



Course Specification of Recent Trends in English Poetry

| III. Course Identification and General Information: | | | | | |
|---|--|--|-----------|----------|---------|
| 1 | Course Title: | Recent Trends in English Poetry | | | |
| 2 | Course Number & Code: | LIT 5211 | | | |
| 3 | Credit hours: | C.H | | | |
| | | Theoretical | Practical | Training | Seminar |
| | | 3 | - | - | - |
| 4 | Study level/ semester at which this course is offered: | First Semester of the Preliminary Year in the English M.A. | | | |
| 5 | Pre –requisite (if any): | None | | | |
| 6 | Co –requisite (if any): | None | | | |
| 7 | Program (s) in which the course is offered: | MA in English Literature | | | |
| 8 | Language of teaching the course: | English | | | |
| 9 | Location of teaching the course: | Faculty of Languages | | | |
| 10 | Prepared by: | Dr. Mohammed Sharafuddin | | | |
| 11 | Date of approval: | 2021 | | | |

| IV. Course description: |
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| The course examines the historical and literary movements and trends in English Poetry from Chaucer till the modern times. In addition to focusing on the major literary contributions made by these authors, an emphasis will be laid on the political and historical milieus which influenced these authors. |

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د/ محمد الناصر

نائب العميد لشؤون الجودة
أ.م.د/ عبدالحميد الشجاع

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V. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

- a1- Demonstrate awareness of the general modes of expression that dominated English poetry during the Renaissance and afterwards.
- a2- Relate the themes and concepts studied in the poetry texts to the age in which they were produced after applying any of the theories specified above.
- a3- Show understanding of the major historical events that took place in England since the beginning of the 15th century till now.
- a4- Show understanding of the practical steps in researching for material related to the analysis of the topics to be selected in individual written and oral reports.
- b1- Analyze the relationship between the texts studied and the critical theories that prevailed during the time and now .
- b2- Explore the difference between the various poetic forms used for literary expression and how related forms and styles influence the appreciation of texts.
- b3- Examine the literary texts studied critically and analytically and reflect the outcome in the reports to be presented .
- b4- Demonstrate a sound and higher level of synthesis and logical findings in relation to the topics studied.
- c1- Carry out a close reading and carry out a contextual analysis of texts to explore the structure and styles used.
- c2- Use the cultural elements contained in the texts including issues of race, class and gender.
- c3- Apply critical theories in analyzing content in addition to the role played by history in shaping the content of these texts.
- c4- Employ the basic rules of research in producing scholarly reports and professionally written papers.
- d1- Demonstrate continuous search for creative ideas by collaborating with other students in producing projects that explore a common theme or topic in the areas studied.
- d2- Employ good research skills, especially in finding the right and up to date resources for topics to be presented in the papers produced.
- d3- Apply good communication skills in communicating ideas with other students and scholars.
- d4- Employ adequate and effective methods in helping others to produce some common goals.

VI. 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) | Course Intended Learning Outcomes (CILOs) in: |
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| | | | |
|--|-------------------------------|--|------------------------------------|
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| رئيس الجامعة أ.د/ القاسم عباس | | | |



| in: Knowledge and Understanding | | Knowledge and Understanding | |
|--|---|---|--|
| After completing this program, students will be able to: | | After completing this course, students will be able to: | |
| A1 | Show a considerable knowledge and a critical understanding of the major critical schools, approaches, and movements in literary theory and criticism and their historical and cultural backgrounds. | a1- | Demonstrate awareness of the general modes of expression that dominated English poetry during the Renaissance and afterwards. |
| A2 | Explain, with an informed position, the important interrelated concepts, ideas and research findings in the fields of literature and literary theory. | a2 | Relate the themes and concepts studied in the poetry texts to the age in which they were produced after applying any of the theories specified above. |
| A3 | Demonstrate an in-depth knowledge of English history and culture in the widest sense, which will enable them to understand contexts and interpret various literary texts. | a3 | Show understanding of the major historical events that took place in England since the beginning of the 15 th century till now. |
| A4 | Show an awareness of the ethical issues in carrying out research in the field of literature and critical studies. | a4 | Show understanding of the practical steps in researching for material related to the analysis of the topics to be selected in individual written and oral reports. |
| Teaching And Assessment Strategies For Achieving Learning Outcomes: | | | |
| Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Strategies: | | | |
| Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding | | Teaching strategies to be used | Strategies of assessment |
| After completing this course, students will be able to: | | | |



