



## Course Specification Poetry

I. Course Identification and General Information:					
1.	:Course Title	Poetry			
2.	:Course Code and Number	DR 53			
3.	:Credit Hours	Lecture	Seminar/Tutorial	Practical	Training
		3		1	
4.	:Study Level and Semester	Level III, Semester V			
5.	:Pre-requisites (if any)	Successful completion of DR 35 <i>Introduction to Literature</i>			
6.	:Co-requisites (if any)	Nil			
7.	Program in which the course is offered	BA in English Studies			
8.	:Teaching Language	English			
9.	:Study System	Regular / Full Time			
10.	:Prepared by	Dr. Ibraheem Tajaddeen			
11.	:Approval date				
12.	:Approved by				

## II. Course Description:

This is a condensed course covering major trends in English Poetry from the Renaissance to the present time. It aims to develop students' abilities to read, critically analyze and respond to particular texts of English and American poetry. The course seeks to encourage students to appreciate some poems and engage with the various tendencies and trends by responding to them through appreciation and critical comments.

## III. Intended learning outcomes (ILOs) of the course:

### (A) Knowledge and Understanding:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

Program Intended Learning Outcomes (Sub-PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
On successful completion of the program, students will be able to:		On successful completion of the course, students will be able to:	
A1	Demonstrate knowledge and understanding of key concepts, issues, ideas, theories, styles of argumentation, evaluation criteria and research methods used in the study of English Language, Linguistics and Literature.	a1.	Demonstrate knowledge and understanding of essential terminology, concepts, principles and theories related to the field of English poetry and its criticism.
A6	Demonstrate a sound knowledge of contemporary approaches to the study of language, its literature,	a2	Show an awareness of the genre of poetry, its emergence, historical development and its

عميد مركز التطوير  
أ.م.د/ هدى العماد

عميد الكلية  
د/ محمد الناصر

نائب العميد لشؤون الجودة  
أ.م.د/ عبد الحميد الشجاع

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culture and teaching.		various types and modes.
<b>Teaching And Assessment Methods For Achieving Learning Outcomes:</b>		
<b>Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:</b>		
Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding	Teaching strategies/methods to be used	Methods of assessment
On successful completion of the course, students will be able to:		
<b>a1</b> Demonstrate knowledge and understanding of essential terminology, concepts, principles and theories related to the field of English poetry and its criticism.	<ul style="list-style-type: none"> <li>▪ Lectures and seminars</li> <li>▪ Tutorials</li> <li>▪ Independent reading and writing</li> <li>▪ group discussions</li> <li>▪ Practical exercises</li> <li>▪ Role play/acting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quizzes, tests and exams</li> <li>▪ Written assignments</li> <li>▪ Open presentations</li> <li>▪ Mini-projects</li> </ul>
<b>a2</b> Show an awareness of the genre of poetry, its emergence, historical development and its various types and modes.		

<b>(B) Intellectual Skills:</b>			
Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills			
Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
On successful completion of the program, students will be able to:		On successful completion of the course, students will be able to:	
<b>B1</b>	Critically examine and evaluate evidence in relation to communication and language use in a variety of modes, genres and contexts, in different literary and non-literary texts.	<b>b1</b>	Make sound analogies between various types of poetry and forms of poems and critically respond to them.
<b>B2</b>	Analyze and synthesize complex information from a variety of texts and reflect critically on some of the dominant theories and topics in the various fields of English language and literature.	<b>b2</b>	Critically deal with the Other's culture and ways of thinking as reflected in various types of poems.

