



هيئة تقويم التعليم  
Education Evaluation Commission  
المركز الوطني للتقويم والاعتماد الأكاديمي  
National Center for Academic Accreditation and Evaluation

## ATTACHMENT 5.

# T6. COURSE SPECIFICATIONS

**ENG 432**

**Modern Poetry**

### Course Specifications

Institution <a href="#">King Saud University</a>	Date <a href="#">30/1/2019</a>
College/Department <a href="#">College of Arts/Department of English Language and Literature</a>	

#### A. Course Identification and General Information

1. Course title and code: <a href="#">Modern Poetry - ENG 432</a>			
2. Credit hours: <a href="#">3 hours</a>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <a href="#">B. A. in English</a>			
4. Name of faculty member responsible for the course <a href="#">Several Professors</a>			
5. Level/year at which this course is offered <a href="#">Fifth Level/Third Year</a>			
6. Pre-requisites for this course (if any) <a href="#">ENG 430</a>			
7. Co-requisites for this course (if any) <a href="#">None</a>			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="70"/>
b. Blended (traditional and online)	<input type="checkbox"/> No	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="30"/>
d. Correspondence	<input type="checkbox"/> No	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/> No	What percentage?	<input type="text"/>

Comments:

All credit hours are carried out in a face-to-face traditional setting. However, the course is technology enabled making use of LMS to post the syllabus, content, online test and discussion boards etc.

## B Objectives

1. What is the main purpose for this course?

1. Demonstrate a knowledge of some of the literary, critical, social and ideological preoccupations of early 20th century poetry
2. Relate their comprehension of poetry to the role and relativity of the reader's own discursive context
3. Learn to read and write about poetry
4. Evaluate poems critically
5. Analyze, evaluate and interpret a variety of types of evidence in a critical manner

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. The following series of orientation workshops are essential for BOTH faculty and students<sup>1</sup>:

**Faculty:** assessment and teaching methods applied in literature courses

**Students:**

Suggested workshops:

- a) Basic skills with word processing software.
- b) Plagiarism
- c) Library research
- d) Virtual classes
- e) Critical and Investigative Thinking Skills
- f) Comprehensive Reading of Literary Texts
- g) Scholarly Sources: When and How to use them

2. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed

3. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)

4. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.

<sup>1</sup> Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if available; Library.

5. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for literature courses, or at least a unified standard.

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

Course Description:

This course covers the major characteristics, concerns, techniques, and practitioners of modern poetry. One unifying approach is to trace the two central currents of modern poetry: traditional and modernistic. The poets discussed will include Yeats, Eliot, Pound, Stevens, Moore, Bishop, and Frost with some focus on the poetry of World War One, Imagism, and the Harlem Renaissance. The course will also focus on other defining aspects of Modern poetry: free verse, symbolism, realism, metaphysics, allusion, Diverse methods of literary criticism are employed, such as historical, biographical, and gender criticism.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
<b>List of Periods of British Literature: Denominations and Dates.</b>		
<b>I. Ancient British literature:</b> Characteristics of Old British literature; The Old English language; Old English Poetry ( <i>Beowulf</i> ); Alfred and the beginning of English Prose	2	6
<b>II. Medieval English Literature:</b> Characteristics of Medieval British literature, Middle English as a language; Chaucer and his works; The prose of Thomas Malory; The beginnings of English drama; Mystery and miracle plays; The morality plays; Middle English lyrics and ballads		
<b>III. Renaissance prose:</b> Characteristics of Renaissance England; the beginnings of modern English; Prose of the Renaissance humanists; Sidney and Raleigh; Elizabethan prose; literary philosophers: Locke (the blank slate, the birth of the individual)	1	3
<b>IV. Renaissance drama:</b> Pre-Shakespearean drama: Thomas Norton and Thomas Sackville; Thomas Kyd; Christopher Marlowe; Shakespeare: history plays, comedies, romances, and tragedies; Other Elizabethan and Jacobean dramatists.	2	6
<b>V. Renaissance poetry:</b> Early Renaissance poets; Wyatt and Surrey; Spenser and his works; Sir Philip Sidney,; Marlowe; Raleigh; Other Elizabethan poets: John Donne and metaphysical poets; John Milton and his works, Ben Jonson	2	6
<b>VI. The Restoration and the Eighteenth Century:</b> cultural characteristics; restoration comedy; Dryden and his works; the rise of the British novel	1	3