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|-----|--|--|---|
| a1- | Demonstrate awareness of the general modes of expression that dominated English poetry during the Renaissance and afterwards. | <ul style="list-style-type: none"> ▪ Lectures ▪ Presentation ▪ Class discussion ▪ Group and pair discussions | <ul style="list-style-type: none"> - Class participation - Reports - Quizzes - Mid-term and Final exams |
| a2 | Relate the themes and concepts studied in the poetry texts to the age in which they were produced after applying any of the theories specified above. | <ul style="list-style-type: none"> ▪ Lectures ▪ Presentation ▪ Class discussion ▪ Group and pair discussions | <ul style="list-style-type: none"> - Class participation - Reports - Quizzes - Mid-term and Final exams |
| a3 | Show understanding of the major historical events that took place in England since the beginning of the 15 th century till now. | <ul style="list-style-type: none"> ▪ Lectures ▪ Presentation ▪ Class discussion ▪ Group and pair discussions | <ul style="list-style-type: none"> - Class participation - Reports - Quizzes - Mid-term and Final exams |
| a4 | Show understanding of the practical steps in researching for material related to the analysis of the topics to be selected in individual written and oral reports. | <ul style="list-style-type: none"> ▪ Lectures ▪ Presentation ▪ Class discussion ▪ Group and pair discussions | <ul style="list-style-type: none"> - Class participation - Reports - Quizzes - Mid-term and Final exams |

(B) Intellectual Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs)
in: Intellectual skills

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عميد الكلية
د/ محمد الناصر

عميد مركز التطوير
أ.م.د/ هدى العماد

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| Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills | | Course Intended Learning Outcomes (CILOs) of Intellectual Skills | |
|---|---|--|--|
| After completing this program, students will be able to: | | After completing this course, students will be able to: | |
| B1- | Reflect critically on some of the dominant theories and topics in the complex areas of English literature and critical studies based on a high level of conceptual understanding. | b1- | Analyze the relationship between the texts studied and the critical theories that prevailed during the time and now. |
| B2 | Differentiate between various forms and genres of literature and respond to them critically. | b2 | Explore the difference between the various poetic forms used for literary expression and how related forms and styles influence the appreciation of texts. |
| B3 | Critically examine diverse forms of literary texts and demonstrate sound, fluent and effective analytical writing skills. | b3 | Examine the literary texts studied critically and analytically and reflect the outcome in the reports to be presented. |
| B4 | Demonstrate originality in planning, problem solving and synthesizing information in writing a research work in the field of literature based on primary sources. | b4 | Demonstrate a sound and higher level of synthesis and logical findings in relation to the topics studied. |
| | | | |
| Teaching and Assessment Strategies for Achieving Learning Outcomes: | | | |
| Alignment of Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies: | | | |
| Course Intended Learning Outcomes (CILOs) in Intellectual Skills. | | Teaching strategies to be used | Strategies of assessment |
| After completing this course, students will be able to: | | | |
| b1- | Analyze the relationship between the texts studied and the critical theories that prevailed during the time and now. | <ul style="list-style-type: none"> ▪ Lectures ▪ Presentation ▪ Class discussion | <ul style="list-style-type: none"> - Class participation - Reports - Quizzes - Mid-term exam |
| b2 | Explore the difference between the various poetic forms used for literary expression and how related forms and styles influence the appreciation of | <ul style="list-style-type: none"> ▪ Lectures ▪ Presentation ▪ Class discussion | <ul style="list-style-type: none"> - Class participation - Reports - Quizzes |



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| | texts. | | - Mid-term exam |
| b3 | Examine the literary texts studied critically and analytically and reflect the outcome in the reports to be presented. | <ul style="list-style-type: none"> ▪ Lectures ▪ Presentation ▪ Class discussion | <ul style="list-style-type: none"> - Class participation - Reports - Quizzes - Mid-term exam |
| b4 | Demonstrate a sound and higher level of synthesis and logical findings in relation to the topics studied. | <ul style="list-style-type: none"> ▪ Lectures ▪ Presentation ▪ Class discussion | <ul style="list-style-type: none"> - Class participation - Reports - Quizzes - Mid-term exam |