عميد مركز التطوير  
أ.م.د/ هدى العماد  
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د/ محمد الناصر

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أ.م.د/ عبد الحميد الشجاع

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## Teaching And Assessment Methods For Achieving Learning Outcomes:

### Alignment of Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills		Teaching strategies/ methods to be used	Methods of assessment
On successful completion of the course, students will be able to:		<ul style="list-style-type: none"> <li>▪ Lectures and seminars</li> <li>▪ Classroom discussions</li> <li>▪ Group and pair work</li> <li>▪ Exercises</li> <li>▪ Problem solving</li> <li>▪ Brainstorming</li> <li>▪ Group projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quizzes, tests and exams</li> <li>▪ Written assignments</li> <li>▪ Open presentations</li> <li>▪ Mini-projects</li> </ul>
b1	Make sound analogies between various types of poetry and forms of poems and critically respond to them.		
b2	Critically deal with the Other's culture and ways of thinking as reflected in various types of poems.		

### (C) Professional and Practical Skills:

#### Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills

Program Intended Learning Outcomes (Sub-PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
On successful completion of the program, students will be able to:		On successful completion of the course, students will be able to:	
C1	Apply their understanding of linguistic concepts, methods and approaches to the construction and analysis of meanings in different literary and nonliterary texts and various modes of communication.	c1	Develop close reading and analytical skills, including the application of critical thinking to the study and analysis of various types of poetry.
C5	Successfully utilize strategies to interpret, analyze and critically examine diverse forms of discourse including literary, journalistic, historical and other non-literary texts.	c2	Write critical essays and commentaries on thematic topics and formal/textual features of some representative poems.

## Teaching and Assessment Methods for Achieving Learning Outcomes:

### Alignment of Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies/ methods to be used	Methods of assessment
On successful completion of the course, students will be able to:		<ul style="list-style-type: none"> <li>▪ Lectures and seminars</li> <li>▪ Classroom discussions</li> <li>▪ Group and pair work</li> <li>▪ Practical Exercises</li> <li>▪ Problem solving</li> <li>▪ Group projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quizzes, tests and exams</li> <li>▪ Written assignments</li> <li>▪ Open presentations</li> <li>▪ Mini-projects</li> </ul>
c1	Develop close reading and analytical skills, including the application of critical thinking to the study and analysis of various types of poetry.		
c2	Write critical essays and commentaries on thematic topics and formal/textual features of some representative poems.		

### (D) General/Transferable Skills:

#### Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

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Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
On successful completion of the program, students will be able to:		On successful completion of the course, students will be able to:	
D1	Engage in a life-long self-learning, time management and leadership with commitment to professional ethics in their job-related tasks and show respect of cultural diversity.	d1	Effectively participate as a team player in group projects and discussions, showing self-discipline and inner motivation resulting in learning independently.
D3	Utilize Information Communication Technologies (ICTs) to enhance their critical and analytical skills in English language and literature.	d2	Create online groups that will enable them to ask questions, exchange information on the given texts through cooperative learning sessions.

### Teaching And Assessment Methods For Achieving Learning Outcomes:

#### Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies/ methods to be used	Methods of assessment
On successful completion of the course, students will be able to:		<ul style="list-style-type: none"> <li>▪ Lectures and seminars</li> <li>▪ Classroom discussions</li> <li>▪ Group and pair work</li> <li>▪ Practical Exercises</li> <li>▪ Problem solving</li> <li>▪ Group projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quizzes, tests and exams</li> <li>▪ Written assignments</li> <li>▪ Open presentations</li> <li>▪ Mini-projects</li> </ul>
d1	Effectively participate as a team player in group projects and discussions, showing self-discipline and inner motivation resulting in learning independently.		
d2	Create online groups that will enable them to ask questions, exchange information on the given texts through cooperative learning sessions.		

