLIAM WORDSWORTH) | 2 |
| **5.** | EXTENDED METAPHOR “THE SCHOOL BOY”/“THE CHIMNEY SWEEPER” (WILLIAM BLAKE) | 2 |
| **6.** | DENOTATION AND CONNOTATION “OZYMANDIAS” (PERCY B. SHELLEY) | 2 |
| **7.** | APOSTROPHE, METONYMY “TO AUTUMN” (JOHN KEATS) | 2 |
| **8.** | VICTORIAN POETRY. BACKGROUND AND CHARACTERISTICS “THE MAN HE KILLED” (THOMAS HARDY) | 2 |
| **9.** | VICTORIAN POETRY ALLUSION “MY LAST DUCHESS” (ROBERT BROWNING) | 2 |
| **10.** | VICTORIAN POETRY SYMBOL, ALLEGORY “ULYSSES” (ALFRED TENNYSON) | 2 |
| **11.** | MODERN POETRY BACKGROUND AND CHARACTERISTICS | 2 |
| **12.** | PERSONIFICATION “STOPPING BY WOODS” (ROBERT FROST) | 2 |
| **13.** | MEANING AND IDEA “THE ROAD NOT TAKEN” (ROBERT FROST) | 2 |
| **14.** | TONE, IRONY “BALLAD OF BIRMINGHAM” (DUDLEY RANDALL) | 2 |
| **Total** | | **30** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Midterm Exam (30 Marks)**  **While aligned with specific CLOs for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time. Questions will encompass content beyond the mapped CLOs to maintain the interpretive and analytical nature of literary study. In literature courses, measurement mapping is based on best practices and the types of interpretive questions within the exam.**  **Chosen CLO for Alignment:** 1.1 (Identify the characteristics, technicalities, and components of poetry, and describe the basic techniques, strategies, and critical approaches to English poetry)  **Format:** Determined by course teaching team  *This assessment has been meticulously developed by the course teaching team and is designed to be cumulative in nature, encompassing and building upon all the material covered up until the point in time it is administered. It aims to comprehensively evaluate the students' understanding and application of the course content, reflecting a progressive and integrative approach to learning.* | Mentioned in the new Course Syllabus | 30% |
|  | **Quiz (10 Marks)**  **Chosen CLO for Alignment:** 1.2 (Recognize the critical theories and fundamentals and notable English poets)  **Focus:** The quizzes can focus on reinforcing students' understanding of critical theories, fundamentals, and notable English poets. This aligns with foundational knowledge in the Knowledge and Understanding domain.  **Format:** Determined by course teaching team  *This assessment has been meticulously developed by the course teaching team and is designed to be cumulative in nature, encompassing and building upon all the material covered up until the point in time it is administered. It aims to comprehensively evaluate the students' understanding and application of the course content, reflecting a progressive and integrative approach to learning.* | Mentioned in the new Course Syllabus | 10% |
|  | **Final Exam (40 Marks)**  **Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course. Questions will span beyond the mapped CLOs to uphold the nuanced and subjective aspects of literary analysis. The mapping process in literature aims to adhere to best practices while accounting for the interpretive nature of questions assessing literary analysis.**  **Chosen CLO for Alignment:** 2.1 (Explain the distinguishing principles and aspects of English poetry while analyzing the various forms of poetry)  **Format:** Determined by course teaching team  *This assessment has been meticulously developed by the course teaching team and is designed to be cumulative in nature, encompassing and building upon all the material covered up until the point in time it is administered. It aims to comprehensively evaluate the students' understanding and application of the course content, reflecting a progressive and integrative approach to learning.* | Mentioned in the new Course Syllabus | 40% |
| **4.** | **Seminar (20 Marks)**  **Chosen CLO for Alignment:** 2.2 (Analyze and appreciate various poems in light of the theories and schools of poetry, while also critically comparing and contrasting different poems)  **Focus:** The seminar can be an opportunity for students to demonstrate their ability to critically analyze, appreciate, and compare different poems, applying theories and schools of poetry. This aligns with the Skills domain, focusing on in-depth analysis, appreciation, and comparative skills.  **Format:** Determined by course teaching team  **Assessment Criteria:** Depth of analysis, clarity and effectiveness of presentation, engagement with theories, and comparative insights.  *The seminar component of this course, meticulously crafted by the course teaching team, serves a dual purpose. It is both cumulative, encapsulating the breadth of knowledge and skills acquired throughout the course, and evaluative, designed to measure the values and ethical considerations inherent in the subject matter. Given the interactive nature of seminars, the format may be modified to best suit the class size and dynamics. Additionally, the seminar may be divided into several sessions, as determined by the course teaching team, to ensure optimal engagement and thorough exploration of the topics. This approach is intended to provide an environment conducive to both intellectual growth and the development of values central to this course.* | Mentioned in the new Course Syllabus | 20% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Johnson, G., & Arp, T.R. (2017). Perrine’s Sound & Sense: An Introduction to Poetry (15th ed.). Cengage Learning. |
| **Essential References** | An Introduction to Literature. Kellenberg Memorial HS, 2016.  Culler, Jonathan. Theory of the Lyric. Harvard UP, 2017.  Gioia, Dana and X. J. Kennedy. Literature: An Introduction to Fiction, Poetry and Drama. 13th ed., 2018.  O’Donoghue, Bernard. Poetry: A Very Short Introduction. Oxford UP, 2019.  VanDerwater, Amy Ludwig. Poems Are Teachers: How Studying Poetry Strengthens Writing in All Genres. Heinemann, 2017. |
| **Electronic Materials** | **Students are encouraged to explore the following electronic resources for further details:**  Saudi Digital Library: <https://itcsvc.kku.edu.sa/KKU_SDL>  Shmoop: <https://www.shmoop.com/>  SparkNotes: <https://www.sparknotes.com/> |
| **Other Learning Materials** | Utilization of computers, audio-visual equipment, and pertinent digital platforms to enrich the study and appreciation of poetry, including its various forms, techniques, and traditions. |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |