



The Sana'a University
Faculty of Arts and Humanities
Department of English and Literature

20th Century Course Specification

I. Course Identification and General Information:					
Course Title:	20 th English Poetry				
Course Code and Number:					
Credit Hours:	theory	seminar	practice	training	Total
	3				42 hrs.
Level & Semester:	Level 4 / Semester 1				
Pre-requisites (if any):	English Literature from a Historical Perspective				
Co-requisites (if any):					
Program in which this course is offered:	B.A in English Language and Literature				
Language of teaching the course:	English				
Location of teaching the course:	Faculty of Arts and Humanities –Sana'a University				
Prepared by:	Dr. Khaled A. Al-Ahdal				
Date of Approval:	2020/2021				

II. Course Description:

This course focuses on poetry written in Britain since the 1900s, with emphasis on such topics as the development of modernism, poetic forms and their relations to political and cultural developments during the time. Special emphasis will be given to the analytic ability of the students in identifying the major characteristics of the poetry of major figures like T. S. Eliot, W. B. Yeats, W. H. Auden, and others. Their poetry represents major trends in modern English which will be the focus of discussion in this course.

III. Aims and Objectives of the Course:



By the end of the course students should be able

1. To provide a review of the recent literary theories, schools and trends in modern poetry, such as Imagism, Symbolism, Realism, Structuralism, Post-structuralism, Colonialism, etc.
2. To examine specific texts by major poets of the 20th century who helped in creating diverse and cosmetic literary scenes.
3. Study the various themes and concepts that framed the whole scene of the 20th century such as modernism, post-modernism
4. Provide a comparative and contrastive analysis of the various modes of expressions reflected in some of the works produced during this time.

IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs)

PILOs	CILOs
(A) Knowledge & Understanding:	
Upon the completion of the BA program, students are expected to be able to:	Upon the completion of this course, students are expected to be able to:
A1: show knowledge and understanding of different linguistic and literary theories and schools of thought and English linguistics/literature;	a1- provide a review of the recent literary theories, schools and trends in modern poetry, such as Imagism, Symbolism, Realism, Structuralism, Post-structuralism, Colonialism, etc.
A2: express a knowledge of social values and traditions common in other cultures;	a2- show understanding of the various elements that contributed to the emergence of modern poetry in England.
A3: show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	a3- reflect understanding of the material studied through the expression of ideas in fluent spoken English and accurate writing
A4: show knowledge and understanding of modern research tools and methods, including the employment of technology;	a4. examine a list of topics related to 20 th century English Poetry to be presented as researched reports



(B) Intellectual Skills

B1: distinguish different literary forms and currents as well as their distinct characteristics;	b1- contrast the major literary and philosophical elements of modern poetry with those of the previous period, 19 th century poetry
B2: evaluate linguistic and cultural phenomena and suggest explanations for them;	b2- appreciate the various aspects of modern poetry and their impact on the English culture during this period.
B3: compare different literary, linguistic and translation theories and strategies;	b3- connect through comparison and contrast the various elements of English poetry that shaped its entity.
B4: distinguish different language skills in terms of reading, writing, and speaking and listening;	

(C) Professional & Practical Skills

C1: employ theories, terms and concepts common in literature, linguistics and translation studies;	c1- employ the theories and trends in the analysis of the given poems
C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa;	c2- use the knowledge of analyzing literary techniques in the poems studied.
C3: use research tools and methods to collect research data, analyze them, and present them in a scientifically appropriate manner;	c3- write a well-organized critical essay about the poems under discussion
C4: make use of basic technological applications to facilitate learning and research process;	c4- make use of available technological applications and devices like computer and internet.
D1: make use of the linguistic and cultural knowledge acquired in order to interact	d1- use the literary and cultural knowledge in order to communicate efficiently with people



efficiently and appropriately with people from different cultures;	from different cultures
D2: manage time, work under pressure, and involve in team activities;	d2- manage time and involve in team activities
D3: pursue knowledge to improve self-learning;	d3- pursue knowledge to improve self-learning
D4: involve creatively in social and academic activities.	d4- - involve creatively in social and academic activities

IV. Alignment of Course Intended Learning Outcomes (CILOs)		
(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
a1- provide a review of the recent literary theories, schools and trends in modern poetry, such as Imagism, Symbolism, Realism, Structuralism, Post-structuralism, Colonialism, etc.	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam
a2- show understanding of the various elements that contributed to the emergence of modern poetry in England. I suggest we exclude America in this course	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam
a3- reflect understanding of the material studied through the expression of ideas in fluent spoken English and accurate writing	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam
a4. Examine a list of topics related to 20 th century English Poetry to be presented as researched reports	<ul style="list-style-type: none"> - lectures - class discussion - presentation 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam



