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الجمهوريــة اليمنــية وزارة التعليم العالـي والبحث العلمي مجلس الاعتمـاد وضمان جودة التعليم العالـي

شعر الإنجليزي في القرن (٢٠)

20th Century Course Specification

I. Course Identification and General Information:					
Course Title:	20 th English Poetry				
Course Code and Number:					
	theory	seminar	practice	training	Total
Credit Hours:	3				٤٢ hrs.
Level & Semester:	Level 4 / Semester 1				
Pre-requisites (if any):	English Literature from a Historical Perspective			rspective	
Co-requisites (if any):					
Program in which this course is	B.A in English Language and Literature				
offered:					
Language of teaching the course:	English				
Location of teaching the course:	Faculty of Arts and Humanities -Sana'a				l
	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:

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By the end of the course students should be able

- 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	a1- provide a review of the recent literary			
different linguistic and literary theories	theories, schools and trends in modern			
and schools of thought and English	poetry, such as Imagism, Symbolism,			
linguistics/literature;	Realism, Structuralism, Post-structuralism,			
	Colonialism, etc.			
A2: express a knowledge of social values and	a2- show understanding of the various			
traditions common in other cultures;	elements that contributed to the			
	emergence of modern poetry in England.			
A3: show a solid background of various	a3- reflect understanding of the material			
communication skills, be it reading,	studied through the expression of ideas in			
writing, speaking, or translation skills;	fluent spoken English and accurate writing			
A4 : show knowledge and understanding of	a4. examine a list of topics related to 20 th			

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modern research tools and methods,	century English Poetry to be presented as	
including the employment of technology;	researched reports	
(B) Intelle	ctual Skills	
B1: distinguish different literary forms and	b1- contrast the major literary and	
currents as well as their distinct	philosophical elements of modern poetry	
characteristics;	with those of the previous period, 19th	
	century poetry	
B2: evaluate linguistic and cultural	b2- appreciate the various aspects of	
phenomena and suggest explanations for	modern poetry and their impact on the	
them;	English culture during this period.	
B3: compare different literary, linguistic and	b3- connect through comparison and	
translation theories and strategies;	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	c1- employ the theories and trends in the	
common in literature, linguistics and	analysis of the given poems	
translation studies;		
C2: employ different language skills in order	c2- use the knowledge of analyzing literary	
to read and write different texts in English	techniques in the poems studied.	
and translate them from English into		
Arabic and vice versa;		
C3: use research tools and methods to	c3- write a well-organized critical essay about	
collect research data, analyze them, and	the poems under discussion	
present them in a scientifically		
appropriate manner;		

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C4: make use of basic technological	c4- make use of available technological
applications to facilitate learning and	applications and devices like computer and
research process;	internet.
D1: make use of the linguistic and cultural	d1- use the literary and cultural knowledge in
knowledge acquired in order to interact	order to communicate efficiently with people
efficiently and appropriately with people	from different cultures
from different cultures;	
D2: manage time, work under pressure, and	d2- manage time and involve in team
involve in team activities;	activities
D3: pursue knowledge to improve self-	d3- pursue knowledge to improve self-
learning;	learning
D4 : involve creatively in social and academic	d4 involve creatively in social and
activities.	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	- lectures	- class participation
literary theories, schools and trends in	- class discussion	- quizzes
modern poetry, such as Imagism,	- presentation	- mid-term exam
Symbolism, Realism, Structuralism,	- assignment	
Post-structuralism, Colonialism, etc.		
a2- show understanding of the various	- lectures	- class participation
elements that contributed to the	- class discussion	- quizzes
emergence of modern poetry in	- presentation	- mid-term exam
England. I suggest we exclude America	- assignment	

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in this course		
a3- reflect understanding of the	- lectures	- class participation
material studied through the expression	- class discussion	- quizzes
of ideas in fluent spoken English and	- presentation	- mid-term exam
accurate writing	- assignment	
a4. Examine a list of topics related to	- lectures	- class participation
20th century English Poetry to be	- class discussion	- quizzes
presented as researched reports	- presentation	- 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	- lectures	- class participation
philosophical elements of modern	- class discussion	- quizzes
poetry with those of the previous	- presentation	- mid-term exam
period, 19 th century poetry	- assignment	
b2- appreciate the various aspects of	- lectures	- class participation
the modern poetry and their impact on	- class discussion	- quizzes
the English culture during this period.	- presentation	- mid-term exam
	- assignment	
b3- evaluate the differences found in	- lectures	- class participation
the new literary concepts that emerged	- class discussion	- quizzes
during this period with those in the	- presentation	- mid-term exam
previous ages studied.	- assignment	

