



Course Specifications

Course Title:	English Poetry
Course Code:	ENG 334
Program:	Bachelor of Arts in English
Department:	Department of English Language & Literature
College:	College of Languages and Translation
Institution:	Al-Imam Mohammad Ibn Saud Islamic University

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A. Course Identification

1. Credit hours:	3 hours
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 5 Year 3
4. Pre-requisites for this course (if any):	
ENG 221 - ENG 370	
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	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	36
2	Laboratory/Studio	12
3	Tutorial	12
4	Others (Tests, classwork, presentations)	36
	Total	96

B. Course Objectives and Learning Outcomes

1. Course Description
This course is a study of selected poets, poems, and poetry movements with a dominant focus on specific contexts and traditions that dominated English Poetry from the 16 th century to the Victorian period. It highlights poetry through its different forms and formulations, covering all kinds of territory. The course will discuss the rules, conventions and contexts that influenced poets and more importantly how it affected poetic trends to change; how rules were broken; how poets played with language in poetry to meet their expectations; and what these poems lead readers to expect and at the same time how these poems defied expectations. The periods and movements covered include the poetry and poets of different histories and traditions specifically, the English Renaissance, the metaphysical school, the Restoration, the neo-classical period, the Romantic Movement, and the Victorian age.
2. Course Main Objective
The main objective of the course is for students to develop skills as effective readers of poetic texts of representative poets of different eras and accordingly write about these studied texts and interpret the concepts, themes, and features of the periods they represent.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding <i>By the end of the course, students will be able to:</i>	
1.1	Recognize key literary concepts, the main literary schools and figures from the 16th century to the Victorian age.	K2
1.2	Outline the major developments in poetry; the types, structures, forms and trends.	K3
1.3	Discuss the different poems in their historical, political, social, and cultural contexts.	K4
1.4	Identify the intercultural connections in the representative poems.	K5
2	Skills: <i>By the end of the course, students will be able to:</i>	
2.1	Analyze key literary devices, the characteristics of the literary schools and poetic trends from the 16th century to the Victorian age.	S2
2.2	Investigate the conventions in an age and how it is represented through poetry.	S3
2.3	Compose arguments, essays or any form of written work to respond critically to poetic concepts and characteristics.	S5, S6
2.4	Compare the features in poetry of different eras in light of the major poets and poems.	S5, S6
2.5	Evaluate the philosophical, social, and cultural contexts of the studied poems to and its significance beyond each era.	S7
3	Values: <i>By the end of the course, students will be able to:</i>	
3.1	Demonstrate self-confidence through presentations, questions and comments on different literary concepts and figures independently.	V1
3.2	Communicate and work effectively in pairs and groups through peer evaluation of homework assignments and other course-tasks on the different literary ages and their exponents.	V2
3.3	Demonstrate academic honesty and integrity in all assigned work by properly citing others' ideas and by using plagiarism software to help check their work.	V3

C. Course Content

No	List of Topics	Contact Hours
1	The English Renaissance: The introduction of the sonnet to English Literature Representative poet: Thomas Wyatt	3
2	Elizabethan Poetry Representative poet: William Shakespeare or Edmund Spenser	3
3	The Metaphysical School Representative poet: John Donne, George Herbert, or Andrew Marvell	3
4	Tutorial: Writing commentaries and literary responses	3

5	Puritan Age Representative poet: John Milton	3
6	Neo-classical Age Representative poet: John Dryden, Alexander Pope	3
7	Pre-romantic Representative poet: William Blake	3
8	Romantic Poetry: First generation Representative poet: William Wordsworth or Samuel Taylor Coleridge	3
9	Romantic Poetry: Second generation Representative poet: Percy Bysshe Shelly, John Keats, or Lord Byron	3
10	Tutorial: Writing a Literary Analysis Essay	3
11	Victorian Poetry The Dramatic Monologue Representative poet: Robert Browning	3
12	Victorian Poetry Moral Teaching or Allegories of life Representative poet: Lord Alfred Tennyson or Matthew Arnold	3
13	Late Victorian Poetry Pre-Raphaelites Representative poet: Dante Gabrielle Rosetti, Swinburne or Christina Rossetti	3
14	Romantic vs Victorian Poetry	3
15	Revision and Students' Presentations	3
16	Revision and Students' Presentations	3
Total		48