	- assignment	
(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
b1- contrast the major literary and philosophical elements of modern poetry with those of the previous period, 19 th century poetry	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam
b2- appreciate the various aspects of the modern poetry and their impact on the English culture during this period.	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam
b3- evaluate the differences found in the new literary concepts that emerged during this period with those in the previous ages studied.	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam
(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
c1- analyze the styles and trends used in modern poetry through the poems under discussion	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam
c2- use the knowledge of analyzing literary techniques in the poems studied.	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam
c3 carry out some in-depth research	<ul style="list-style-type: none"> - lectures 	<ul style="list-style-type: none"> - class participation



based on individual efforts through library reading to supplement their spoken and writing skills.	<ul style="list-style-type: none"> - class discussion - presentation - assignment 	<ul style="list-style-type: none"> - quizzes - mid-term exam
c4- take advantage of computer and internet facilities to produce good and prompt analytical reports.	<ul style="list-style-type: none"> - presentation - assignment 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam

(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment Strategies
d1- suggest ways in which the newly acquired knowledge can be used to communicate imaginatively and efficiently with others within the same culture or beyond.	<ul style="list-style-type: none"> - group discussion - pair work 	<ul style="list-style-type: none"> - oral quizzes - individual presentation
d2- - cooperate with others in group work so as to develop team spirit in the production of research reports and presentation.	<ul style="list-style-type: none"> - group discussion - pair work 	<ul style="list-style-type: none"> - oral quizzes - individual presentation
d3 measure the differences found in the new literary concepts created during this period with those in the previous ages studied.	<ul style="list-style-type: none"> - group discussion - pair work 	<ul style="list-style-type: none"> - oral quizzes - individual presentation
d4- propose ways to enhance personal skills that engage with others in social and academic activities.	<ul style="list-style-type: none"> - group discussion - pair work 	<ul style="list-style-type: none"> - oral quizzes - individual presentation

V. Course Content:

1-Theoretical Aspect:

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	General	- definition and			



	introduction	characteristics of modern poetry - the important trends in modern poetry	1	3	a1, a2, a3, b1
2	T. S. Eliot	- On Eliot - The Waste Land - The Prelude	1	3	a2, a3, b2, c1, c2, c3, d2
3	Ezra Pound	- On Pound - In A Station of The Metro	1	3	a2, a3, b2, c1, c2, c3, d2
4	W. B. Yeats	- On Yeats - The Second Coming	1	3	a2, a3, b2, c1, c2, c3, d2
5	E. A. Robinson	- On Robinson - Richard Cory	1	3	a2, a3, b2, c1, c2, c3, d2
6	Robert Frost	- On Frost - The Road Not Taken - Mending Wall	1	3	a2, a3, b2, c1, c2, c3, d2
7	Sylvia Plath	- On Plath - Mirror	1	3	a2, a3, b2, c1, c2, c3, d2
8	Mid-semester exam	Mid-semester exam	1	3	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3
9	W. H. Auden	- On Auden - The Unknown Citizen	1	3	a2, a3, b2, c1, c2, c3, d2
10	Dudley Randall	- On Randall - Ballad Of Birmingham	1	3	a2, a3, b2, c1, c2, c3, d2
11	Robert Hayden	- On Hayden - Those Winter	1	3	a2, a3, b2, c1,



		Sundays			c2, c3, d2
12	Philip Larkin	- On Larkin - Toads	1	3	a2, a3, b2, c1, c2, c3, d2
13	Wallace Stevens	- on Stevens - The Snow Man			a2, a3, b2, c1, c2, c3, d2
14	Final exam	-Oon Thomas - Do Not Go Gentle into That Good Night	1	3	a2, a3, b2, c1, c2, c3, d2
Number of Weeks and Contact Hours per Semester:			14	42	
2. Practical Aspect (if any):					
Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes	
Number of Weeks and Contact Hours per Semester:					

VI. Teaching Strategies of the Course

- Lectures
- Group Discussions
- Individual Presentations

VII. Activities/Assignments

No.	Activities/Assignments	Aligned CILOs	Week Due	Mark
1	Attendance and Participation	d1, d2, d3	1-14	10
2	Assignments	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3	1-14	10

VIII. Schedule of Assessment Task for Students During the Semester:

No	Assessment	Week	Mark	Proportion of Final	Aligned CILOs
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.	Method	Due		Assessment	
1	Assignments	2-13	10	10%	a1, a2, a3, b1, b2, b3, c1, c2, c3, cd1, d2, d3
2	Attendance and Participation	1-14	10	10%	d1, d2, d3
3	midterm	7	20	20%	a1, a2, a3, a4, b1, b2, b3, c1, c2, c3, c4, d1, d2, d3, d4
4	written final exam	14	60	60%	a1, a2, a3, a4, b1, b2, b3, c1, c2, c3, c4, d1, d2, d3, d4
Total Mark			100	100%	