(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 | |
|--|--|--|---|
| After completing this program, students will be able to: | | After completing this course, students will be able to: | |
| C1 | Use a variety of interpretive strategies for analyzing multiple kinds of texts, including close reading, contextual analysis, analysis of form and genre, and rhetorical and stylistic analysis. | c1 | Carry out a close reading and carry out a contextual analysis of texts to explore the structure and styles used. |
| C2 | Apply theories related to the representation of culture, race, class, gender issues in interpreting various types of texts of fiction and non-fiction. | c2 | Use the cultural elements contained in the texts including issues of race, class and gender. |
| C3 | Integrate content, theory and methods for interdisciplinary study of English history, culture and literature. | c3 | Apply critical theories in analyzing content in addition to the role played by history in shaping the content of these texts. |
| C4 | Demonstrate ability to produce professional-quality research papers that could be used as a basis for conference presentations or professional | c4 | Employ the basic rules of research in producing scholarly reports and professionally written papers. |

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أ.م.د/ هدى العماد
رئيس الجامعة
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| | publications. | | |
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| Teaching and Assessment Strategies for Achieving Learning Outcomes: | | | |
| Alignment of Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Strategies: | | | |
| Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills | | Teaching strategies to be used | Strategies of assessment |
| After completing this course, students will be able to: | | | ▪ |
| c1 | Carry out a close reading and carry out a contextual analysis of texts to explore the structure and styles used. | <ul style="list-style-type: none"> ▪ Lectures ▪ Assignment ▪ Presentation ▪ Class discussion | <ul style="list-style-type: none"> - Class participation - Reports - Quizzes - Mid-term exam |
| c2 | Use the cultural elements contained in the texts including issues of race, class and gender. | <ul style="list-style-type: none"> ▪ Lectures ▪ Assignment ▪ Presentation ▪ Class discussion | <ul style="list-style-type: none"> - Class participation - Reports - Quizzes - Mid-term exam |
| c3 | Apply critical theories in analyzing content in addition to the role played by history in shaping the content of these texts. | <ul style="list-style-type: none"> ▪ Lectures ▪ Assignment ▪ Presentation ▪ Class discussion | <ul style="list-style-type: none"> - Class participation - Reports - Quizzes - Mid-term exam |
| c4 | Employ the basic rules of research in producing scholarly reports and professionally written papers. | <ul style="list-style-type: none"> ▪ Assignment ▪ Presentation | <ul style="list-style-type: none"> - Reports - Quizzes - Papers |

| (D) General / Transferable Skills: | | | |
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| Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills | | | |
| Program Intended Learning Outcomes (PILOs) in General / Transferable skills | | Course Intended Learning Outcomes (CILOs) in General / Transferable skills | |
| After completing this program, students will be able to: | | After completing this course, students will be able to: | |
| D1 | Engage in a life-long self-learning, time | d1 | Demonstrate continuous search for creative ideas |

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أ.د. القاسم عباس

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نائب العميد لشؤون الجودة
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| | management, leadership and communicate effectively with others both orally and in writing. | | by collaborating with other students in producing projects that explore a common theme or topic in the areas studied. |
| D2 | Demonstrate highly developed personal skills in the presentation and discussion of data, ideas and applications of professional practice. | d2 | Employ good research skills, especially in finding the right and up to date resources for topics to be presented in the papers produced. |
| D3 | Use technology as a means to discover, apply, and communicate knowledge and information. | d3 | Apply good communication skills in communicating ideas with other students and scholars. |
| D4 | Work effectively within a team or individually to accomplish a common goal. | d4 | Employ adequate and effective methods in helping others to produce some common goals. |
| Teaching And Assessment Strategies For Achieving Learning Outcomes: | | | |
| Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Strategies: | | | |
| Course Intended Learning Outcomes (CILOs) in General and Transferable Skills | | Teaching strategies to be used | Strategies of assessment |
| After completing this course, students will be able to: | | ▪ | ▪ |
| d1 | Demonstrate continuous search for creative ideas by collaborating with other students in producing projects that explore a common theme or topic in the areas studied. | <ul style="list-style-type: none"> ▪ Assignment ▪ Presentation ▪ Brain storming sessions | <ul style="list-style-type: none"> - Class participation - Reports - Quizzes - Mid-term exam |
| d2 | Employ good research skills, especially in finding the right and up to date resources for topics to be presented in the papers produced. | <ul style="list-style-type: none"> ▪ Assignment ▪ Presentation ▪ Class discussion | <ul style="list-style-type: none"> - Class participation - Reports - Quizzes - Mid-term exam |
| d3 | Apply good communication skills in communicating ideas with other students and scholars. | <ul style="list-style-type: none"> ▪ Assignment ▪ Presentation ▪ Class discussion | <ul style="list-style-type: none"> - Class participation - Reports - Quizzes - Mid-term exam |
| d4 | Employ adequate and effective methods in helping others to produce some common goals. | <ul style="list-style-type: none"> ▪ Assignment ▪ Presentation | <ul style="list-style-type: none"> - Class participation - Reports - Quizzes |

