



Course Specification

— (Bachelor)

Course Title: Poets Laureate

Course Code: ENG 4326

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.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> 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:					
This course aims to introduce students to traditional and modern concepts of the Office of Poet Laureate through an in-depth study of the works of two (or more) poets who have been appointed this position. Special consideration will be given to addressing the cultural and aesthetic dynamics of their poetry, particularly how it seeks to promote a collective national identity that is deeply rooted in the political ideologies of its time. Questions about the role of such poets in preserving this artform will also be negotiated in relation to ideas about popular and critical reception. Moreover, incorporating a variety of literary critical approaches to the assigned poems, the course will encourage students to explore the texts' thematic and contextual elements in relation to their formal and stylistic features.					
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):					
This course aims to develop students' skills in the formal, thematic and contextual analysis of poetry through a discussion that is structured around the concept of Poet Laureateship.					

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 <ul style="list-style-type: none"> ● 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 the Office of Poet Laureate in a variety of literary periods or contexts.	K2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Traditional lecturing. Class discussion. Online discussion. Reading analytical essays. 	<ul style="list-style-type: none"> Open-book quizzes.



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> • Seminars. • Interactive workshops. 	<ul style="list-style-type: none"> • Analytical exam questions. • Analytical essay assignment. • Class discussion.
2.2	Demonstrate research and analytical skills.	S5	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Class discussion. • Exposure to creative content online or in class. • Reading analytical essays. • Reading creative content. • Interactive workshops. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Analyzing or engaging with other art forms in class or online. • Reading critical articles. • Watching documentaries and critical content. • Interactive workshops. • Group work 	<ul style="list-style-type: none"> • Class discussion. • Online discussion. • Analytical assignment. • Creative assignment.
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate ethical behavior in all	V1	<ul style="list-style-type: none"> • Traditional lecturing 	<ul style="list-style-type: none"> • Class discussion.



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	professional, personal and academic contexts.		<ul style="list-style-type: none"> Reading scholarly articles. 	<ul style="list-style-type: none"> Projects Assignments
3.2	Work responsibly and autonomously when performing a task individually or within a team.	V2	<ul style="list-style-type: none"> Traditional lecturing Class discussion. Watching documentaries. 	<ul style="list-style-type: none"> Class discussion. Projects Assignments

C. Course Content

No	List of Topics	Contact Hours
1.	<p>Introduction: Topics covered in the following source: College, Sarah Lawrence, "Introduction" in <i>The Poet Laureate Anthology</i>, ed. by Elizabeth Hun Schmidt, (London and New York: W. W. Norton & Company Inc., 2010)</p>	6
2.	<p>One or two of the following English poets:</p> <p>John Dryden (1668–89) Thomas Shadwell (1689–92) Nahum Tate (1692–1715) Nicholas Rowe (1715–18) Laurence Eusden (1718–30) Colley Cibber (1730–57) William Whitehead (1757–85) Thomas Warton (1785–90) Henry James Pye (1790–1813) Robert Southey (1813–43) William Wordsworth (1843–50) Alfred, Lord Tennyson (1850–92) Alfred Austin (1896–1913) Robert Bridges (1913–30) John Masefield (1930–67) Cecil Day-Lewis (1968–72) Sir John Betjeman (1972–84) Ted Hughes (1984–98) Andrew Motion (1999–2009) Carol Ann Duffy (2009–19)</p>	10





	Simon Armitage (2019–)	
3.	<p>One or two of the following American poets:</p> <p>2010– And 1999–2000: W. S. Merwin (1927–) 2008–2010: Kay Ryan (1945–) 2007–2008: Charles Simic (1938–) 2006–2007: Donald Hall (1928–) 2004–2006: Ted Kooser (1939–) 2003–2004: Louise Glück (1943–) 2001–2003: Billy Collins (1941–) 2000–2001 And 1974–1976: Stanley Kunitz (1905–2006) 1997–2000: Robert Pinsky (1940–) 1995–1997: Robert Hass (1941–) 1993–1995: Rita Dove (1952–) 1992–1993: Mona Van Duyn (1921–2004) 1991–1992: Joseph Brodsky (1940–1996) 1990–1991: Mark Strand (1934–) 1988–1990 And 1963–1964: Howard Nemerov (1920–1999) 1987–1988: Richard Wilbur (1921–) 1986–1987 And 1944–1945: Robert Penn Warren (1905–1989) 1985–1986: Gwendolyn Brooks (1917–2000) 1984–1985: Robert Fitzgerald (1910–1985) 1982–1984: Anthony Hecht (1923–2004) 1981–1982: Maxine Kumin (1925–) 1978–1980: William Meredith (1919–2007) 1976–1978: Robert Hayden (1913–1980) 1973–1974: Daniel Hoffman (1923–) 1971–1973: Josephine Jacobsen (1908–2003) 1970–1971: William Stafford (1914–1993) 1968–1970: William Jay Smith (1918–) 1966–1968: James Dickey (1923–1997) 1965–1966: Stephen Spender (1909–1995) 1964–1965 And 1984–1985: Reed Whittemore (1919–) 1961–1963: Louis Untermeyer (1885–1977) 1959–1961: Richard Eberhart (1904–2005) 1958–1959: Robert Frost (1874–1963) 1956–1958: Randall Jarrell (1914–1965) 1952: William Carlos Williams (1883–1963) 1950–1952: Conrad Aiken (1889–1973) 1949–1950: Elizabeth Bishop (1911–1979) 1948–1949: Léonie Adams (1899–1988) 1947–1948: Robert Lowell (1917–1977) 1946–1947: Karl Shapiro (1913–2000) 1945–1946: Louise Bogan (1897–1970) 1943–1944: Allen Tate (1899–1979) 1937–1941: Joseph Auslander (1897–1965)</p>	10
4.	<p>The instructor may wish to explore the cultural equivalents of the position of Poet Laureate in the Arab world.</p> <ul style="list-style-type: none"> • Poetry and Arab TV shows: • The reality TV show The Million’s Poet 	4