IX. Learning Resources:

A. Required Textbook(s) (*maximum two*):

1. Margaret Ferguson, Mary Jo Salter, Jon Stallworthy – 2005 – *The Norton Anthology of Poetry* – Fifth edition – New York – W. W. Norton & Company, Inc.
2. Neil Roberts, ed – 2003 – *A Companion to Twentieth Century Poetry* – First edition – USA – Blackwell Publishing)

B: Essential References:

1. *20th Century American Poetry* by Burt Kimmelman
2. *The Oxford Companion to English Literature* (ed, Margaret Drabble)

C. Supplementary Materials:

D. Electronic Materials and Websites (if any):

1. www.modernenglishpoetry.edu.com
2. www.wikipedia.com



X. Course Policies:

- 1. Class Attendance:** Students are required to attend every class session in its entirety. If a student is sick or has to be excused from class due to illness or other extenuating circumstances, he/she should inform the instructor, with a legitimate reason, in writing before or immediately after his/her absence. Otherwise, all absences and late arrivals or early departures will have a significant impact on the student's class participation grade.

A student must attend 80% of classes in order to have the right to receive a grade, which means that he/she is allowed a maximum of four absences during the whole semester. Five absences will result in an "F" regardless of his/her progress. The instructor has the right to make an exception to the 80% attendance policy based on the student's situation and only if the student has requested the exception in writing.

Absence, however, does not constitute as an excuse for not completing assignments or keeping yourself updated. A student is responsible for all the class work and handing in papers on-time in spite of his/her absence.
- 2. Tardy:**

 1. All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a ringing cell phone, frequent side conversations with other students and/or rudeness toward any person will be considered a serious violation of this standard and will lower your grade accordingly. Please be sure to turn off your cell phone before the start of class.
 2. Attention to detail entails being prepared for class. This would include, but is not limited to; having a pencil/pen, note pad, calculator; reading and following the course syllabus, etc. All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including



	<p>habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a ringing cell phone, frequent side conversations with other students and/or rudeness toward any person will be considered a serious violation of this standard and will lower your grade accordingly. Please be sure to turn off your cell phone before the start of class.</p> <p>3. Attention to detail entails being prepared for class. This would include, but is not limited to; having a pencil/pen, note pad, calculator; reading and following the course syllabus, etc.</p>
<p>3.</p>	<p>Exam Attendance/Punctuality:</p> <p>As per university council decision, a student is eligible for a Test, Midterm or Final examination make-up if and only if he/she had the following incidents:</p> <ol style="list-style-type: none"> 1. Sickness; proved by hospitalization report; that is; a discharge summary is necessary. 2. Death in the family proved by a death certificate or equivalent and personal identification. 3. Accidents proved by an expert report. <p>Military/Official engagement.</p>
<p>4.</p>	<p>Assignments/Projects:</p> <p>Homework should be clearly presented i.e.:</p> <ol style="list-style-type: none"> 1. It should be written on A4 paper. 2. It should include a title page (Course Name, Semester, Date, Name...). <p>Your instructor will ask you to submit your homework online or as a hard copy. In the latter case, it should be stapled together.</p>
<p>5.</p>	<p>Cheating:</p> <p>Cheating is strictly prohibited behavior. University regulations will be pursued and enforced on any cheating student</p>
<p>6.</p>	<p>Plagiarism:</p> <p>Plagiarism is defined as “copying or stealing someone else’s words or ideas and claiming or presenting them as if they were your own.” University regulations will be pursued and enforced on any plagiarism attempt.</p>
<p>7.</p>	<p>Other Policies:</p>

{END}



Sana'a University
Faculty of Arts and Humanities
Department of English and Literature

20th Century Course Specification

I. Information about Course Lecturer	
Name:	Office Hours: 3/weekly
Place and phone number	Dept. of English ()
e-mail:	

I. Course Identification and General Information:					
Course Title:	20 th English Poetry				
Course Code and Number:					
Credit Hours:	theory	seminar	practice	training	Total
	3				42
Level & Semester:	Level 4 / Semester 1				
Pre-requisites (if any):	English Literature from a Historical Perspective				
Co-requisites (if any):	None				
Program in which this course is offered:	B.A in English Language and Literature				
Language of teaching the course:	English				
Location of teaching the course:	Faculty of Arts and Humanities – Sana'a University				
Prepared by:	Dr. Khaled A. Al-Ahdal				
Date of Approval:	2020/2021				

II. Course Description:
<p>This course focuses on poetry written in Britain since the 1900s, with emphasis on such topics as the development of modernism, poetic forms and their relations to political and cultural developments during the time. Special emphasis will be given to the analytic ability of the students in identifying the major characteristics of the poetry of major</p>



figures like T. S. Eliot, W. B. Yeats, W. H. Auden, and others. Their poetry represents major trends in modern English which will be the focus of discussion in this course.

