

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation &  
Assessment**

**COURSE SPECIFICATION**

*of*

Eng. 231: Appreciating Poetry

*Allotted to*

Abid Muhammad Hayat Khokhar  
Department of English  
Al Majma'ah Community College,  
Al Majma'ah 11952

**Revised March 2009**

# Course Specification

|                    |   |
|--------------------|---|
| Institution        | King Saud University                                  |
| College/Department | Al Majma'ah Community College / Department of English |

## A Course Identification and General Information

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|---|---|
| 1. Course title and code:   | Eng. 231: Appreciating Poetry   |
| 2. Credit hours:  | 02 hours  |
| 3. Program(s) in which the course is offered.<br>(If general elective available in many programs indicate this rather than list programs) | B.A (English)   |
| 4. Name of faculty member responsible for the course:   | Abid Muhammad Hayat Khokhar, Lecturer<br>University Employee No. 73031<br><a href="http://faculty.ksu.edu.sa/abidkhokhar/default.aspx">http://faculty.ksu.edu.sa/abidkhokhar/default.aspx</a><br>E.-mail <a href="mailto:abidhayatkhokhar@hotmail.com">abidhayatkhokhar@hotmail.com</a><br>Contact No. 0507940835 |
| 5. Level/year at which this course is offered:  | 4th Level / 2nd year  |
| 6. Pre-requisites for this course (if any)  | All prescribed courses offered prior to this course:<br>111- Writing Good Sentences<br>112- Paragraph Writing<br>113- Reading Comprehension-I   |
| 1. Co-requisites for this course (if any)   | All courses of the previous levels including grammar, vocabulary building, paragraph writing etc. are prerequisites of this course. Moreover special taste for literature reading is corequisite for this course.   |
| 8. Location if not on main campus   | First Floor, First Room [ 2A.....11] Main Building  |

## B Objectives

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| <p>1. Summary of the main learning outcomes for students enrolled in the course.</p> <ol style="list-style-type: none"> <li>1. Make students understand, appreciate and analyse poetry at their level.</li> <li>2. Teach students different selected poems of different literary trends in English literature.</li> <li>3. Acclimatise students how to understand poetic vocabulary, poetic figures of speech, rhyme, rhythm, meter etc., etc.</li> <li>4. Equip the student with the necessary techniques to appreciate poetic meanings and analyse poems with poetic devices, such as “personification,” “simile,” “metaphor,” etc.</li> <li>5. The students are expected to have desired level of understanding of the selected poems and the poet as well to find commonalities and differences of the background with the readers.</li> <li>6. Make students engaged in writing analysis of the poems objectively.</li> </ol>   |
| <p>2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <p>The students will be familiarized with chronological development and importance of English poetry in the annals of history of English. Progressively, they will be made to read the text of some literary forms with guided, semi guided activity in the class or at their lodging. Side by side reading the text, they will be trained to get critical understanding of the poems and their forms. In connection to it, the students will be encouraged to browse net, draw books from library of different critical approaches.</p> <p>In addition to above, the following measures will promoted:</p> <ol style="list-style-type: none"> <li>1. Increased use of IT or web-based reference material.</li> <li>2. Use of Web-CT for uploading material</li> <li>3. Consistently change the list of readings/ include canonical and sub-canonical playwrights</li> <li>4. Use of <a href="http://www.wiki.com">www.wiki.com</a> and <a href="http://www.moodle.com">www.moodle.com</a> for collaborative writing</li> <li>5. Include e-books</li> </ol> |

## C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

| 1 Topics to be Covered   |             |               |
|--|-------------|---------------|
| Topic  | No of Weeks | Contact hours |
| Introduction to poetry & Alfred, Lord Tennyson :The Eagle  | Week 1      | 2 hours       |
| How to read a poem and what are different patterns of poems. “Shall I Compare Thee ... ” (Shakespeare); “The Man He Killed”                      | Week 2      | 2 hours       |
| Denotation and Connotation Imagery: “Meeting at Night” (Robert Browning); “The Sick Rose” (William Blake); “Passionate Shepherd ... ” (Marlowe). | Week 3      | 2 hours       |

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|--|------------|---------|
| Figurative Language I: "I Wandered Lonely," (Wordsworth); "Loveliest of Trees" (A. E. Housman)                       | Week 4     | 2 Hours |
| Figurative Language 2: "The Road Not Taken," "To the Virgins, to Make Much of Time";                                 | Week 5     | 2 hours |
| Figurative Language 3: "A Red, Red Rose," "My Heart Leaps Up"  | Week 6     | 2 hours |
| Allusion: "On His Blindness" (John Milton)<br>First Midterm Exam   | Week 7     | 2 hours |
| Meaning and Idea: "Stopping by Woods on a Snowy Evening" (Robert Frost)  | Week 8     | 2hours  |
| Tone: "Since there's no Help," "Crossing the Bar"  | Week 9     | 2 hours |
| Ambiguity: "To Celia" (Ben Jonson)   | Week 10    | 2hours  |
| Sound and Meaning: "Anthem for Doomed Youth," (Wilfred Owen); "Eight O'clock" (A. E. Housman)<br>Second Midterm Exam | Week 11-12 | 4hours  |
| Musical Devices: "Nothing Gold Can Stay" (Robert Frost)  | Week 13    | 2hours  |
| Periods of English poetry: Poetic Schools :Review  | Week 14-15 | 4 hours |

