Course Specification

(Bachelor)

Course Title:	**Twentieth and Twenty-first Century Poetry**
Course Code:	**ENG 4325**
Program:	**BA in English Language**
Department:	**Department of English**
College:	**College of Social Sciences**
Institution:	**Umm Al-Qura University**
Version:	**2**
Last Revision Date:	**2023**

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A. General information about the course:

1. Course Identification

1. Credit hours:

3

2. Course type

A.	☐ University	☐ College	☒ Department	☐ Track	☐ Others
B.	☒ Required			☐ Elective	

3. Level/year at which this course is offered:

The course can be taken at any level in the last two years of the program after passing the requirements.

4. Course general Description:

Having been introduced to some of the key forms and elements of the poetic craft in Foundations of Literary Studies 1 and 2, students are now encouraged to explore the rich diversity of twentieth and twenty-first century poetry by authors from both sides of the pond.

5. Pre-requirements for this course (if any)**:**

Literary Criticism in Practice

6. Co-requirements for this course (if any)**:**

None

7. Course Main Objective(s):

The aim of this course is to develop students' knowledge and appreciation of the formal and thematic aspects twentieth and twenty-first century poetry.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hours per week	100%
2	E-learning		
3	Hybrid ● Traditional classroom ● E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours

1.	**Lectures**		28 hours
2.	**Laboratory/Studio**		
3.	**Field**		
4.	**Tutorial**		
5.	**Others: Exams**		2 hours
Total			30hours

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Critique the forms, modes and key texts associated with twentieth and twenty-first century poetry.	K2	• Traditional lecturing. • Reading critical articles. • Seminars.	Quizzes and exams.
1.2	Examine the political, scientific, historical and cultural contexts that shaped the assigned texts.	K2	• Traditional lecturing. • Reading critical articles. • Seminars.	Quizzes and exams. - Class discussion.
1.3	Evaluate possible interrelationships between the selected texts and works of visual culture such as theatre, film and other art forms.	K3	• Traditional lecturing. • Engaging with other art forms in class and online. • Reading critical articles.	- Quizzes and exams. - Class discussion. - Online discussion.
2.0	**Skills**			
2.1	Interpret texts critically and analytically.	S2	• Traditional lecturing. • Class discussion. • Online discussion. • Reading analytical essays. • Seminars.	• Open-book quizzes. • Analytical exam questions.

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			• Interactive workshops.	• Analytical essay assignment. • Class discussion.
2.2	Demonstrate research and analytical skills.	S5	• Traditional lecturing. • Reading analytical essays. • Research seminars. • Interactive workshops.	Analytical essay assignment.
2.3	Build well-constructed responses (creative or academic) that reflect independent and personal understanding of the selected texts.	S3	• Class discussion. • Exposure to creative content online or in class. • Reading analytical essays. • Reading creative content. • Interactive workshops.	• Analytical essay assignment. • Analytical exam questions. • Creative assignment.
2.4	Analyze possible interrelationships between the selected texts and visual artworks (theater, film and art forms) both local and international.	S2	Analyzing or engaging with other art forms in class or online. • Reading critical articles. • Watching documentaries and critical content. • Interactive workshops. Group work	• Class discussion. • Online discussion. • Analytical assignment. • Creative assignment.
3.0	**Values, autonomy, and responsibility**			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts.	V1	• Traditional lecturing • Reading scholarly articles.	• Class discussion. • Projects • Assignments

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.2	Work responsibly and autonomously when performing a task individually or within a team.	V2	• Traditional lecturing • Class discussion. • Watching documentaries.	• Class discussion. • Projects • Assignments

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to twentieth and twenty-first century poetry context.	3
2.	**Early modernism (1909-1916)** Symbolism: Robert Frost "The Road Not Taken" (1916) Imagism: Ezra Pound "In a Station of the Metro" (1913); essay: "A Retrospect" (1918)	3
3.	**Impersonal Modernist Poetry (1917-29)** T.S. Eliot "The Love Song of J. Alfred Prufrock" (1915), "Tradition and the Individual Talent" (1919), W.B. Yeats "Easter, 1916,", Wallace Stevens "Thirteen Ways of Looking at a Blackbird" (1917).	5
4.	**High modernism of the 30s and 40s** Marianne Moore *Nevertheless* (1944), e.e. cummings "anyone lived in a pretty how town" (1940) William Carlos Williams "The crowd at the ball game" (1938),	3
5.	**Modernist poetry of the 30s and 40s cont.** Langston Hughes "The Negro Speaks of Rivers" (1920), essay: "The Negro Artist and the Racial Mountain" (1926)	2
6.	**Midterm Exam**	2
7.	**Postmodern subjectivity of the 50s and 60s** Robert Lowell *Life Studies* (1959) Sylvia Plath "Daddy" (1962); "Black Rook in Rainy Weather" (1957) Gwendolyn Brooks "We Real Cool" (1960)	3
8.	**Reflective lyric poetry in the 70s and 80s** Phillip Larkin *High Windows* (1974,) essay: "The Pleasure Principle" (1983) John Ashbery "Self-Portrait in a Convex Mirror" (1975) Margaret Atwood "The Journals of Susanna Moodie" (1970)	5
9.	**Language poetry** Lyn Hejinian *My Life* (1980), Ron Silliman *Tjanting* (1981)	2

10.	**The 1990s and after: contemporary trends** The workshop poem, the digital poem: *Electronic Poetry Centre*, Flarf poetry	2
	Total	**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Midterms or Quizzes :** The exam should contain at least 10% subjective questions dedicated to measuring the students' ability to analyze and think critically . Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems . A clear rubric should be followed .	**Week 6**	**30%**
2.	**Assignments or Quizzes:** - Teachers have a choice between implementing quizzes and exams such as open-book exams and reading quizzes or assignments. - Assignments can include annotations, short written responses or analytical essays. -Topics, guidelines and deadlines should be specified at the beginning of the course. Assignments should be marked for structure, punctuation, content and proper citation of sources. -A clear rubric should be followed.	**Weeks 9**	**10%**
3.	**Discussion in class and online:** Students should be encouraged to speak up and express their opinion on a variety of topics and issues related to the course.	**Weekly**	**10%**
4.	**Final:** The exam should contain at least 20% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed.	**Final Exam Period**	**50%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Ferguson, M., Kendall, T. and Salter, M., 2018. *The Norton Anthology of Poetry*. NY: Norton.
Supportive References	Baldick, C., 2008. *The Consice Oxford Dictionary of Literary Terms*. Oxford: Oxford Cuddon, J.A., 2013. *A Dictionary of Literary Terms and Literary Theory*. Chichester: Wiley & Blackwell. Cushman, S., Cavanagh, C. and Ramazani, J. ed., 2012. *The Princeton Encyclopedia of Poetry and Poetics*. 4th ed. Princeton: Princeton UP.
Electronic Materials	"Poetry Foundation | Academy of American Poets". *Poets.Org*, 2020, https://poets.org/listing/poetry-foundation. "Project Gutenberg". *Project Gutenberg*, 2020, http://www.gutenberg.org/
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Projectors
Other equipment (depending on the nature of the specialty)	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Survey (Indirect)
Effectiveness of Students assessment	Peer Reviewer	Sample of exam papers and Peer review form (Indirect)
Quality of learning resources	Students	Survey (Indirect)
The extent to which CLOs have been achieved	Course Instructor	Exams and Assignments (Direct)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	424040414453 / 132022
DATE	2023 - 1445