- The reality TV show Prince of Poets

Total

30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<p>Midterms or Quizzes : The exam should contain at least 10% subjective questions dedicated to measuring the students' ability to analyze and think critically .</p> <p>Students should be held responsible for language mistakes. A “reasonable” percentage of the grade should be allocated to language and punctuation problems .</p> <p>A clear rubric should be followed .</p>	Week 6	30%
2.	<p>Assignments or Quizzes:</p> <ul style="list-style-type: none"> - 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. <p>Assignments should be marked for structure, punctuation, content and proper citation of sources.</p> <ul style="list-style-type: none"> -A clear rubric should be followed. 	Weeks 9	10%
3.	<p>Discussion in class and online:</p> <p>Students should be encouraged to speak up and express their opinion on a variety of topics and issues related to the course.</p>	Weekly	10%
4.	<p>Final:</p> <p>The exam should contain at least 20% subjective questions dedicated to measuring the students' ability to analyze and think critically.</p> <p>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</p>	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

Schmidt, Elizabeth Hun, ed., *The Poet Laureate Anthology*, (London and New York: W. W. Norton & Company Inc., 2010)

College, Sarah Lawrence, "Introduction" in *The Poet Laureate Anthology*, ed. by Elizabeth Hun Schmidt, (London and New York: W. W. Norton & Company Inc., 2010)

The Norton Anthology of English Literature, 10th edition, ed. Stephen Greenblatt (New York & London: Norton & Company, 2018).

Supportive References

Austin, Wiltshire Stanton and John Ralph. *The Lives of the Poets-Laureate with an Introductory Essay on the Title and Office*. (London: R. Bentley, 1853)

Crawford, Nelson Antrim. "Concerning Poets Laureate." in *Poetry*, Volume 21, Number 3, 1922, pp. 164–66

Cuff, Roger Penn. "An appraisal of the American Poets Laureate" in *Peabody Journal of Education*, 25:4, 1948, pp. 157-166
DOI: [10.1080/01619564809536112](https://doi.org/10.1080/01619564809536112)

Flood, L. John. "'Foreshortened in the Tract of Time': Towards a Bio-Bibliography of Poets Laureate in the Holy Roman Empire" in *The Library*, Volume 8, Issue 1, March 2007, pp. 3–24.
<https://doi.org/10.1093/library/8.1.3>

Flood, L. John. "Neglected Heroines? Women Poets Laureate in the Holy Roman Empire" in *Bulletin of the John Rylands Library*, Volume 84, Issue 3, 2002, pp. 25-47.
<https://www.manchesterhive.com/view/journals/bjrl/84/3/article-p25.xml>

Flood, L. John. *Poets Laureate in the Holy Roman Empire: a Bio-Bibliographical Handbook*. (New York: Walter de Gruyter, 2011)

Gray, William Forbes. *The Poets Laureate of England: Their History and Their Odes*. (London: Sir I. Pitman & Sons, Limited, 1914).

Hamilton, Walter. *The Poets Laureate of England*. (London: Elliot Stock, 1879)

Howland, Frances Louise Morse. *The Laureates of England: From Ben Jonson to Alfred Tennyson*. (London: Frederick A. Stokes Company, 1895)

Scanlon, Larry. "Poets Laureate and the Language of Slaves: Petrarch, Chaucer, and Langston Hughes" in *The Vulgar Tongue: Medieval and Postmedieval Vernacularity*. (PA: Penn State University Press, 2003), pp. 220-256

Shipp, L. "The Poets Laureate of the Long Eighteenth Century: Courting the Public, c. 1668-1813." (2020)





Electronic Materials	http://www.jstor.com https://www.cambridge.org/core/ http://www.oxforddnb.com/ http://www.bbc.co.uk/history/historic_figures/
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

