



Course Specifications

Course Title:	POETRY
Course Code:	ENG 430
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

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A. Course Identification

1. Credit hours: 2
2. Course type
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"/>
3. Level/year at which this course is offered: Level 7/Year 4
4. Pre-requisites for this course (if any):
Eng. 330 (Introduction to Literary Forms)
5. Co-requisites for this course (if any):
None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	30

B. Course Objectives and Learning Outcomes

<p>1. Course Description</p> <ul style="list-style-type: none"> 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.). Moreover, it introduces 12 poems belonging to different literary movements from 16th to 20th century. By, course-end students will be able to understand and analyze poetic techniques and various elements of poetry writings such as figures of speech, musical devices, themes, symbolism, imagery etc.
<p>2. Course Main Objective</p> <p>By the end of the course the learners will be able:</p> <ul style="list-style-type: none"> To reinforce students' 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.)

- To introduce students to a variety of forms and genres of poetry from diverse cultures and historic periods, such as sonnets, ballads, dramatic monologues, free verse, etc.
- To provide students with critical tools necessary for the analysis of poetry.
- To promote students' knowledge of poets' and their works in their cultural and historical context.

3. Course Learning Outcomes

CLOs		Aligned PLOs
Upon successful completion of the course, learners will be able to:		
1	Knowledge and Understanding	
1.1	Identify the characteristics, technicalities and components of poetry.	K2
1.2	Recognize the critical theories and fundamentals and notable English poets.	K2, K3
1.3	Discuss the basic techniques, strategies and critical approaches to English poetry.	K3
2	Skills :	
2.1	Explain the distinguishing principles, and aspects of the English poetry while analyzing the various forms of poetry.	S3
2.2	Analyze and appreciate various poems in light of the theories and schools of poetry.	S6
2.3	Compare and contrast different poems critically.	S6
3	Values:	
3.1	Participate actively in class discussion and think critically of cultural and, historical highlights that have influenced literary pieces.	V1
3.2	Communicate appropriately using IT tools and technology to access, contribute and share intercultural knowledge.	V2
3.3	Act dutifully and ethically in carrying out individual as well as group literary projects that engage students with social issues.	V3

C. Course Content

No	List of Topics	Contact Hours
-	Orientation	2
1	The theory of Poetry: Definition, the language of poetry, musical devices, figures of speech, imagery and themes	4
2	Reading a Poem Critically The Man He Killed (Thomas Hardy)	2
3	Tone, Irony Ballad of Birmingham (Dudley Randall)	2
4	Personification Stopping by Woods (Robert Frost)	2
5	Meaning and Idea The Road Not Taken (Robert Frost)	2

6	<u>Background on Romantic Poetry</u> I wandered lonely as a cloud (William Wordsworth)	2
7	<u>Characteristics of Romantic Poetry</u> The Solitary Reaper (William Wordsworth)	2
8	<u>Extended Metaphor</u> The Tyger (William Blake)	2
9	<u>Denotation and Connotation</u> Ozymandias (Percy B. Shelley)	2
10	<u>Apostrophe, Metonymy</u> To Autumn (John Keats)	2
11	<u>Imagery</u> Winter (W. Shakespeare)	2
12	<u>Allusion</u> My Last Duchess (Robert Browning)	2
13	<u>Symbol, Allegory</u> Ulysses (Alfred Tennyson)	2
Total		30

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 and Understanding		
1.1	Identify the characteristics, technicalities and components of poetry.	<ul style="list-style-type: none"> • Lectures • Discussion • Close reading and text analysis • Collaborative learning/Team work • Personal engagement with the texts 	<ul style="list-style-type: none"> • Two-midterm tests • Assignments • Quizzes on assigned reading • Final Exam
1.2	Recognize the critical theories and fundamentals and notable English poets.	<ul style="list-style-type: none"> • Lectures • Discussion • Close reading and text analysis • Collaborative learning/Team work • Personal engagement with the texts 	<ul style="list-style-type: none"> • Live monologues • Two-midterm tests • Assignments • Quizzes • Final Exam • Presentations about the different literary texts and writers