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| | | | - Mid-term exam |
|--|--|--|-----------------|

| VII. Course Content: | | | | | |
|---|-------------------------|------------------------|---|-----------------|---------------|
| 1 – Course Topics/Items: | | | | | |
| No | Topic List / Units | CILOs (symbols) | Sub-topic List | Number of weeks | Contact hours |
| 1 | Introduction | a1, a2, a3 | The Renaissance and its Culture | 1 | 3 |
| 2 | Chaucer and his Age | a1, a2, a3 | <i>The Canterbury Tales</i> | 2 | 6 |
| 3 | Early Renaissance Poets | a1, a2, a3 | Sir Thomas Wyatt and Sir Philip Sidney | 1 | 3 |
| 4 | Shakespeare and his Age | a1, a2, a3, a4 | Selection from Shakespeare's Sonnets | 1 | 3 |
| 5 | Metaphysical Poetry | b1, b2, b3, b4 | Donne, Herbert, Marvell | 1 | 3 |
| 6 | Milton and his Age | b3, b4, c1, c2 | <i>Paradise Lost</i> , <i>Samson's Agonists</i> | 2 | 6 |
| 7 | The Age of Pope | b1, b2, b3, b4 | Selection from "An Essay on Nature" | 1 | 3 |
| 8 | The Romantic Age | b1, b2, b3, c1, c2, c3 | French Revolution, Blake, Wordsworth, Coleridge, Byron, Shelley and Keats | 2 | 6 |
| 9 | The Victorian Age | b1, b2, b3, c1, c2, c3 | Tennyson, Hopkins, Hardy | 1 | 3 |
| 10 | The Modern Age | c4, d1, d2, d3, d4 | The War Poets, Yeats, Larkin | 2 | 6 |
| Number of Weeks /and Units Per Semester | | | | 14 | 42 |

| b- Training Aspect: | | | | |
|---|----------------|-----------------|-----------------|---------------|
| No | Training Tasks | CILOs (symbols) | Number of weeks | Contact hours |
| 1 | | | | |
| Number of Weeks /and Units Per Semester | | | | |

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VIII. Teaching strategies of the course:

- Lectures
- Assignment
- Presentation
- Classroom discussion
- Group work

3-Assessment Strategies:

- Written Reports
- Presentations
- Assignments
- Quizzes
- Mid-term and Final exams

I. Tasks and Assignments

| No. | Tasks and Assignments | Week Due | Mark | Aligned Course Learning Outcomes (CILOs symbols) |
|-----|--|----------|------|--|
| 1 | Definition of Renaissance and significance of history; Analysis of poetry studied during this period up to Shakespeare | 3 | 2 | a1, b1, b2, c1, c2, d1 |
| 2 | Relevance of Shakespeare; Innovations and contributions of the Metaphysical Poets as well as Milton. | 6 | 2 | a1, b1, b2, c1, c2, d1 |
| 3 | Connection between the Romantics and the concept of Revolution | 9 | 2 | a1, b1, b2, c1, c2, d1 |
| | The Victorians and the Other | 12 | 2 | a1, b1, b2, c1, c2, d1 |
| 5 | Modernism and its aftermath | 14&15 | 2 | a1, b1, b2, c1, c2, d1 |
| | Total | | 10 | |

IX. 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) |
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| 1 | Ongoing assessments(based on in-class participation- regularity- punctuality- language use) | Throughout the semester | 10 | 10% | a1, b1, c1, c2, d1, d2 |
| 2 | Home assignments | 3-6-9-12 | 10 | 10% | a1, b1, c1, c2, d1, d2 |
| 3 | Mid-Semester Test | 8 | 15 | 15% | a1, b1, c1, c2 |
| 4 | Presentations | 14&15 | 5 | 5% | a1, b1, c1, c2, d1, d2 |
| 5 | Final Exam | wk16 | 60 | 60% | a1, b1, c1, c2 |
| Total | | | 100 | 100% | |