III. Aims and Objectives of the Course:

By the end of the course students should be able

1. To provide a review of the recent literary theories, schools and trends in modern poetry, such as Imagism, Symbolism, Realism, Structuralism, Post-structuralism, Colonialism, etc.
2. To examine specific texts by major poets of the 20th century who helped in creating diverse and cosmetic literary scenes.
3. Study the various themes and concepts that framed the whole scene of the 20th century such as modernism, post-modernism
4. Provide a comparative and contrastive analysis of the various modes of expressions reflected in some of the works produced during this time.

IV. Learning Outcomes

- a1-** provide a review of the recent literary theories, schools and trends in modern poetry, such as Imagism, Symbolism, Realism, Structuralism, Post-structuralism, Colonialism, etc.
- a2-** show understanding of the various elements that contributed to the emergence of modern poetry in England. I suggest we exclude America in this course
- a3-** reflect understanding of the material studied through the expression of ideas in fluent spoken English and accurate writing
- a4.** examine a list of topics related to 20th century English Poetry to be presented as researched reports
- b1-** contrast the major literary and philosophical elements of modern poetry with those of the previous period, 19th century poetry
- b2-** appreciate the various aspects of modern poetry and their impact on the English culture during this period.
- b3-** connect through comparison and contrast the various elements of English poetry that



shaped its entity.

c1- employ the theories and trends in the analysis of the given poems

c2- use the knowledge of analyzing literary techniques in the poems studied.

c3- write a well-organized critical essay about the poems under discussion

c4- make use of available technological applications and devices like computer and internet.

d1- use the literary and cultural knowledge in order to communicate efficiently with people from different cultures

d2- manage time and involve in team activities

d3- pursue knowledge to improve self-learning

d4- - involve creatively in social and academic activities

V. Course Content:

1-Theoretical Aspect:

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	General introduction	- definition and characteristics of modern poetry - the important trends in modern poetry	1	3	a1, a2, a3, b1
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3	Ezra Pound	- On Pound - In A Station of The Metro	1	3	a2, a3, b2, c1, c2, c3, d2
4	W. B. Yeats	- On Yeats - The Second Coming	1	3	a2, a3, b2, c1, c2, c3, d2
5	E. A. Robinson	- On Robinson			a2, a3, b2, c1,



		- Richard Cory	1	3	c2, c3, d2
6	Robert Frost	- On Frost - The Road Not Taken - Mending Wall	1	3	a2, a3, b2, c1, c2, c3, d2
7	Sylvia Plath	- On Plath - Mirror	1	3	a2, a3, b2, c1, c2, c3, d2
8	Mid-semester exam	Mid-semester exam	1	3	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3
9	W. H. Auden	- On Auden - The Unknown Citizen	1	3	a2, a3, b2, c1, c2, c3, d2
10	Dudley Randall	- On Randall - Ballad Of Birmingham	1	3	a2, a3, b2, c1, c2, c3, d2
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12	Philip Larkin	- On Larkin - Toads	1	3	a2, a3, b2, c1, c2, c3, d2
13	Wallace Stevens	- on Stevens - The Snow Man			a2, a3, b2, c1, c2, c3, d2
14	Final exam	- On Thomas - Do Not Go Gentle into That Good Night	1	3	a2, a3, b2, c1, c2, c3, d2
Number of Weeks and Contact Hours per Semester:			14	42	



2. Practical Aspect (if any):				
Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes
Number of Weeks and Contact Hours per Semester:				

VI. Teaching Strategies of the Course
- Lectures
- Group Discussions
- Individual Presentations

VII. Activities/Assignments				
No.	Activities/Assignments	Aligned CILOs	Week Due	Mark
1	Attendance and Participation	d1, d2, d3	1-14	10
2	Assignments	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3	1-14	10

VIII. Schedule of Assessment Task for Students During the Semester:					
No .	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Assignments	2-13	10	10%	a1, a2, a3, b1, b2, b3, c1, c2, c3, cd1, d2, d3
2	Attendance & Participation	1-14	10	10%	d1, d2, d3
3	midterm	7	20	20%	a1, a2, a3, a4, b1, b2, b3, c1, c2, c3, c4, d1, d2, d3, d4



4	written final exam	14	60	60%	a1, a2, a3, a4, b1, b2, b3, c1, c2, c3, c4, d1, d2, d3, d4
Total Mark			100	100%	

IX. Learning Resources:

A. Required Textbook(s) (maximum two):

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