## IV. Course topics

### 1. Course Topics/Items:

#### a. Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	No. of weeks	Contact hours
1	<b>Introduction: poetry as a literary form</b>	a1, a2,	Poetry as a literary form, various types and modes of poetry, and poetic devices	1	3
2	<b>Development of English poetry</b>	a1, a2,	Nature and characteristics of 20 <sup>th</sup> C. poetry	1	3
3	<b>Nature and characteristics of Poetry up to 18<sup>th</sup> Century</b>	b1, b2, c1, c2, d1,d2	Selected Text: Edmund Spencer sonnets	1	3

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أ.م.د/ هدى العماد

عميد الكلية  
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4	Elizabethan Poetry	b1, b2, c1, c2,	Selected Text: Shakespeare's sonnets	1	3
5	Metaphysical Poetry	b1, b2, c1, c2, d1,d2	Selected Text : John Donne & George Herbert	1	3
6	Nature and characteristics of 19 <sup>th</sup> C. poetry	b1, b2, c1, c2, d1,d2	Selected Text: William Blake's poems	1	3
7	19 <sup>th</sup> C. poetry	b1, b2, c1, c2, d1,d2	Selected Text: Wordsworth, Shelley and Keats	1	3
8	19 <sup>th</sup> C. poetry	b1, b2, c1, c2, d1,d2	Selected Text: Shelley and Keats	1	3
9	20 <sup>th</sup> Century Poetry	a1,a2, b1, b2, c1, c2	Introduction to Modern Poetry Trends & Movements in 20 <sup>th</sup> Century Poetry	1	3
10	20 <sup>th</sup> Century Poetry (Modernism)	a1, a2, b1, b2, c1, c2,	Characteristics of Modernist Poetry Romantic vs. Modern poems: Poems	1	3
11	20 <sup>th</sup> Century Poetry (imagist Poetry)	b1, b2, c1, c2, d1,d2	Selected Text (William Carlos Williams, <i>The Red Wheelbarrow</i> & other short poems)	1	3
12	20 <sup>th</sup> Century Poetry	b1, b2, c1, c2, d1,d2	Selected Text (American poems: Robert Frost)	1	3
13	20 <sup>th</sup> Century Poetry	b1, b2, c1, c2, d1,d2	Selected Text (e.e. Cummings poems & others)	2	6
<b>Number of Weeks /and Units Per Semester</b>				<b>14</b>	<b>42</b>

### b. Training Aspect:

Order	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1				
<b>Number of Weeks /and Units Per Semester</b>				

### V. Teaching strategies of the course:

Each session will involve a variety of teaching methods, with an emphasis on group discussions, workshops and student activities, as well as the use of videos and films. We will consider the relationship between some of the novels and their film versions. Students may be asked to prepare short presentations for particular sessions.

#### The Learner's role is activated through a set of strategies:

- |                          |                     |
|--------------------------|---------------------|
| - Lectures               | - Guided self-study |
| - seminars               | - Presentations     |
| - Small group discussion | - Group activities  |

عميد مركز التطوير  
أ.م.د/ هدى العماد  
رئيس الجامعة  
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عميد الكلية  
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نائب العميد لشؤون الجودة  
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- Open presentations	- group projects
<b>Assessment Methods:</b>	
- Written examinations - Assignments - Presentations - Quizzes	- Written assignments and feedback - Report writing/ - projects/ classroom practical session - Team work

## VI. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Participation and quizzes	1-12	10	10%	
2	Assignments	4-12	10	10%	
3	Mid-Term Test	8	20	20%	
4	Final Exam	15	60	60%	
<b>Total</b>			<b>100</b>	<b>100%</b>	

## VII. Students' Support:

Office Hours/week	Other Procedures (if any)
3 hours/week	E-mail and WhatsApp.