| X. Learning Resource (MLA style or APA style)s: | |
|---|---|
| 1- | Required Textbook(s) (maximum two) |
| | <i>The Norton Anthology of English Literature</i> . 3 Volumes: The Middle Ages till the Restoration. Editors: E. T. Donaldson et al. W. W. Norton & Company, 1986. |
| 1. | Recommended Readings and Reference Materials |
| | Aditya Sabhawal. <i>The Greater Literature of the World</i> . New Delhi: Random Publications, 2013. |
| 2. | Essential References |
| | Any books available from the Central Library |
| 3. | Electronic Materials and Web Sites etc. |
| | https://en.wikipedia.org/wiki/Main_Page |
| | <u>Selected variety of Internet sources.</u> |
| 4. | Other Learning Material: |
| | 1. |

| IX. Course Policies: (Based on the Uniform Students' Bylaw (2007)) | |
|--|--|
| 1 | Class Attendance: 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 | Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class. |
| 3 | Exam Attendance/Punctuality: 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 | Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark. |

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| 5 | Cheating: 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 | Forgery and Impersonation: 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 | Other policies: The Higher Studies By-law and University 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. |

| اللجنة الإشرافية: | | | |
|-------------------|---------------------|-------------------------------------|---------|
| م | الاسم | الصفة الوظيفية | ملاحظات |
| 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 للشؤون الأكاديمية | |

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Course Plan of Recent Trends in English Poetry

II. 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 | | | | | | |

III. Course Identification and General Information:

| | | | | | |
|--|-------------------------------------|---------|-----|--------|-------|
| Course Title: | Recent Trends in English Poetry | | | | |
| Course Number & Code: | LIT 5211 | | | | |
| 3. Credit hours: | C.H | | | | Total |
| | Th. | Seminar | Pr. | F. Tr. | |
| | 3 | - | - | - | 3 |
| 4. Study level/year at which this course is offered: | Preliminary coursework / Semester 1 | | | | |
| 5. Pre –requisite (if any): | None | | | | |
| 6. Co –requisite (if any): | None | | | | |
| 7. Program (s) in which the course is offered | M.A. in English Literature | | | | |
| 8. Language of teaching the course: | English | | | | |
| 9. System of Study: | Semester | | | | |
| 10. Mode of delivery: | Lecture | | | | |
| 11. Location of teaching the course: | F o L | | | | |

IV. Course Description:

The course examines the historical and literary movements and trends in English Poetry from Chaucer till the modern times. In addition to focusing on the major literary contributions made by these authors, an emphasis will be laid on the political and historical milieus which influenced these authors.

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V. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

- a1- Demonstrate awareness of the general modes of expression that dominated English poetry during the Renaissance and afterwards.
- a2- Relate the themes and concepts studied in the poetry texts to the age in which they were produced after applying any of the theories specified above.
- a3- Show understanding of the major historical events that took place in England since the beginning of the 15th century till now.
- a4- Show understanding of the practical steps in researching for material related to the analysis of the topics to be selected in individual written and oral reports.
- b1- Analyze the relationship between the texts studied and the critical theories that prevailed during the time and now .
- b2- Explore the difference between the various poetic forms used for literary expression and how related forms and styles influence the appreciation of texts.
- b3- Examine the literary texts studied critically and analytically and reflect the outcome in the reports to be presented .
- b4- Demonstrate a sound and higher level of synthesis and logical findings in relation to the topics studied.
- c1- Carry out a close reading and carry out a contextual analysis of texts to explore the structure and styles used.
- c2- Use the cultural elements contained in the texts including issues of race, class and gender.
- c3- Apply critical theories in analyzing content in addition to the role played by history in shaping the content of these texts.
- c4- Employ the basic rules of research in producing scholarly reports and professionally written papers.
- d1- Demonstrate continuous search for creative ideas by collaborating with other students in producing projects that explore a common theme or topic in the areas studied.
- d2- Employ good research skills, especially in finding the right and up to date resources for topics to be presented in the papers produced.
- d3- Apply good communication skills in communicating ideas with other students and scholars.
- d4- Employ adequate and effective methods in helping others to produce some common goals.

