



# Course Specifications

<b>Course Title:</b>	Poetry
<b>Course Code:</b>	ENG 430
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	English
<b>College:</b>	Faculty of Languages and Translation
<b>Institution:</b>	King Khalid University

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## A. Course Identification

<b>1. Credit hours:</b> 2			
<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: Level 7/Year 4</b>			
<b>4. Pre-requisites for this course (if any):</b>  Eng. 330 (Introduction to Literary Forms)			
<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	27	90%
2	Blended		
3	E-learning	3	10%
4	Correspondence		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	30
<b>Other Learning Hours*</b>		
1	Study	20
2	Assignments	20
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	40

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description

- This course reinforces the theory of poetry studied in Introduction to Literary Forms (the definition of poetry, the characteristics of the language of poetry, figures of speech, musical devices, themes etc.).
- The course introduces 14 poems belonging to different literary movements from 16<sup>th</sup> to 20<sup>th</sup> century.

### 2. Course Main Objective

By the end of the course the learners will be able to:

- Reinforce their knowledge of the literary genre of Poetry (including but not restricted to the definition of poetry, the characteristics of the language of poetry, figures of speech, musical devices, themes, symbolism, imagery etc.)
- Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as sonnets, ballads, dramatic monologues, free verse, etc.
- Recognize the rhythms, metrics and other musical aspects of poetry
- Express a justified opinion on a particular poem
- Apply the principles of literary criticism to the analysis of poetry
- Develop an appreciation of language and its connotations and denotations.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Identify the characteristics, technicalities and components of poetry.	K2
1.2	Recognize the critical theories and fundamentals and notable English poets.	K2
1.3	Describe the basic techniques, strategies and critical approaches to English poetry.	K2
<b>2</b>	<b>Skills:</b>	
2.1	Explain the distinguishing principles, and aspects of the English poetry.	S3
2.2	Analyze and appreciate various poems in light of the theories and schools of poetry.	S2
2.3	Compare and contrast different poems critically.	S2
<b>3</b>	<b>Competence:</b>	
3.1	Participate actively in-class discussion about the cultural and historical factors that have influenced English poetry.	C1, C2, C3
3.2	Use IT tools and technology to access, contribute and share intercultural knowledge	C2
3.3	Act dutifully and ethically in carrying out individual as well as group projects.	C3

### C. Course Content

No	List of Topics	Contact Hours
1	Orientation	2
2	The theory of Poetry: Definition, the language of poetry, musical devices, themes	2
3	Reading the Poem The Man He Killed (Thomas Hardy)	2
4	Background on Romantic Poetry I wandered lonely as a cloud (William Wordsworth)	2
5	The Solitary Reaper (William Wordsworth) The Tiger (William Blake)	2
6	Denotation and Connotation Ozymandias (Percy B. Shelley)	2
7	Imagery Winter (W. Shakespeare)	2
8	Simile, Metaphor I felt a funeral in my brain. (Emily Dickinson)	2
9	Personification Stopping by Woods (Robert Frost)	2
10	Apostrophe, Metonymy To Autumn (John Keats)	2
11	Symbol, Allegory Ulysses (Alfred Tennyson)	2
12	Paradox, Overstatement, Understatement, Irony When I heard the Learned Astronomer (Walt Whitman)	2
13	Allusion My Last Duchess (Robert Hayden)	2
14	Meaning and Idea The Road Not Taken (Robert Frost)	2
15	Tone Ballad of Birmingham (Dudley Randall)	2
<b>Total</b>		<b>30</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
1.0	Knowledge		

1.1	Identify the characteristics, technicalities and components of poetry.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Close reading and text analysis</li> <li>• Collaborative learning/Team work</li> <li>• Personal engagement with texts</li> </ul>	<ul style="list-style-type: none"> <li>• Two-midterm tests</li> <li>• Assignments</li> <li>• Quizzes on assigned reading</li> <li>• Final Exam</li> </ul>
1.2	Recognize the critical theories and fundamentals and notable English poets.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Close reading and text analysis</li> <li>• Collaborative learning/Team work</li> <li>• Personal engagement with texts</li> </ul>	<ul style="list-style-type: none"> <li>• Live monologues</li> <li>• Two-midterm tests</li> <li>• Assignments</li> <li>• Quizzes</li> <li>• Final Exam</li> <li>• Presentations about the different literary texts and writers</li> </ul>
1.3	Describe the basic techniques, strategies and critical approaches to English poetry.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Close reading and text analysis</li> <li>• Collaborative learning/Team work</li> <li>• Personal engagement with texts</li> </ul>	<ul style="list-style-type: none"> <li>• Two-midterm tests</li> <li>• Assignments</li> <li>• Quizzes</li> <li>• Final Exam</li> <li>• Presentations about the different literary texts and writers</li> </ul>
<b>2.0</b>	<b>Skills</b>		
2.1	Explain the distinguishing principles, and aspects of the English poetry.	<ul style="list-style-type: none"> <li>• E-learning</li> <li>• Lectures</li> <li>• In class thematic discussions: teaching students to think independently and engage in group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Individual meetings with students to evaluate their appreciation of own work;</li> <li>• Student presentations</li> <li>• Evaluation of quizzes, assignments and exams</li> </ul>
2.2	Analyze and appreciate various poems in light of the theories and schools of poetry.	<ul style="list-style-type: none"> <li>• E-learning</li> <li>• In class thematic discussions: teaching students to think independently and engage in group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Individual assignments</li> <li>• Exams</li> </ul>