## VIII. Learning Resources (MLA style):

<b>1. Textbooks- (not more than 2)</b>
- Lewalski, Barbara K. , et al, <i>The Norton Anthology of English Literature</i> , Ninth Edition. New York: Norton and Co. 1978. - <i>Palgrave's Golden Treasury: An Anthology of English Poetry</i> . Delhi: Oxford University Press, 2002.
<b>2. Essential References- (not less than 4)</b>
- Babb, Howard S. (ed) <i>Essays in Stylistic Analysis</i> . NY: Harcourt, Brace, and Janovich, 1972. - Bowra, C.M. <i>The Romantic Imagination</i> . London: Chatto and Winds, 1948. - Boulton, M. <i>The Anatomy of Poetry</i> . Routledge & Kegan Paul, 1982. - Brooks, Cleanth and Robert Pen Warren. <i>Understanding Poetry</i> . New York: McGraw-Hill, 1956.
<b>3. Recommended Books and Reference Materials.</b>
- Abrams, M.H. <i>A Glossary of Literary Terms</i> . Thomson Heinle, 1999. - Daiches, David. <i>A Critical History of English Literature (Vol. I-IV)</i> . Secker & Warburg, 1969.

عميد مركز التطوير  
أ.م.د/ هدى العماد  
رئيس الجامعة  
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- Ferber, Michael. *A Dictionary of Literary Symbols*. NY: Cambridge University Press, 1999.
- Goodman, W.R. *A History of English Literature*. (Vol. &II). Delhi: Macmillan, 2003.
- Gutwiniski, W. *Cohesion in Literary Text*, Mouton: The. Hague, 1966.
- Leech, G.N. *A Linguistic Guide to English Poetry*, London: Longman, 1969.

#### 4. Electronic Materials and Web Sites etc.

- <http://sparksnotes.com>
- <http://gradesaver.com>
- <http://classicnotes.com>
- [www.jstor.org](http://www.jstor.org)
- [www.researchgate.com](http://www.researchgate.com)
- <http://questia.com>

#### 5. Other Learning Material.

Printed exercises and work sheets for in-class activities

### IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	<b>Class Attendance:</b> Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	<b>Tardiness:</b> A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	<b>Exam Attendance/Punctuality:</b> No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	<b>Assignments &amp; Projects:</b> Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	<b>Cheating:</b> Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	<b>Forgery and Impersonation:</b> Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	<b>Other policies:</b> The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

عميد مركز التطوير  
أ.م.د/ هدى العماد

عميد الكلية  
د/ محمد الناصر

نائب العميد لشؤون الجودة  
أ.م.د/ عبد الحميد الشجاع

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اللجنة الإشرافية:			
م	الاسم	الصفة الوظيفية	التوقيع
١	د/ عباس مطهر	نائب العميد للدراسات العليا	
٢	أ.م.د/ أحمد مجاهد	نائب عميد مركز التطوير وضمان الجودة	
٣	أ.د/ إبراهيم المطاع	نائب رئيس الجامعة للشئون الأكاديمية	

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عميد مركز التطوير  
أ.م.د/ هدى العماد

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د/ محمد الناصر

نائب العميد لشؤون الجودة  
أ.م.د/ عبد الحميد الشجاع

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## Course Plan of Poetry

### I. Information about Faculty Member Responsible for the Course:

Name of Faculty Member		Office Hours					
Location & Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail							

### II. Course Identification and General Information:

1	Course Title:	Poetry				
2	Course Number & Code:	DR 53				
3	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-		3
4	Study level/year at which this course is offered:	Level III, Semester V				
5	Pre –requisite (if any):	Successful completion of DR 35 <i>Introduction to Literature</i>				
6	Co –requisite (if any):	Nil				
7	Program (s) in which the course is offered	BA in English Studies				
8	Language of teaching the course:	English				
9	System of Study:	Regular				
10	Mode of delivery:	Interactive lectures				
11	Location of teaching the course:	Faculty of Languages				

### III. Course Description:

This is a condensed course covering major trends in English Poetry from the Renaissance to the present time. It aims to develop students' abilities to read, critically analyze and respond to particular texts of English and American poetry. The course seeks to encourage students to appreciate some poems and engage with the various tendencies and trends by responding to them through appreciation and critical comments.

