Course Title: Modern Poetry	
Course Code: LANT1313	
Program: English Language	
Department: Languages and Translation	
College: Faculty of Education and Arts	
Institution: University of Tabuk	
Version: 2023.10	
Last Revision Date: 2022	

Table of Contents

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: (Elective)

4. Course general Description:

In this course, students will be introduced to the major trends in modern English poetry with special orientation in the modern movement. The focus will be on the outstanding poets of the modern era. The works of the representative poets, and their significant contribution to the age, will be examined in the context of their historical, literary, and aesthetic backgrounds. This way students will be able to understand the ways in which poetry often reflects the socio-cultural milieu of the times.

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

LANT 1208 (Introduction to Literary Studies)

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

7. Course Main Objective(s):

The main purpose of this course is to show the major literary, critical, social and ideological trends in modern English poetry. It is designed to equip students to read critically and evaluate literary texts. Upon completion of this course, students will develop an ability in discussing and critiquing the literary techniques and devices used in modern poetry, with an emphasis on the power and the qualities of effective and expressive language in the selected poems.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid ● Traditional classroom ● E-learning		

No	Mode of Instruction	Contact Hours	Percentage
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	45
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)**	
Total		**45**

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	Describe the main characteristics and the various literary, critical, social and ideological trends of modern English poetry.	K3	Lectures Class discussions	Exam Class and blackboard discussion
1.2	Outline the main features and trends of modern poetry.	K3	Critical reading of specific works and class discussions	Research papers and short critiques
2.0	**Skills**			
2.1	Criticize selected modern English poems.	S4	Lectures Class discussions	Short response paper
2.2	Employ several critical approaches by writing a critical essay on a modern poem.	S4	Lectures Close reading and content analysis	Writing short critiques, Reflective reports

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.3.	Research the main features and trends of Modern poetry	S3	Critical reading of specific works and ask students to write critical responses.	Research papers. short critiques
3.0	Values, autonomy, and responsibility			
3.1	Respect academic and research ethical standards.	V1	Lecturer-led tasks	Assignments Research
3.2	Achieve autonomous work effectively.	V2	Lecturer-led tasks Group discussion	Assignments Reflective reports
3.3	Complete collaborative tasks with responsibility.	V3	Lecturer-led tasks Group discussion	Research paper/ Presentations/ Poster

C. Course Content

No	List of Topics	Contact Hours
1	An Introduction to Modern English poetry	3
2	Literary Movements in Modern English poetry	3
3	W. B. Yeats: 'An Irish Airman Foresees his Death'	3
4	T.S. Eliot: 'The Waste Land'	3
5	The Waste Land: critical analysis	3
6	Philip Larkin: 'The Trees'	3
7	Louis Mc Neice: 'Prayer before Birth'	3
8	W. H. Auden: 'The Unknown Citizen'	3
9	D. H. Lawrence: biography.	3
10	D. H. Lawrence: 'Piano'	3
11	Patrick Kavanagh: 'Inniskeen Road: July Evening'	3
12	Wilfred Owen: 'Dulce Et Decorum Est'	3
13	'Dulce Et Decorum Est': thematic analysis.	3
14	Seamus Heaney: 'Mid-Term Break'	3
15	Eavan Boland: 'Child of our Time'	3
Total		**45**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	First Midterm Exam	6	20
2.	Second Midterm Exam	12	20
3.	Two assignments	Ongoing	10
4.	Oral Presentation- Poster/ Research paper	14	10
5.	Final Exam	16	40

*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	● N. Corcoran (Ed.), *The Cambridge Companion to Twentieth-Century English Poetry*. Cambridge: Cambridge University Press.
Supportive References	● Childs, Peter. *The Twentieth Century in Poetry: A Critical Survey*, London: Routeledge, 2008. ● Tuma, Keith (ed.) *Anthology of Twentieth-Century British and Irish Poetry,* Oxford University Press, 2001. ● Veronica Forrest-Thomson, *Poetic Artifice: A Theory of Twentieth-Century Poetry* (Shearsman Books, 2016) ● David Perkins. A History of Modern Poetry, Volume I: From the 1890s to the High Modernist Mode, Pelknap Press, 1979. ● David Perkins. A History of Modern Poetry, Volume II: Modernism and After, New Edition. Pelknap Press, 1989.
Electronic Materials	● Literary Theory and Criticism ● Library of Congress Poetry Resources
Other Learning Materials	● Websites containing recitation of the poems studied

1.
2.

2. Required Facilities and equipment

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

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc. 2. Indirect method: ● Faculty-student meetings to get students' oral feedback. ● Surveys: Confidential (anonymous) completion of a course evaluation questionnaire
Effectiveness of Students assessment	- Students - Peer reviewers (course coordinator and other instructors teaching the course)	1. Direct method: a. Looking at actual samples of student work in the course such as assignments, projects...etc.

Assessment Areas/Issues	Assessor	Assessment Methods
		2. Indirect method (survey): ● Regular meetings between the teachers and the course coordinator ● Surveys: Confidential (anonymous) completion of a course evaluation questionnaire
Quality of learning resources	- Students - Peer reviewers (course coordinator and other instructors teaching the course)	1. Direct method: a. Looking at actual samples of student work in the course such as assignments, projects...etc. 2. Indirect method (survey): ● Regular meetings between the teachers and the course coordinator ● Surveys: Confidential (anonymous) completion of a course evaluation questionnaire

Assessment Areas/Issues	Assessor	Assessment Methods
The extent to which CLOs have been achieved	Department Chair Quality and Development Committee	Assessment of the Course Reports and the Program Annual Report
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	MEETING No. 9/ 1445
DATE	15.04.1445