### ATTACHMENT 5.

**Kingdom of Saudi Arabia**

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

**T6. Course Specifications**

**(CS)**

**Course Specifications**

|  |
| --- |
| Institution:  **Al- Qunfudah University College** Date: 10/04/1439 |
| **Department of English Language** |

A. Course Identification and General Information

|  |
| --- |
| 1. Course title: **Poetry** code: **2814 478** |
| 2. Credit hours (**3**) |
| 3. Program(s) in which the course is offered.  (If general elective available in many programs indicate this rather than list programs)  **Bachelor of English Language** |
| 4. Name of faculty member responsible for the course.  **Yahya Ali Abdullah Idriss** |
| 5. Level/year at which this course is offered  **4th year. Level (8)** |
| 6. Pre-requisites for this course (if any)  **Introduction to Literature Code: 2814270** |
| 7. Co-requisites for this course (if any)  **None** |
| 8. Location if not on main campus  **Main Campus** |
| 9. Mode of Instruction (mark all that apply)  a. traditional classroom What percentage? % 100  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  Comments: |

B Objectives

|  |
| --- |
| 1. What is the main purpose for this course?  This course is primarily designed to give the student:   1. A sufficient grasp of the nature and variety of poetry. 2. Some reasonable means for reading poetry with appreciative understanding. 3. A few primary ideas of how to evaluate poetry. |
| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)  **Increased use of IT or web based reference material** |

C. Course Description (Note: General description in the form used in Bulletin or handbook)

|  |
| --- |
| Course Description:  This course presents a wide range of poems from different historical periods, written in a wide range of forms and styles. The first part of the course tends to define, and emphasize the various elements of poetry –imagery, figurative language, tone, sound and rhythm, and so on. In its later parts, the course helps the students to further develop their skills in analyzing, and writing about poetry. |

|  |  |  |
| --- | --- | --- |
| 1. Topics to be Covered | | |
| List of Topics | No. of  Weeks | Contact hours |
| Introduction:  What is poetry? | 1st week | 2 |
| Reading Poetry:  The Man He killed as example. | 2nd week | 2 |
| Reading Poetry:   1. Prejudice, Impression, and Judgment:   "She Dwelt Among the Untrodden Ways", as example | 3rd week | 2 |
| Reading Poetry:   1. Denotation and Connotation in Poetry:   "There Is No Frigate Like A Book", as example. | 4th week | 2 |
| Types of Poems:  The Sonnet: Definition and Forms:  "When My Love Swears That She Is Made Of Truth" | 5th week | 2 |
| Types of Poems:  The Elegy:  "In Memory of W. B. Yeats", as example. | 6th week | 2 |
| Forms of Stanza:  The Heroic Couplet:   1. The Close Couplet:   "Of The Characters of Women", as example. | 7th week | 2 |
| Forms of Stanza:  The Heroic Couplet:   1. The Open Couplet:   " Endymion" | 8th week | 2 |
| Sounds and Rhythm:  Cadence Groups and Metrical Feet | 9th week | 2 |
| Sounds and Rhythm:  The Technique of Scansion | 10th week | 2 |
| Sounds and Rhythm:  The Technique of Scansion | 11th week | 2 |
| Theories of Poetry | 12th week | 2 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 2. Course components (total contact hours and credits per semester): | | | | | | |
|  | Lecture | Tutorial | Laboratory  or Studio | Practical | Other: | Total |
| Contact  Hours | 2 | …………. | ……….. | ………… | ………. | 24 |
| Credit | 2 | …………. | …………. | ………… | ………. | 24 |

|  |
| --- |
| 3. Additional private study/learning hours expected for students per week. |

|  |
| --- |
| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |
| On the table below are the five NQF Learning Domains, numbered in the left column.  **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Code**  **#** | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| 1.1 | Examining the diversity of English poetry | Lectures | Quizzes and assignments |
| 1.2 | Interpretive reading of poetry | Dialogue and class discussion | Midterm and final exams |
| **2.0** | **Cognitive Skills** | | |
| 2.1 | Preparing the subject from books and references | Lectures | Quizzes and assignments |
| 2.2 | Teaching the subject in class | Dialogue and class discussion | Midterm and final exams | Midterm and final exams |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| 3.1 | Students' involvement in class discussion | Dialogue | Quizzes and assignments |
| 3.2 |  | class discussion | Midterm and final exams |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| 4.1 | None | None | None |
| 4.2 |  |  |  |
| **5.0** | **Psychomotor** | | |
| 5.1 | None | None | None |
| 5.2 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
|  | Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.) | Week Due | Proportion of Total Assessment |
| 1 | Quiz | 3rd week |  |
| 2 | Quiz | 5th week |  |
| 3 | Assignments | All through the semester |  |
| 4 | Midterm Exam | 7th week |  |
| 5 | Final Exam | The end of the semester |  |

D. Student Academic Counseling and Support

|  |
| --- |
| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)  **Four hours per a week** |

E Learning Resources

|  |
| --- |
| 1. List Required Textbooks.  Laurence Perrine. Sound and Sense  S. H. Burton. The Criticism of Poetry |
| 2. List Essential References Materials (Journals, Reports, etc.)  None |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)  None |
| 4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.  None |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  None |

F. Facilities Required

|  |
| --- |
| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)  **40 seats per classroom** |
| 2. Computing resources (AV, data show, Smart Board, software, etc.)  None |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  None |

G Course Evaluation and Improvement Processes

|  |
| --- |
| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching  None |
| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department  None |
| 3 Processes for Improvement of Teaching  ………………….. |
| 4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)  **Check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff.** |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  None |

Name of Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date Report Completed:\_\_\_\_\_\_\_\_\_\_\_\_

Name of Field Experience Teaching Staff \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Coordinator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Received:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_