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.3	Describe the basic techniques, strategies and critical approaches to English poetry.	<ul style="list-style-type: none"> • Lectures • Discussion • Close reading and text analysis • Collaborative learning/Team work Personal engagement with texts	<ul style="list-style-type: none"> • Two-midterm tests • Assignments • Quizzes • Final Exam • Presentations about the different literary texts and writers
2.0	Skills		
2.1	Explain the distinguishing principles, and aspects of the English poetry.	<ul style="list-style-type: none"> • E-learning • Lectures • In class thematic discussions: teaching students to think independently and engage in group discussions 	<ul style="list-style-type: none"> • Individual meetings with students to evaluate their appreciation of own work; • Student presentations • Evaluation of quizzes, assignments and exams
2.2	Analyze and appreciate various poems in light of the theories and schools of poetry.	<ul style="list-style-type: none"> • E-learning • In class thematic discussions: teaching students to think independently and engage in group discussions 	<ul style="list-style-type: none"> • Individual assignments • Exams
2.3	Compare and contrast different poems critically.	<ul style="list-style-type: none"> • Live monologues • Two-midterm tests • Assignments • Quizzes • Final Exam • Presentations about the different literary texts and writers 	<ul style="list-style-type: none"> • Individual assignments • Exams
3.0	Values		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.1	Participate actively in class discussion and think critically of cultural and, historical highlights that have influenced literary pieces.	<ul style="list-style-type: none"> • Lectures • Discussion • Group and individual assignments • Pair work 	<ul style="list-style-type: none"> • Individual and group presentations
3.2	Communicate appropriately using IT tools and technology to access, contribute and share intercultural knowledge.	<ul style="list-style-type: none"> • Lectures • Discussion • Group and individual assignments • Pair work 	<ul style="list-style-type: none"> • Students' behavior during group assignments is monitored and evaluated against planned standards.
3.3	Act dutifully and ethically in carrying out individual as well as group literary projects that engage students with social issues.	<ul style="list-style-type: none"> • Lectures • Discussion • Group and individual assignments • Pair work 	<ul style="list-style-type: none"> • Students' behavior during group assignments is monitored and evaluated against planned standards

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	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

Required Textbooks	Johnson, G., & Arp, T.R. (2017). <i>Perrine's Sound & Sense: An</i>
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	<i>Introduction to Poetry</i> (15 th ed.). Cengage Learning.
Essential References Materials	<ul style="list-style-type: none"> • Abrams, M.H. (2021). <i>A Glossary of Literary terms</i> (8th Edition). Thomson • Hamilton, I., & Noel-Tod J. (2014) <i>The Oxford Companion to modern Poetry</i>. New York, NY: Oxford University Press. • Myers, Jack & Don C. Wukasch. <i>Dictionary of Poetic Terms</i>. Denton: University of North Texas Press, 2003. • Perlman, E. (2018). <i>Seven types of ambiguity</i>. Melbourne, Vic.: Penguin Books. • CAREY, J. (2021). <i>LITTLE HISTORY OF POETRY</i>. S.1.: YALE UNIVERSITY PRESS • <i>ROMANTIC POETS: Byron, shelly, and keats</i>. (2021). S.1.: IGNATIUS
Electronic Materials	<p>Students are motivated to explore relevant electronic materials for further details:</p> <p>www.shmoop.com www.gradesaver.com www.sparknotes.com</p> <p>www.questia.com</p> <p>search.proquest.com (only for campus connected computers)</p>
Other Learning Materials	Use of computers and audio-visual equipment

2. Facilities Required

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

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students, Coordinators, the Curriculum Review Committee	<ul style="list-style-type: none"> • Confidential completion of standard course evaluation questionnaire by students at the end of each semester • Occasional student-faculty meetings to get students' feedback • Regular review of the courses by the curriculum committee
Improvement of Teaching	Program Leader, Internal and External experts	<ul style="list-style-type: none"> • Organizing and conducting academic seminars, workshops and forums • Training and orientation for new instructors of the course
Verification of Standards of Student Achievement of Course Learning Outcomes	Peer Reviewers, Program Leader	<ul style="list-style-type: none"> • Examination of student work, e.g. assignments, exit exams, etc.)

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
Reference No.	14
Date	May 2, 2021