2.3	Compare and contrast different poems critically.	<ul style="list-style-type: none"> <li>• Live monologues</li> <li>• Two-midterm tests</li> <li>• Assignments</li> <li>• Quizzes</li> <li>• Final Exam</li> <li>• Presentations about the different literary texts and writers</li> </ul>	<ul style="list-style-type: none"> <li>• Individual assignments</li> <li>• Exams</li> </ul>
<b>3.0</b>	<b>Competence</b>		
3.1	Participate actively in-class discussion about the cultural and historical factors that have influenced English poetry.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Group and individual assignments</li> <li>• Pair work</li> </ul>	Individual and group Presentations
3.2	Use IT tools and technology to access, contribute and share intercultural knowledge	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Group and individual assignments</li> <li>• Pair work</li> </ul>	<ul style="list-style-type: none"> <li>• Students' behavior during group assignments is monitored and evaluated against planned standards.</li> </ul>
3.3	Act dutifully and ethically in carrying out individual as well as group projects.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Group and individual assignments</li> </ul>	Individual and group Presentations

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment 1	Week 5	5%
2	Test 1	Week 7	20%
3	Assignment 2	Week 10	5%
4	Test 2	Week 13	20%
5	Final Exam	Week 16	50%
6	Total		100 %

\*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 :

Office Hours: 10 hours per week

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<b>Perrine, Laurence &amp; Thomas R. Arp. <i>Sound &amp; Sense</i>: Harcourt Brace College Publishers, 1992.</b>
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>• Abrams, M.H. <i>A Glossary of Literary Terms</i>. 6th ed. Fort Worth: Harcourt Brace, 1993.</li> <li>• Hamilton, Ian. <i>The Oxford Companion to Twentieth-Century Poetry in English</i>. Oxford: Oxford University Press, 1996.</li> <li>• Myers, Jack &amp; Don C. Wukasz. <i>Dictionary of Poetic Terms</i>. Denton: University of North Texas Press, 2003.</li> </ul>
<b>Electronic Materials</b>	<a href="http://www.shmoop.com">www.shmoop.com</a> <a href="http://www.gradesaver.com">www.gradesaver.com</a> <a href="http://www.sparknotes.com">www.sparknotes.com</a> <a href="http://www.questia.com">www.questia.com</a> search.proquest.com (only for campus connected computers)
<b>Other Learning Materials</b>	<ul style="list-style-type: none"> <li>• Other learning material such as computer-based programs/CD, professional standards or regulations and software.</li> <li>• Students are motivated to use computers and audio-visual equipment</li> <li>• Teachers are receiving training in the design and production of educational materials.</li> </ul>

### 2. Facilities Required

<b>Item</b>	<b>Resources</b>
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>• Large enough classrooms and labs</li> <li>• Lecture rooms with a capacity of 30 students</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>• Laptops, overhead projectors, computer labs, MS Office programs, academic Software and Learning Management System (Blackboard).</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> <li>• Students are encouraged to use the Language Enhancement Program (LEP)</li> <li>• Dictionaries, English- skills software, Linguistic and language atlases.</li> </ul>



## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<ul style="list-style-type: none"> <li>Confidential completion of standard course evaluation questionnaire by students at the end of each semester</li> <li>Occasional student-faculty meetings to get students' feedback</li> </ul>	Students	Questionnaire survey
Effectiveness of Text Books	Researchers/ Academicians	Research Project using questionnaire and semi-structured interviews
Exam and Assessment criteria	Testing unit and Senior Members	Feedback from both the teachers and students
Extent of Achievement of Course Learning Outcomes	Quality Assurance Unit Curriculum and Development Unit	Course 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

Council / Committee	Department of English Council
Reference No.	20138
Date	24/2/1441 G

Prepared by: Course Coordinator

Reviewed and Approved by: Quality Committee