ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Course Specifications

Institution: Al-Imam Muhammad Ibn Saud Islamic University   Date: 8/10/2019
College/Department: College of Languages and Translation - Department of English Language and Literature

A. Course Identification and General Information

1. Course title and code: Poetry, Eng. 314
2. Credit hours: Two hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)   BA in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 6/ Third Year
6. Pre-requisites for this course (if any): Poetry, ENG 313
7. Co-requisites for this course (if any)
8. Location if not on main campus: Main Campus

9. Mode of Instruction (mark all that apply):

a. traditional classroom	√	What percentage?	80%
b. blended (traditional and online)		What percentage?	
c. e-learning	√	What percentage?	10%
d. correspondence	√	What percentage?	10%
f. other		What percentage?	

Comments:

B. Objectives

1. What is the main purpose for this course?

The Main Purpose of this Course is for students to:

1. Display a working knowledge of twentieth-century poetry.
2. Familiarize them with the different schools/approaches/trends in modern poetry.
3. Discuss some of the literary, critical, social and ideological preoccupations of early 20th century poetry with a direct application on a number of poems.
4. Identify the different reasons/events, such as the world wars that brought about the change and formation of the different poetic schools in the twentieth century.
5. Encourage and enable students critical thinking and writing skills through reading, interpreting and analyzing modern poems.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)

1. Provide variation by updating either the poetry texts or poets studied.
2. Integrate e-learning teaching strategies.
3. Improve literary analysis processes by providing students with more practical training.
4. Updating the content of the course in light of recent research and recently published textbooks and consulting the authorized websites online about what is new about the material are all taken into consideration.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

This course introduces students of English literature to twentieth-century poetry with its variety of poetic movements such as Modernism, Imagism, WWI poetry, WWII poetry and other movements. Students will also be introduced to twentieth-century major poets, some which are Nobel-prize winners. The Poems of Wilfred Owen, T. S. Eliot, W. B. Yeats, Robert Frost, Ezra Pound and others represent the social, ideological, philosophical, and critical concerns of the 20th century. Students will, also, study the different aspects and features that distinguish one school from another, and explore features that apply to innovative and unconventional verse. In addition, this course will familiarize students with the poetic flexibility that dominated twentieth-century poetry.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Discussing the Course Contents, Methods of Evaluation and Distribution of the Marks Introduction to the literary, social, critical and ideological the preoccupations of Twentieth Century poetry	1	2

Week 2: Twentieth-century major poetic movement - Imagism - War poetry -WWI/WWII - Modernism - High Modernism - Harlem Renaissance - Ethnic Poetry - Post-modernism	1	2
Week 3: William Butler Yeats: "An Irish Airman Foresees His Death"	1	2
Week4: Robert Frost: "The Road not Taken"	1	2
Week5: T. S. Eliot: 'The Love Song of J. Alfred Prufrock'	1	2
Week5: T. S. Eliot: 'The Love Song of J. Alfred Prufrock'	1	2
Week 6: Imagism. Ezra Pound: " In a Station of a Metro" & Hilda Doolittle's 'Oread'	1	2
Week 7: First Mid-Term exam	1	2
Week 8: Harlem Renaissance. Langston Hughes: "The Negro Speaks of Rivers"	1	2
Week9: Ted Hughes: 'Hawk Roosting'	1	2
Week9: Rita Dove: 'Parsley'	1	2
Week9: Naomi Shihab Nye: 'Two Countries'	1	2
Week10: Sylvia Path: "Daddy"	1	2
Week11: Seamus Heaney: "Digging"	1	2
Week12: Revision & discussions	1	2
Week13: Second Mid-Term exam	1	2
Week 14: discussion of students' essays and research papers.	1	2
Week 15: Revision		

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	30					30
	Actual	30					30
Credit	Planed	2 hours					2 hours
	Actual	2 hours					2 hours

3.3	Demonstrate responsibility in group discussions or work and exercise leadership when appropriate.	- Group work - Peer work	-Observation
4.0	**Communication, Information Technology, Numerical** By the end of the course, students will be able to:		
4.1	-Operate computer applications to communicate correct oral and written English forms in their assignments or projects. -Research correctly using information and communications technologies to investigate different schools and approaches/trends in modern poetry.	- Using Smart Boards - Using the internet - Using audio/video recordings	- Computerized Research papers - PowerPoint presentations
5.0	**Psychomotor** Not applicable		

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Mid-term (Instructor has the choice to examine one test out of 30% or two tests 15% each)	Week 7	30%
2	Participation / Attendance	Weekly	5%
3	Project or assignment on topics related to the content of the course.		5%
4	Final exam	Week 16	60%
	Total		100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Three weekly office hours

E Learning Resources

1. List Required Textbooks

Beach, Christopher. *The Cambridge Introduction to Twentieth-Century American Poetry*. Cambridge: Cambridge University Press, 2003.
Childs, Peter. *The Twentieth Century in Poetry: A Critical Survey*. London: Routledge, 1999.
Corcoran, Neil (ed.). *The Cambridge Companion to Twentieth-Century English Poetry*. Cambridge: Cambridge University Press, 2007.