VI. Course Content:

A – Theoretical Aspect:

| No | Topics List | Week Due | Contact Hours |
|----|---------------------------------|----------|---------------|
| 1 | The Renaissance and its Culture | 1 | 3 |

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د/ عبد الحميد النمشة

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عميد الكلية
د/ محمد الناصر

عميد مركز التطوير
أ.م.د/ هدى العماد

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| | | | |
|--|---|-----------|-----------|
| 2 | <i>The Canterbury Tales</i> | 2 | 3 |
| 3 | Sir Thomas Wyatt and Sir Philip Sidney | 3 | 3 |
| 4 | Selection from Shakespeare's Sonnets | 4 | 3 |
| 5 | Donne, Herbert, Marvell | 5 | 3 |
| 6 | <i>Paradise Lost</i> , by John Milton | 6 | 3 |
| 7 | <i>Paradise Lost</i> , by John Milton | 7 | 3 |
| 8 | Mid-Term Exam | 8 | |
| 9 | The French Revolution and Romantics: Blake, Wordsworth, Coleridge, Byron, Shelley and Keats | 9 | 3 |
| 10 | Tennyson, Hopkins, Hardy | 10 | 3 |
| 11 | The War Poets | 11 | 3 |
| 12 | Modernism in the Poetry of W. B. Yeats and T. S. Eliot | 12 | 3 |
| 13 | The Poetry of D. H. Lawrence, Philip Larkin and the Contemporary Poets | 13 | 3 |
| 14 | Presentations | 14 | 3 |
| 15 | Presentations | 15 | 3 |
| 16 | Final Exam | 16 | |
| Number of Weeks /and Units Per Semester | | 16 | 48 |

| Training Aspects: | | | |
|-------------------|----------------|-----------------|---------------|
| No | Training Tasks | Number of weeks | Contact hours |
| 1 | | | |
| | | 14 | |

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| I. Tasks and Assignments | | | |
|--------------------------|---|----------|------|
| No. | Tasks and Assignments | Week Due | Mark |
| 1 | Definition of Renaissance and significance of history; Analysis of poetry studied during this period up to Shakespeare: What elements of the Renaissance can be found in the poetry of Wyatt, Sidney and Shakespeare? | 2 | 2 |
| 2 | Innovations and contributions of the Metaphysical Poets and Milton: How does the poetry of Donne and other Metaphysical poets bring about a new perspective to the age? | 4 | 2 |
| 3 | Connection between the Romantics and the concept of Revolution: How do the Romantics envision new social and political changes to their age and its culture? | 7 | 2 |
| 4 | The Victorians and the Other: Why does the Other receive a special attention during the Victorian age? | 9 | 2 |
| 5 | Modernism and its aftermath: What are the major movements that influenced the modern age and its poetry? | 12 | 2 |
| Total | | | 10 |

| VII. Teaching strategies of the course: | | | | |
|--|--|-------------------------|------|--------------------------------|
| <ul style="list-style-type: none"> ▪ Lectures. ▪ Group discussions. ▪ Presentations ▪ Classroom discussions ▪ Learning through team works | | | | |
| VIII. Assessment Strategies: | | | | |
| <ul style="list-style-type: none"> ▪ Written examinations ▪ Presentations ▪ Assignments | | | | |
| No. | Type of Assessment Tasks | Week Due | Mark | Proportion of Final Assessment |
| 1 | Ongoing assessments (based on in-class participation- regularity- punctuality- language use) | Throughout the semester | 7.5 | 7.5% |
| 2 | Home assignments | 4-13 | 10 | 10% |
| 3 | Mid-Semester Test | 8 | 20 | 20% |
| 4 | Presentations | 14&15 | 7.5 | 7.5% |

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| | | | | |
|---|------------|----|-----|------|
| 5 | Final Exam | 16 | 60 | 60% |
| 6 | Total | | 100 | 100% |

| XI. Learning Resource (MLA style or APA style)s: | |
|--|---|
| 2- | Required Textbook(s) (maximum two) |
| | 1. <i>The Norton Anthology of English Literature</i> . 3 Volumes: The Middle Ages till the Restoration. Editors: E. T. Donaldson et al. W. W. Norton & Company, 1986. |
| 2. | Recommended Readings and Reference Materials |
| | 1- Aditya Sabhawal. <i>The Greater Literature of the World</i> . New Delhi: Random Publications, 2013 |
| 3. | Essential References |
| | |
| 4. | Electronic Materials and Web Sites etc. |
| | 1. https://en.wikipedia.org/wiki/Main_Page |
| 5. | Other Learning Material: |
| | 1. Extra worksheets provided by the instructor |

| IX. Course Policies: (Based on the Uniform Students' Bylaw (2007)) | |
|--|--|
| 1 | Class Attendance: 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 | Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class. |
| 3 | Exam Attendance/Punctuality: 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 | Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark. |
| 5 | Cheating: 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 | Forgery and Impersonation: 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 | Other policies: The Higher Studies By-law and University 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 |

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