### IV. Intended learning outcomes (ILOs) of the course:

**On successful completion of this course, students will be able to:**

1. Demonstrate knowledge and understanding of essential terminology, concepts, principles and theories related to the field of English poetry and its criticism.
2. Show an awareness of the genre of poetry, its emergence, historical development and its various types and modes.
3. Make sound analogies between various types of poetry and forms of poems and critically respond to

عميد مركز التطوير  
أ.م.د/ هدى العماد

عميد الكلية  
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نائب العميد لشؤون الجودة  
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them.

4. Critically deal with the Other's culture and ways of thinking as reflected in various types of poems.
5. Develop close reading and analytical skills, including the application of critical thinking to the study and analysis of various types of poetry.
6. Write critical essays and commentaries on thematic topics and formal/textual features of some representative poems.
7. Effectively participate as a team player in group projects and discussions, showing self-discipline and inner motivation resulting in learning independently.
8. Create online groups that will enable them to ask questions, exchange information on the given texts through cooperative learning sessions.

## V. Course topics

### 2. Course Topics/Items:

#### a. Theoretical Aspect

#	Topic List / Units	Sub-topic List	Week Due	Contact hours
1	<b>Introduction: poetry as a literary form</b>	Poetry as a literary form, various types and modes of poetry, and poetic devices	1 <sup>st</sup>	3
2	<b>Emergence and development of English poetry</b>	Nature and characteristics of 20 <sup>th</sup> C. poetry	2 <sup>nd</sup>	3
3	<b>Nature and characteristics of Poetry up to 18<sup>th</sup> Century</b>	Selected Text: Edmund Spencer sonnets	3 <sup>rd</sup>	3
4	<b>Elizabethan Poetry</b>	Selected Text: Shakespeare's sonnets	4 <sup>th</sup>	3
5	<b>Metaphysical Poetry</b>	Selected Text : John Donne & George Herbert	5 <sup>th</sup>	3
6	<b>Nature and characteristics of 19<sup>th</sup> C. poetry</b>	Selected Text: William Blake's poems	6 <sup>th</sup>	3
7	<b>19<sup>th</sup> C. poetry</b>	Selected Text: Wordsworth, Shelley and Keats	7 <sup>th</sup>	3
8	<b>MIDTERM TEST</b>	Written Test	8 <sup>th</sup>	3
9	<b>19<sup>th</sup> C. poetry</b>	Selected Text: Shelley and Keats	9 <sup>th</sup>	3
10	<b>20<sup>th</sup> Century Poetry</b>	Introduction to Modern Poetry Trends & Movements in 20 <sup>th</sup> Century Poetry	10 <sup>th</sup>	3
11	<b>20<sup>th</sup> Century Poetry (Modernism)</b>	Characteristics of Modernist Poetry Romantic vs. Modern poems: Poems	11 <sup>th</sup>	3
12	<b>20<sup>th</sup> Century Poetry (imagist Poetry)</b>	Selected Text (William Carlos Williams, <i>The Red Wheelbarrow</i> & other short poems)	12 <sup>th</sup>	3

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13	20 <sup>th</sup> Century Poetry	Selected Text (American poems Robert Frost)	13 <sup>th</sup>	3
14	21 <sup>st</sup> Century Poetry (1)	Selected Texts (e.e. Cummings poems)	14 <sup>th</sup>	3
15	21 <sup>st</sup> Century Poetry (2)	Other Selected Texts	15 <sup>th</sup>	3
16	Final Examination	Written Exam	16 <sup>th</sup>	3
Number of Weeks /and Units Per Semester			16	48

### c. Training Aspect:

Order	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1				
2				
3				
Number of Weeks /and Units Per Semester				

### VI. Teaching strategies of the course:

Teaching strategies of the course include lectures, student active seminars and independent study. The course is delivered in the form of lecture slides and practical exercises that demand active participation from the students.

