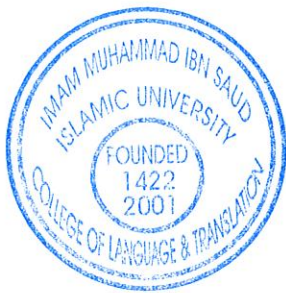




المركز الوطني للتقويم والاعتماد الأكاديمي  
National Center for Academic Accreditation and Evaluation

## ATTACHMENT 5.

# T6. COURSE SPECIFICATIONS (CS)





## Course Specifications

Institution: <b>Imam Muhammad Ibn Saud Islamic University</b>	Date: 14/10/2019
College/Department: <b>College of Languages and Translation/ Department of English Language and Literature</b>	

### A. Course Identification and General Information

1. Course title and code: <b>Poetry ENG 212</b>			
2. Credit hours: <b>2 credit hours</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>BA in English Language and Literature</b>			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: <b>L4/ 2<sup>nd</sup> year</b>			
6. Pre-requisites for this course (if any): <b>Introduction to Literature ENG 207</b>			
7. Co-requisites for this course (if any): <b>None</b>			
8. Location if not on main campus: <b>Main Campus</b>			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input style="width: 50px;" type="text" value="100%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

1. What is the main purpose for this course?

**This course introduces students to the major aspects of poetry in the 16<sup>th</sup> & 17<sup>th</sup> century. The course offers a range of works that reflect the ideas, literary conventions and techniques prominent during those times. The course is also designed to help students develop their critical reading, thinking and writing skills through practical analyses of the selected poems.**

**The main purpose of this course is for students to:**

- 1- Identify the features of Elizabethan poetry, early 17<sup>th</sup> Century (metaphysical poetry) and the Neoclassical Period.**
- 2- Comprehend the literary conventions and prominent poetic forms during the sixteenth and seventeenth centuries.**
- 3- Equip students to read critically and evaluate literary texts.**
- 4- Develop students' analytical skills through expressing orally and in writing the ideas, terms, and techniques used in a given poem.**

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. Implementing educational technology applications that enhance learning environments.**
- 2. Integrating websites related to literary analysis to provide students with extra material and more practical training.**

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

Course Description:

**This is a 2-credit-hour course that introduces the basic elements of a poem. It also introduces the main features of 16<sup>th</sup> & 17<sup>th</sup> centuries' schools of poetry in level 4. It teaches students how to identify, analyze and comment on a poetic text. It also enhances the students' ability to explain, comment, discuss and argue about a certain aspect or aspects in a poem and write in a correct academic form.**

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
<b>Introduction to Elizabethan poetry</b>	<b>1</b>	<b>2</b>
<b>Sample poem by Thomas Wyatt</b>	<b>1</b>	<b>2</b>

Sample poem by Shakespeare	1	2
Introduction to Puritan Poetry	1	2
An example of a puritan poem (preferably a text by John Milton)	1	2
Writing Practice: How to identify and explain a literary aspect (i.e. theme, imagery, figures of speech, form...etc)	1	2
Midterm	1	2
Introduction to metaphysical poetry	1	2
Sample poem by John Donne	1	2
Sample poem by George Herbert	1	2
Sample poem by Andrew Marvel	1	2
Quiz	1	2
Introduction to neoclassical poetry	1	2
Sample poem by Alexander Pope	1	2
Writing Practice: How to write a literary analysis and annotation of a poetic text	1	2
Revision	1	2

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	28	4				32
	Actual						
Credit	Planned	2					2
	Actual						

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
<b>1.0</b>	<b>Knowledge</b> <b>By the end of the course the student should be able to:</b>		
1.1	Define the poetic conventions, literary devices and forms used in Elizabethan, metaphysical and neoclassical poetry.	- Lectures - Class Discussion - Assigned reading material	- In-class discussions - Written classwork
1.2	Outline the major poetry schools of the 16 <sup>th</sup> & 17 <sup>th</sup> centuries and their historical, social and political influences that effected the poets and their writing.	- Analysis of texts	- Oral and written exams - Assignments
<b>2.0</b>	<b>Cognitive Skills</b> <b>By the end of the course the student should be able to:</b>		
2.1	-Develop a critical sense while reading poetry. -Interpret orally and in writing the literary terms or techniques used in a given literary text and relevant to the schools of poetry taken.	- Lectures	- Oral and written exams
2.2	Differentiate between the major aspects of a poetic text and the different literary schools. Evaluate poems for denotative and connotative	- Group discussions - Assigning Presentations	-Writing research papers - Class discussions
2.3	meanings, structure, use of literary devices or metaphysical features.		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> <b>By the end of the course the student should be able to:</b>		
3.1	Demonstrate an ability to work independently, and in a team to analyze an assigned poem.	- Individual or group assignments	- Punctuality - Meeting deadlines
3.2	Show responsibility for self-learning and continue personal and academic development in written assignments.	- Group work	- Observation - Writing research papers
3.3	Demonstrate an appreciation of different philosophical, social, and cultural contexts in group assignments.	- Peer work - Peer review	
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> <b>By the end of the course the student should be able to:</b>		
4.1	Demonstrate communication technology skills such as operating computer programs to type written assignments and researching by using various resources such as the Internet.	- Using Smart Boards - Using the internet -Using Audio and video recordings	- Research papers - PowerPoint presentations
<b>5.0</b>	<b>Psychomotor NA</b>		