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	Recognize key literary concepts, the main literary schools and figures from the 16th century to the Victorian age.	Lectures Group Discussions Online teaching Presentations Task-based sessions Concept-mapping	-Participation -Quizzes -Mid-term tests -Final exam -Assignments
1.2	Outline the major developments in poetry; the types, structures, forms and trends.		
1.3	Discuss the different poems in their historical, political, social, and cultural contexts.		
1.4	Identify the intercultural connections in the representative poems.		
2.0	Skills		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.1	Analyze key literary devices, the characteristics of the literary schools and poetic trends from the 16th century to the Victorian age.	Tutorials Group discussions Power point presentations In-Class discussions Inquiry-based learning	-individual/ group presentations -Writing essays -writing short notes -responses to literature (poetry) -Term papers -Participation -Mid-Term Tests -Final exam
2.2	Investigate the conventions in an age and how it is represented through poetry.		
2.3	Compose arguments, essays or any form of written work to respond critically to poetic concepts and characteristics.		
2.4	Compare the features in poetry of different eras in light of the major poets and poems.		
2.5	Evaluate the philosophical, social, and cultural contexts of the studied poems to and its significance beyond each era.		
3.0	Values		
3.1	Demonstrate self-confidence through presentations, questions and comments on different literary concepts and figures independently.	Individual presentations In-class discussions Group presentations Group assignments Collaborative and peer technique teaching	-Evaluation of in-class discussions -Oral Presentations -Peer evaluation -Self-evaluation -Peer and Group discussions
3.2	Communicate and work effectively in pairs and groups through peer evaluation of homework assignments and other course-tasks on the different literary ages and their exponents.		
3.3	Demonstrate academic honesty and integrity in all assigned work by properly citing others' ideas and by using plagiarism software to help check their work.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterms- Choice to allocate either: One Midterm	7 or 8	30%
	Two Midterms	6 or 7 - 11 - 12	30% or 40%
2	Course Work as assigned by the convener/instructor (see D1 Assessment methods).	Throughout the semester	30% or 20%
3	Final Exam	16 & 17	40%
4	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:

- Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads.
- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.
- Instructors are assigned one hour for student academic advising.
- Faculty emails are accessible for students.
- Online interaction between instructor and student is available using the university's official online platforms.

F. Learning Resources and Facilities

1. Learning Resources

<p>Required Textbooks</p>	<ol style="list-style-type: none"> 1. A Booklet with the assigned poetic texts. 2. Margaret Ferguson and others, eds., <i>The Norton Anthology of Poetry</i>, 5th ed. New York: Norton, 2005 3. Vendler, Helen. <i>Poems, Poets, Poetry: An Introduction and Anthology</i>. 2nd ed. New York, NY: Bedford/St. Martin's, 2002.
<p>Essential References Materials</p>	<ol style="list-style-type: none"> 1. Bowra, C. M. <i>The Romantic Imagination</i>. Oxford: Oxford UP, 1980. 2. Bristow, Joseph. <i>The Cambridge Companion to Victorian Poetry</i>. Cambridge: Cambridge University Press, 2000 3. Ceri, S. (2008). <i>The rhetoric of the Conscience in Donne, Herbert, and Vaughan</i>. London: Oxford Univ. Press. 4. Clarke, J.C.D. (2000). <i>English Society, 1660 – 1832: Religion, Ideology and Politics during the Ancient Regime</i>. Cambridge University Press. 5. Cronin, Richard, Antony H. Harrison & Alison Chapman <i>A Companion To Victorian Poetry</i>. John Wiley and Sons Ltd., 2002 6. Cunningham, V. (ed.). (2000). <i>The Victorians: An anthology of poetry and poetics</i>. Oxford and Malden, M.A: Blackwell. 7. <i>English poetry of the sixteenth century</i>. London: Longman. 8. Hattaway, M. ed. (2000). <i>A companion to English Renaissance literature and culture</i>. 747. 9. <i>Poetry and politics in the English renaissance</i>. Oxford University Press. 10. Rohawski, P. (ed.). (2008). <i>English literature in context</i>. London: Cambridge University Press. 11. Roland Greene, Stephen Cushman, et al., eds., <i>The New Princeton Encyclopedia of Poetry and Poetics</i>, 4th ed. Princeton: Princeton UP, 2012 12. Rowse, A.L. (2000). <i>The Elizabethan renaissance: The life of the society</i>. Norbrook, D. (2002). 13. Strunk, William and E. B. White. <i>Elements of Style</i>. New York, NY: Penguin, 2007.

	<p>14. Widdowson, Peter. The Palgrave Guide to English Literature and its Contexts 1500-2000, Basingstoke Hampshire: Palgrave Macmillan, 2004</p> <p>15. Wu, D. (ed.). (2006). Romanticism: An anthology. 3rd edn. Oxford: Blackwell.</p>
Electronic Materials	<p>-Norton Anthology Collection https://poetryarchive.org/collections/norton-anthology-collection/</p> <p>-The Literature Network: http://www.online-literature.com/</p> <p>-Saudi Digital Library https://sdl.edu.sa/sdlportal/en/publishers.aspx</p>
Other Learning Materials	

2. Facilities Required

Item	Resources
<p>Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<p>Classrooms Main Library King Abdullah City Campus Library</p>
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	<p>The university's official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple Microsoft Office 365 applications such as OneDrive, Teams, SharePoint, Kaizala ...etc.</p> <ul style="list-style-type: none"> • Blackboard • Cisco Webex • AV • Data show • E-podium • overhead projector • electronic whiteboard • course book software • Internet Access
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	-

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	Direct

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	
Reference No.	
Date	