#### The Learner's role is activated through a set of strategies:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- Lectures</li> <li>- seminars</li> <li>- Small group discussion</li> <li>- Open presentations</li> </ul> | <ul style="list-style-type: none"> <li>- Guided self-study</li> <li>- Presentations</li> <li>- Group activities</li> <li>- group projects</li> </ul> |
|--|--|

#### Assessment Methods:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- Written examinations</li> <li>- Assignments</li> <li>- Presentations</li> <li>- Quizzes</li> </ul> | <ul style="list-style-type: none"> <li>- Written assignments and feedback</li> <li>- Report writing/ projects/ classroom practical session</li> <li>- Team work</li> </ul> |
|---|--|

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أ.م.د/ هدى العماد  
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د/ محمد الناصر

نائب العميد لشؤون الجودة  
أ.م.د/ عبد الحميد الشجاع

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## VII. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Participation and quizzes	1-12	10	10%	
2	Assignments	4-12	10	10%	
3	Mid-Term Test	8	20	20%	
4	Final Exam	15	60	60%	
	<b>Total</b>		<b>100</b>	<b>100%</b>	

## VIII. Students' Support:

Office Hours/week	Other Procedures (if any)
3 hours/week	E-mail and WhatsApp.

## IX. Learning Resources (MLA style):

### 1. Textbooks- (not more than 2)

- Lewalski, Barbara K. , et al, *The Norton Anthology of English Literature*, Ninth Edition. New York: Norton and Co. 1978.
- *Palgrave's Golden Treasury: An Anthology of English Poetry*. Delhi: Oxford University Press, 2002.

### 2. Essential References- (not less than 4)

- Babb, Howard S. (ed) *Essays in Stylistic Analysis*. NY: Harcourt, Brace, and Janovich, 1972.
- Bowra, C.M. *The Romantic Imagination*. London: Chatto and Winds, 1948.
- Boulton, M. *The Anatomy of Poetry*. Routledge & Kegan Paul, 1982.
- Brooks, Cleanth and Robert Pen Warren. *Understanding Poetry*. New York: McGraw-Hill, 1956.

### 3. Recommended Books and Reference Materials.

- Abrams, M.H. *A Glossary of Literary Terms*. Thomson Heinle, 1999.
- Daiches, David. *A Critical History of English Literature (Vol. I-IV)*. Secker & Warburg, 1969.
- Ferber, Michael. *A Dictionary of Literary Symbols*. NY: Cambridge University Press, 1999.
- Goodman, W.R. *A History of English Literature*. (Vol. &II). Delhi: Macmillan, 2003.
- Gutwiniski, W. *Cohesion in Literary Text*, Mouton: The. Hague, 1966.
- Leech, G.N. *A Linguistic Guide to English Poetry*, London: Longman, 1969.

### 4. Electronic Materials and Web Sites etc.

- <http://sparksnotes.com>
- <http://gradesaver.com>

عميد مركز التطوير  
أ.م.د/ هدى العماد

عميد الكلية  
د/ محمد الناصر

نائب العميد لشؤون الجودة  
أ.م.د/ عبد الحميد الشجاع

رئيس القسم  
أ.م.د/ عدنان الشعبيبي

رئيس الجامعة  
أ.د/ القاسم عباس



<ul style="list-style-type: none"> <li>- <a href="http://classicnotes.com">http://classicnotes.com</a></li> <li>- <a href="http://www.jstor.org">www.jstor.org</a></li> <li>- <a href="http://www.researchgate.com">www.researchgate.com</a></li> <li>- <a href="http://questia.com">http://questia.com</a></li> </ul>
<b>5. Other Learning Material.</b>
Printed exercises and work sheets for in-class activities

X. Course Policies: (Based on the Uniform Students' Bylaw (2007))	
1	<b>Class Attendance:</b> Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	<b>Tardiness:</b> A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	<b>Exam Attendance/Punctuality:</b> No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	<b>Assignments &amp; Projects:</b> Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	<b>Cheating:</b> Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	<b>Forgery and Impersonation:</b> Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	<b>Other policies:</b> The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.