## هيئة تقويم التعليم

Education Evaluation Commission

<b>VII. The Romantic Period:</b> Characteristics; Major Romantic poets: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats; Major novelists: Jane Austen and Sir Walter Scott	2	6
<b>VIII. Victorian prose:</b> Characteristics of the Victorian period; the Victorian novel: the Brontes, Charles Dickens, Thomas Hardy.	1	3
<b>IX. Victorian poetry:</b> Tennyson, Robert & Elizabeth Browning, Matthew Arnold, the Pre-Raphaelite poets: Rossetti	1	3
<b>X. Twentieth-century fiction:</b> characteristics of the modern period; Social criticism in the modern novel; the fiction of Joseph Conrad; James Joyce; Virginia Woolf; the novels of D. H. Lawrence	1	3
<b>XI. Twentieth-century poetry:</b> The poetry of W. B. Yeats; Eliot and modernist poetry; <b>20th c. drama:</b> Beckett and theatre of the absurd; Final Review	1	3

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	Planned	42 hours	None	None	None	3 hours	45 hours
	Actual						
Credit	Planned	3 hours					3 hours
	Actual						

3. Additional private study/learning hours expected for students per week.	<b>6 hours</b>
--	----------------

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
<p><b>On the table below are the five NQF Learning Domains, numbered in the left column.</b></p> <p><b>First</b>, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). <b>Second</b>, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. <b>Third</b>, 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.)</p>

	<b>NQF Learning Domains</b>	<b>Course Teaching</b>	<b>Course Assessment</b>
--	-----------------------------	------------------------	--------------------------



## هيئة تقويم التعليم

Education Evaluation Commission

	And Course Learning Outcomes	Strategies	Methods
<b>1.0</b>	<b>Knowledge</b> Students should be able to:		
1.1	Recognize distinctive characteristics of Modern Poetry and the different techniques employed in Modern Poetry	1-Lectures/reminding students of methods to analyze literary texts and providing them (again) with the necessary tools to do so 2-Poem recitation in class and team-work participation via questions and answers 3-Direct instruction on helpful cognitive strategies such as poem- analysis, recognizing relationships and patterns, similarities and differences between literary texts 4-practice thoroughly in order to produce grammatically correct sentences	1-Class participation 2-In-class performance when doing 3-exercises 4- Midterms 5- Final Exams
1.2	Recognize the relation of modern poetry to its social, historical, and philosophical perspectives		
<b>2.0</b>	<b>Cognitive Skills</b> Students should be able to:		
2.1	Write sound critical assessments of literary extracts	1-Lectures/reminding students of methods to analyze literary texts and providing them (again) with the	1-Class participation 2-In-class performance when doing 3- Exercises 4- Midterms and Final
2.2	Compare and contrast certain authors with their		



## هيئة تقويم التعليم

Education Evaluation Commission

	representative work, on the one hand, with the representative work of (an)other author(s) from the same movement	necessary tools to do so 2-Poem recitation in class and team-work participation via questions and answers 3-Direct instruction on helpful cognitive strategies such as poem- analysis, recognizing relationships and patterns, similarities and differences between literary texts 4-practice thoroughly in order to produce grammatically correct sentences	Exams
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> Students should be able to:		
3.1	Demonstrate leadership role	1. Assigning reading assignments to students prior to lectures. 2. Individual counselling on areas of concern to the students. 3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.	1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course. 2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.
3.2	Demonstrate a sense of accountability	1. To instil a sense of responsibility for one's learning. 2. To have clear deadlines for submissions, exam dates and other important rules to be written in the course syllabus, which is given to students at the beginning of each term.	Enforcing deadlines and rules mentioned in the syllabus.