(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:

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CILOs	Teaching Strategies	Assessment
		Strategies
c1- analyze the styles and trends used	- lectures	- class participation
in modern poetry through the poems	- class discussion	- quizzes
under discussion	- presentation	- mid-term exam
	- assignment	
c2- use the knowledge of analyzing	- lectures	- class participation
literary techniques in the poems studied.	- class discussion	- quizzes
	- presentation	- mid-term exam
	- assignment	
c3 carry out some in-depth research	- lectures	- class participation
based on individual efforts through	- class discussion	- quizzes
library reading to supplement their	- presentation	- mid-term exam
spoken and writing skills.	- assignment	
c4- take advantage of computer and	- presentation	- class participation
internet facilities to produce good and	- assignment	- quizzes
prompt analytical reports.		- mid-term exam
(D) Alignment of Course Intended Lear Teaching Strategies and Assessmen		erable Skills to
CILOs	Teaching Strategies	Assessment
		Strategies
d1- suggest ways in which the newly	- group discussion	- oral quizzes
acquired knowledge can be used to	- pair work	- individual
communicate imaginatively and		presentation
efficiently with others within the same		
culture or beyond.		
d2 cooperate with others in group	- group discussion	- oral quizzes
work so as to develop team spirit in the	- pair work	- individual

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production of research reports and

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presentation

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presentation.		
d3 measure the differences found in the	- group discussion	- oral quizzes
new literary concepts created during	- pair work	- individual
this period with those in the previous		presentation
ages studied.		
d4- propose ways to enhance personal	- group discussion	- oral quizzes
skills that engage with others in social	- pair work	- individual
and academic activities.		presentation

V. Cour	V. Course Content:				
1-	1-Theoretical Aspect:				
Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	General	- definition and			
	introduction	characteristics of	1	3	a1, a2, a3, b1
		modern poetry			
		- the important trends			
		in modern poetry			
2	T. S. Eliot	- On Eliot	1	3	a2, a3, b2, c1,
		- The Waste Land			c2, c3, d2
		- The Prelude			
3	Ezra Pound	- On Pound			
		- In A Station of The	1	3	a2, a3, b2, c1,
		Metro			c2, c3, d2
4	W. B. Yeats	- On Yeats	1	3	a2, a3, b2, c1,
		- The Second Coming			c2, c3, d2
5	E. A. Robinson	- On Robinson			a2, a3, b2, c1,
		- Richard Cory	1	3	c2, c3, d2

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6	Robert Frost	- On Frost			
		- The Road Not Taken	1	3	a2, a3, b2, c1,
		- Mending Wall			c2, c3, d2
7	Sylvia Plath	- On Plath	1	3	a2, a3, b2, c1,
		- Mirror			c2, c3, d2
8	Mid-semester	Mid-semester exam	1	3	a1, a2, a3, b1,
	exam				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	- On Randall			
	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			a2, a3, b2, c1,
		- Toads	1	3	c2, c3, d2
13	Wallace	- on Stevens			a2, a3, b2, c1,
	Stevens	- The Snow Man			c2, c3, d2
14	Final exam	-Oon Thomas			a2, a3, b2, c1,
		- Do Not Go Gentle into	1	3	c2, c3, d2
		That Good Night			
		Contact Hours per	14	42	
Semest	er:				
2.	. Practical Aspec	t (if any):		•	

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Individual Presentations







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Order	Tasks/Experiments	Number	Contact	Learning
		of Weeks	Hours	Outcomes
Numbe per Sen	r of Weeks and Contact Hours nester:			

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

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

VIII.	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 and	1-14	10	10%	d1, d2, d3				
	Participation								
3	midterm	7	20	20%	a1, a2, a3, a4,				
					b1, b2, b3, c1,				
					c2, c3, c4, d1, d2,				
					d3, d4				
4	written final	14	60	60%	a1, a2, a3, a4,				

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			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.ww.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

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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 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

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turn off your cell phone before the start of class.