#### 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	Midterm 1	7 <sup>th</sup> week	20%
2	Quiz	12 <sup>th</sup> week	10%

3	Assignment or Research or Accumulative Classwork	3, 5, 8,13 weeks	5%
4	Participation	Every Week	5%
5	Final Exam		60%
6	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)

Two hours a week

#### E Learning Resources

##### 1. List Required Textbooks

1. Cheney, Patrick: *Reading Sixteenth-Century Poetry*, 1<sup>st</sup> Edition. Wiley-Blackwell, UK, 2011.
2. Rumrich, John P, Chaplin, Gregory (editors). *Seventeenth-Century British Poetry, 1603-1660 (Norton Critical Editions)*, 1<sup>st</sup> edition. W. W. Norton & Company, US, 2005.

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

1. Abrams, M.H., et al., eds. *The Norton Anthology of English Literature: The Sixteenth Century/The Early Seventeenth Century*. 8th ed. New York: Norton, 2006.
2. Hyman, Lawrence W. *Andrew Marvell*. New York: Twayne, 1964.
3. King, Pamela. *Metaphysical Poets: York Notes Advanced*. London: Longman, 2001.

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

1. Bewley, Marius, ed. *The Selected Poetry of Donne*. New York: New American Library, 1979.
2. Cuddon, J. A. *Dictionary of Literary Terms and Literary Theory*. 3<sup>rd</sup> ed. London: Penguin, 1992.
3. Dawson, Terence, and Robert Scott Dupree, eds. *Seventeenth-Century English Poetry*. Hertfordshire: Harvester Wheatsheaf, 1994.
4. Duncan-Jones, Katherine, ed. *Sir Philip Sidney*. New York: Oxford, 1989.
5. Howarth, R.G., ed. *Minor Poets of the Seventeenth Century*. 1931. London: Aldine House, 1966.
6. Miner, Earl. *The Cavalier Mode from Jonson to Cotton*. Princeton: Princeton UP, 1971.
7. Parfitt, George. *English Poetry of the Seventeenth Century*. 1985. 2<sup>nd</sup> ed. London: Longman, 1992.
8. Patrides, C.A. *Approaches to Marvell*. London: Routledge & Kegan Paul, 1978.
9. Pollard, Arthur, ed. *Andrew Marvell: Poems*. London: Macmillan, 1980.
10. Shakespeare, William. *The Sonnets*. Ed. William Burto. Rev. Ed. New York: Signet, 1988.
11. Shawcross, John T., ed. *John Milton: The Critical Heritage*. London: Routledge, 2013.
12. Willmott, Richard. *Metaphysical Poetry*. Cambridge: Cambridge UP, 2002 .

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

**None**

### 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

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

#### Overhead projector, course book software, internet, speakers

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

- **Formal, anonymous course evaluations by students at the end of course**
- **Informal student feedback throughout the semester.**

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

<ul style="list-style-type: none"> <li>- <b>Self-evaluation.</b></li> <li>- <b>Prepare general file for course.</b></li> <li>- <b>Review sample of students' work by another faculty member.</b></li> </ul>
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> <li>- <b>Holding regular meetings between course conveners and instructors to address problems of the course</b></li> <li>- <b>Keeping up to date with pedagogical theory and practice</b></li> <li>- <b>Conduct Workshops, seminars and training sessions</b></li> <li>- <b>Review of previous course reports to set goals for achieving excellence in teaching.</b></li> </ul>
<p>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)</p> <ul style="list-style-type: none"> <li>- <b>Identifying rubrics for each students' activity or assignment</b></li> <li>- <b>Checking grading of a sample of examination papers either by a resident or visiting faculty member</b></li> </ul>
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> <li>- <b>Course specifications are to be reviewed periodically in line with course evaluations by students and course reports by teachers</b></li> <li>- <b>Acquire feedback from host institutions, and program reviews.</b></li> <li>- <b>Benchmark the management of similar courses in local and international institutes.</b></li> </ul>

Name of Course Instructor: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Specification Completed: 14/10/2019

Program Coordinator: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_