## هيئة تقويم التعليم

Education Evaluation Commission

3.3	Evaluate one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> Students should be able to:		
4.1	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of communication in class or outside class.	Class presentations Group work Journals
4.2	Search using the digital library database.	Compilation of relevant bibliography	1. Use digital library database to compile a bibliography of the latest and/or most relevant scholarly articles dealing with the topic. 2. Correct referencing format and use of sources will be tested.
4.3	Operate the internet to download information and make use of useful web links.	Students will be encouraged to make extensive use of material on the web and the digital library.	1. Demand the use of references in both group presentations and the research paper  2. Students will be graded on their use of online scholarly material on their research papers
4.4	Operate the internet to communicate with the faculty or teaching staff	The use of LMS and email.	The use of a professional email address and language
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A	N/A	N/A

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	1st midterm	7	1st midterm
2	2nd midterm	12	2nd midterm



هيئة تقويم التعليم  
Education Evaluation Commission

3	Written Critiques of poems	Throughout	Written Critiques of poems
4	Research paper	14	Research paper
5	Final	End of term	40%

#### 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)  
6 office hours per week; email

#### E. Learning Resources

1. List Required Textbooks  
Ramazani, Jahan, Richard Ellman, and Robert O'Claire, eds.
2. List Essential References Materials (Journals, Reports, etc.)
  - David Perkins. A History of Modern Poetry, Volume I: From the 1890s to the High Modernist Mode, Pelknap Press, 1979.
  - David Perkins. A History of Modern Poetry, Volume II: Modernism and After, New Edition. Pelknap Press, 1989.
  - Marjorie Perloff. 21st – Century Modernism: The “New” Poetics. Wiley-Blackwell, 2002
  - Michael Hamburger. The Truth of Poetry. New Edition. Anvil Press Poetry, 2004
3. List Electronic Materials(eg. Web Sites, Social Media, Blackboard, etc.)  
<http://www.rc.umd.edu/praxis/poetics/kaufman/kaufman.html>  
<http://www.textetc.com/modernist.html> [http://en.wikipedia.org/wiki/Poetry\\_analysis](http://en.wikipedia.org/wiki/Poetry_analysis)  
<http://www.essaymart.com/essay/45a8023515201.html>  
<http://www.bellaonline.com/articles/art30081.asp>
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

#### 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.)  
Large enough classrooms and labs. Enrollment in each class shouldn't exceed 25.
  2. Computing resources (AV, data show, Smart Board, software, etc.)  
Fully equipped smart classrooms/labs that include e-podiums and projectors

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

## G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ol style="list-style-type: none"> <li>1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor)</li> <li>2. End of term college evaluation of course by students (to be collected by the department)</li> <li>3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better</li> <li>4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated</li> </ol>
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ol style="list-style-type: none"> <li>1. Peer evaluation to asses ability of faculty members to work with their colleagues</li> <li>2. Class observations by supervisors</li> </ol>
<p>3 Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> <li>1. Training sessions</li> <li>2. Workshops to facilitate the exchange of experiences amongst faculty members</li> <li>3. Regular meetings where problems are discussed and solutions given</li> <li>4. Discussion of challenges in the classroom with colleagues and supervisors</li> <li>5. Encouragement of faculty members to attend professional development conferences.</li> <li>6. Keep up to date with pedagogical theory and practice</li> <li>7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</li> </ol>
<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> <ol style="list-style-type: none"> <li>1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.</li> <li>2. Check marking of a sample of examination papers by another faculty member.</li> <li>3. Students who believe they are under graded can have their papers checked by a second reader</li> </ol>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> <li>1. Compare syllabi and course description with other universities</li> <li>2. Conduct peer review or course observation</li> <li>3. Biannual meetings of faculty members to discuss improvement</li> <li>4. Review curriculum periodically and suggest improvements</li> <li>5. Apply students course evaluation survey</li> <li>6. External examiner</li> </ol>



هيئة تقويم التعليم  
Education Evaluation Commission

Faculty or Teaching Staff: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_ Dean/Department Head : \_\_\_\_\_

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



هيئة تقويم التعليم  
Education Evaluation Commission