3. Additional private study/learning hours expected for students per week.	4

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge** By the end of the course, students will be able to:		
1.1	Define the main tenets of the major modernist schools	- Lectures - Class discussions Assigning presentations	- written/ oral exams - research papers - presentations
1.2	Recall the diverse and distinct literary, social and ideological characteristics of modernism and its relevance in poetry.	- Class lectures - Pair/group work	- Quizzes - Exams - Assignments - Observations
2.0	**Cognitive Skills** By the end of the course, students will be able to:		
2.1	Interpret the poetic movements of the twentieth century and use evidence critically as a support.	- Lectures - Individual/ Pair work - presentations	- Oral/ written exam - Research papers
2.2	Evaluate research methodologies in analyzing and interpreting poems in the light of the modernist movements and apply their theoretical background to the poems in hand		
3.0	**Interpersonal Skills & Responsibility** By the end of the course, students will be able to:		
3.1	Demonstrate working effectively in teams and independently.	- presentations - Individual/ Pair work Group discussions	- Research projects - PowerPoint Presentations - Observation
3.2	Show responsibility for their own learning and continue their personal academic development. Demonstrate ethical behavior in personal, classmate and teacher relationships	- assignments - Group work	- Punctuality - Meeting Deadlines

2. List Essential References Materials (Journals, Reports, etc.)

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

Chris, Baldick. *Oxford Dictionary of Literary Terms*. Oxford, 2008

Corcoran, Neill. *English Poetry Since 1940*. London: Longman Group UK Limited, 1993.

Dictionary of Literary Terms. Coles, 2003.

Draper, R. P. *An Introduction to Twentieth Century Poetry in English*. London: Macmillan, 1999.

Durrell, Lawrence. *A Key to Modern British Poetry*. Norman: University of Oklahoma Press, 1970.

Everett, Barbara. *Poets in their Time: Essays on English Poetry from Donne to Larkin*. London: Faber and Faber. 1986.

Ferguson, Margret *et al. the Norton Anthology of Poetry*. Norton 1996.

Matterson, Steven and Darryl Jones. *Studying Poetry*. London: Arnold, 2000.

Paul, Jerome J. and Beaty Hunter. *The Norton Introduction to Literature*. Norton,1998.

O'Neill, Michael and Gareth Reeves. *Auden, MacNiece, Spender: The Thirties Poetry*. London: Macmilla, 1922.

Poster, Jem. *The Thirties Poets*. Buckingham: Open University Press, 1993.

Rees, R. J. *English Literature: An Introduction for Foreign Readers*. Macmillan: 1973.

Thwaite, Anthony. *Twentieth-Century English Poetry: An Introduction*. London: Heinemann.

Wildhardt, Mark and Alan Michael Parker (ed). *Who's Who in Twentieth Century Poetry*. London: Routledge, 2000.

Williams, John. *Twentieth-Century British Poetry*. London: Edward Arnold Ltd, 1987.

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

http://www.poetryfoundation.org/features/audio/series/detail/74636

http://www.poetryfoundation.org/

https://www.bookbrowse.com/blogs/editor/index.cfm/2013/4/1/A-Dozen-of-the-Best--Poetry-Websites

http://www.poemhunter.com/

https://www.poets.org/

http://www.poetrysociety.org/psa/

http://www.loc.gov/poetry/180/

http://www.poetseers.org/

http://www.poetryarchive.org/

http://www.fishousepoems.org/

https://catalog.librivox.org/

http://wn.com/poem

http://www.mptmagazine.com/

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Lecture rooms.
- Computer labs.
- Personal smartphones.

2. Technology resources (AV, data show, Smart Board, software, etc.)

Podium computer and data show

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
None

G Course Evaluation and Improvement Processes

1 -Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Following up the students' progress and grades.
- Examining the course/teacher evaluations at the quality assurance unit at the end of each semester
- Using anonymous students' feedback throughout semester.

Discussions with students through office hours

2 -Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- Regular meetings to be held by the course coordinator.
- Examining the course/teacher evaluations at the quality assurance unit at the end of each semester.

Examining the students' grades.

3 -Processes for Improvement of Teaching
- Workshops, seminars and training sessions to be held by the course coordinator.

Instructors are encouraged to attend/participate in professional conferences as well as to research and publish.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Checking the grading of a sample examination paper by a resident faculty member.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
Course specifications to be reviewed periodically in line with course evaluations by students, course reports by teachers, feedback from host institutions, and program reviews.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____   Date Received: _____