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.

3. Exam Attendance/Punctuality:

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:

- 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.

Military/Official engagement.

4. Assignments/Projects:

Homework should be clearly presented i.e.:

- 1. It should be written on A4 paper.
- 2. It should include a title page (Course Name, Semester, Date, Name...).

Your instructor will ask you to submit your homework online or as a hard copy. In the latter case, it should be stapled together.

5. Cheating:

Cheating is strictly prohibited behavior.

University regulations will be pursued and enforced on any cheating student

6. Plagiarism:

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.

7. Other Policies:

{END}

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

20th Century Course Specification

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

I. Course Identification and General Information:					
Course Title:	20 th Eng	glish Poetry	У		
Course Code and Number:					
	theory	seminar	practice	training	Total
Credit Hours:	3				٤٢
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	B.A in E	nglish Lan	guage and	Literature	!
offered:					
Language of teaching the course:	English				
Location of teaching the course:	Faculty	of Arts and	l Humaniti	ies – Sana'	a
	University				
Prepared by:	Dr. Khaled A. Al-Ahdal				
Date of Approval:	2020/2	021			

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.

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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 20^{th} century who helped in creating diverse and cosmetic literary scenes.
- 3. Study the various themes and concepts that framed the whole scene of the $20^{\rm th}$ 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 20^{th} 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.

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- 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. Cour	V. Course Content:								
1-	1-Theoretical Aspect:								
Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes				
1	General	- definition and							
	introduction	characteristics of	1	3	a1, a2, a3, b1				
		modern poetry							
		- the important							
		trends in modern							
		poetry							
2	T. S. Eliot	- On Eliot	1	3	a2, a3, b2, c1,				
		- The Waste Land			c2, c3, d2				
		- The Prelude							
3	Ezra Pound	- On Pound							
		- In A Station of The	1	3	a2, a3, b2, c1,				
		Metro			c2, c3, d2				
4	W. B. Yeats	- On Yeats	1	3	a2, a3, b2, c1,				
		- The Second			c2, c3, d2				
		Coming							
5	E. A. Robinson	- On Robinson			a2, a3, b2, c1,				

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		- Richard Cory	1	3	c2, c3, d2
6					
		- The Road Not	1	3	a2, a3, b2, c1,
		Taken			c2, c3, d2
		- Mending Wall			
7	Sylvia Plath	- On Plath	1	3	a2, a3, b2, c1,
		- Mirror			c2, c3, d2
8	Mid-semester	Mid-semester exam	1	3	a1, a2, a3, b1,
	exam				b2, b3, c1, c2,
					c3, d1, d2, d3
9	W. H. Auden	- On Auden			
		- The Unknown	1	3	a2, a3, b2, c1,
		Citizen			c2, c3, d2
10	Dudley	- On Randall			
	Randall	- Ballad Of	1	3	a2, a3, b2, c1,
		Birmingham			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			a2, a3, b2, c1,
		- Toads	1	3	c2, c3, d2
13	Wallace	- on Stevens			a2, a3, b2, c1,
	Stevens	- The Snow Man			c2, c3, d2
14	Final exam	- On Thomas			a2, a3, b2, c1,
		- Do Not Go Gentle	1	3	c2, c3, d2
		into That Good			
L	1	1	1	1	

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	Night			
Numbe Semest	r of Weeks and Contact Hours per er:	14	42	
2.	Practical Aspect (if any):		,	
Order	Tasks/Experiments	Number	Contact	Learning
		of Weeks	Hours	Outcomes
Numbe per Sen	r of Weeks and Contact Hours nester:			

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

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

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 &	1-14	10	10%	d1, d2, d3				
	Participation								

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	3	midterm	7	20	20%	a1, a2, a3, a4, b1,
						b2, b3, c1, c2, c3,
						c4, d1, d2, d3, d4
4	4	written final	14	60	60%	a1, a2, a3, a4, b1,
		exam				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. (edited by Neil Roberts 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.ww.wikipedia.com

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