|  |                   |                                       |             |
|--|-------------------|---------------------------------------|-------------|
| 2. Course components (total contact hours per semester): |                   |                                       |             |
| Lecture: 30 hours  | Tutorial: 2 hours | Practical/Fieldwork /Internship: None | Other: None |

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)

4 hours per week

4. Development of Learning Outcomes in the Domains of Learning

For each of the domains of learning shown below indicate:

1. A brief summary of the knowledge or skill the course is intended to develop;
2. A description of the teaching strategies to be used in the course to develop that knowledge or skill;
3. The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

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| <p><b>a. Knowledge</b></p>   |
| <p>(i) Description of the knowledge to be acquired</p> <ol style="list-style-type: none"> <li>1. Improve students' reading about poetry its analysis by encouraging a close reading and understanding of individual poems.</li> <li>2. Teaching students to analyse poetry (speaker, theme, imagery, symbols, figures of speech, diction)</li> <li>3. Developing the taste for poetry.</li> <li>4. Teach students how to write research papers on poetry.</li> </ol>   |
| <p>(ii) Teaching strategies to be used to develop that knowledge</p> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Class discussion</li> <li>3. Close reading and text analysis.</li> <li>4. Team work</li> </ol>   |
| <p>(iii) Methods of assessment of knowledge acquired</p> <ol style="list-style-type: none"> <li>1. Classroom participation</li> <li>2. In term exam</li> <li>3. Classroom Participation</li> <li>4. Assignments</li> <li>5. Final written exam</li> </ol>  |
| <p><b>b. Cognitive Skills</b></p>  |
| <p>(i) Cognitive skills to be developed</p> <ol style="list-style-type: none"> <li>1. Ability to think critically and analytically</li> <li>2. Ability to write standardized critically as well as analytically.</li> <li>3. Ability to undergo content analysis of different poems.</li> <li>4. Ability to conduct oral and physical presentations of different poems effectively.</li> </ol>   |
| <p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ol style="list-style-type: none"> <li>1. Lectures and workshops to teach students how to write attentively and critically</li> <li>2. Class discussions to train students to think independently and engage in group discussions</li> <li>3. Individual meetings with students to encourage the students to discuss paper topics outside the class room with the instructor</li> </ol>   |
| <p>(iii) Methods of assessment of students cognitive skills</p> <ol style="list-style-type: none"> <li>1. Class participation</li> <li>2. Presentations</li> <li>3. Independent Writing inside the Class or outside</li> <li>4. Midterms and exams</li> <li>5. Group Assignments <ol style="list-style-type: none"> <li>a. Group Assignments will be given to write composition on collective events and visits.</li> <li>b. Groups will be framed to cross evaluate the work of the students between themselves.</li> </ol> </li> </ol> |

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| <p><b>c. Interpersonal Skills and Responsibility</b></p>  |
| <p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <ol style="list-style-type: none"> <li>1. Students can complete their writing assignments in due time</li> <li>2. Students can participate in class discussion and think critically</li> <li>3. Students can act responsibly and ethically in carrying out individual as well as group projects</li> <li>4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team</li> </ol>   |
| <p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ol style="list-style-type: none"> <li>1. Lectures in which students are made aware of the significance of time management</li> <li>2. Discussions with students on ethical behaviour in conducting research (if any)</li> <li>3. Individual counselling on research projects and writing difficulties</li> <li>4. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his peers.</li> </ol>  |
| <p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ol style="list-style-type: none"> <li>1. Active classroom participation reflects the students' ability to keep up with the class schedule.</li> <li>2. Writing as well as Assignments will attest to the student's ability to complete task and care for the dead lines</li> <li>3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information</li> <li>4. Instructor's assessment of student's performance and seriousness during individual supervision hours</li> </ol> |
| <p><b>d. Communication, Information Technology and Numerical Skills</b></p>   |
| <p>(i) Description of the skills to be developed in this domain.</p> <ol style="list-style-type: none"> <li>1. Use of Electronic Journals and Data Basis of the KSU and others</li> <li>2. Web CT</li> <li>3. Use of Overhead Projector in Error Analysis</li> </ol>  |
| <p>(ii) Teaching strategies to be used to develop these skills</p> <ol style="list-style-type: none"> <li>1. Encourage students to make extensive use of material on the web</li> <li>2. Encourage students to consult the specialist in the computer lab for help on web-based material</li> <li>3. Demand the use of PowerPoint when giving presentations</li> </ol>  |
| <p>(iii) Methods of assessment of students numerical and communication skills</p> <ol style="list-style-type: none"> <li>1. Allot marks for the use of collection of web-based material in students'</li> <li>2. Presentations but make sure that there must not be plagiarism.</li> <li>3. Distribute rubric at beginning of assignment so students know what they will be evaluated on</li> </ol>   |
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| <b>e. Psychomotor Skills (if applicable)</b>   |
| (i) Description of the psychomotor skills to be developed and the level of performance required<br>The students will be engaged in practical work in such a way that they do overcome common mistakes of punctuation, spellings, constructing loose sentences, and make the muscles of their hands to write at an uncomfortable limit of time. |
| (ii) Teaching strategies to be used to develop these skills<br>Not Applicable  |
| (iii) Methods of assessment of students psychomotor skills<br>Not Applicable   |

| <b>5. Schedule of Assessment Tasks for Students During the Semester</b> |  |                |                                |
|---|--|----------------|--------------------------------|
| Assessment  | Assessment task (eg. essay, test, group project, examination etc.) | Week due       | Proportion of Final Assessment |
| 1   | Midterm Exam1  | Middle of term | 20%                            |
| 2   | Homework, Attendance, participations                               | All along      | 10%                            |
| 3   | Midterm Exam2  | Week 11-12     | 20%                            |
| 4   | Final  | Week 16        | 50%                            |

## **D. Student Support**

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

1 hour per course per week

## **E. Learning Resources**

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| 1. Required Text(s) <ol style="list-style-type: none"> <li>1. Laurence Perrine and Thomas R. Arp. Sound and Sense: An Introduction to Poetry. New York: Harcourt, 1992 (N. B. The textbook has a glossary of literary terms for easy reference)</li> </ol> |
| 2. Essential References <ol style="list-style-type: none"> <li>1. Practical History of English Literature by G. Wilson</li> <li>2. Eavan Boland: A Critical Companion; Poetry, Prose, Interviews, Reviews and Criticism</li> </ol>                         |

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| <p>3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)</p> <ol style="list-style-type: none"> <li>1. <i>A Research Guide for Undergraduates in English &amp; American Literature</i>. MLA, 206</li> <li>2. MLA Handbook (as reference guide on how to write a research paper)</li> </ol>   |
| <p>4- Electronic Materials, Web Sites etc</p> <p><b>Resources on the Web:</b></p> <p>The most comprehensive Poetry website <a href="http://www.poetry.com">www.poetry.com</a><br/> Poetry analysis <a href="http://www.Plagiarist.com">www.Plagiarist.com</a><br/> Web-Cite (A knowledge-base of online scholarly materials relevant to literary and cultural studies, indexed by period and genre)<br/> <a href="http://www.Questia.com">www.Questia.com</a></p> <p>For general knowledge of English poetry of various types through the ages:</p> <ul style="list-style-type: none"> <li>• <a href="http://en.wikipedia.org/wiki/English_poetry">http://en.wikipedia.org/wiki/English_poetry</a> and</li> <li>• <a href="http://en.wikipedia.org/wiki/Poetry">http://en.wikipedia.org/wiki/Poetry</a></li> </ul> <p><a href="http://www.writersservices.com/res/r_links_poetry_sites.htm">http://www.writersservices.com/res/r_links_poetry_sites.htm</a><br/> <a href="http://www.writing.upenn.edu/~afilreis/88/home.html">http://www.writing.upenn.edu/~afilreis/88/home.html</a><br/> <a href="http://www.poems-and-quotes.com/poetry_sites.html">http://www.poems-and-quotes.com/poetry_sites.html</a></p> |
| <p>5- Other learning material such as computer-based programs/CD, professional standards/regulations</p> <p>Signed Student Code of honor explained during student orientation to university to protect against plagiarism</p>   |

## F. Facilities Required

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| Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)               |
| 1. Accommodation (Lecture rooms, laboratories, etc.)<br><br>Lecture rooms should be large enough to accommodate 25 students  |
| 2. Computing resources<br><br>Laptop computer - projector system   |
| 3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)<br><br>Data show to facilitate going over student papers in class. |

## G Course Evaluation and Improvement Processes

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching<br><br>1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class<br>3. End of term college evaluation of course by students ( to be collected by the department)<br>4. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better<br>5. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated |
| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department<br><br>Not applicable   |
| 3 Processes for Improvement of Teaching<br><br>1. Training sessions<br>2. Workshops to facilitate the exchange of experiences amongst faculty members<br>3. Regular meetings where problems are discussed and solutions given<br>4. Discussion of challenges in the classroom with colleagues and supervisors<br>5. Encouragement of faculty members to attend professional development conferences<br>6. Keep up to date with pedagogical theory and practice<br>7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results                          |

4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

Check marking of a sample of examination papers either by a resident or visiting faculty member

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabi and course description with other universities (including those on the net)
2. Biannual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements