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| **Approval date:** |  | **Philadelphia University** |
| **Issue:** | **Faculty of Arts** |
| **Credit hours: 3** | **English Department** |
| **Bachelor** | **Course Syllabus** | **Academic year: 2022-23** |

**Course information**

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| **Prerequisite** | | **Course title** | | **Course#** |
| **120251** | | **Poetry** | | **120353** |
| **Room #** | **Class time** | | **Course type** | |
| **407** | **9:15- 11** | | University Requirement  Faculty Requirement  Major Requirement  Elective  Compulsory | |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| akhalifeh@philadelphia.edu.jo | **11-12** | **2351** | **English Department -Head office** | **Dr. Areen Khalifeh** |

**Course Delivery Method**

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| **Course Delivery Method** | | | |
| **Physical  Online  Blended** | | | |
| **Learning Model** | | | |
| **Physical** | **Asynchronous** | **Synchronous** | **Percentage** |
|  | **20%** | **80%** |

**Course Description**

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| This Course studies English poetry from the Middle Ages up to the 20th century. Major poets like Sidney, Shakespeare, Marlowe, Blake, Wordsworth, Keats, Arnold, Wilde, and Yeats will be focused on. |

**Course Learning Outcomes**

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| **Corresponding Program outcomes** | **Outcomes** | **Number** |
| **Knowledge** | | |
|  | Introduce students to the major English poets, their most important works | **K1** |
|  | Familiarize students with major forms of the art of poetry (ballad, sonnet, ode, elegy) and identify various literary devices | **K2** |
|  | Introduce students to key terms and concepts used in discussing poetry. | **K3** |
|  |  | **K4** |
| **Skills** | | |
| Sp2 Analyze literary texts in English, distinguish literary genres and literary eras and read texts through their historical context. | Read, comprehend and critique a variety of poetic texts | **S1** |
| Kp1 Learn about literary theories and master their use in critical and intellectual analysis  Kp2 Develop critical and analytical thought gained from analyzing literary texts in the English language. | Apply critical thinking in responding to poetic texts | **S2** |
|  | Comparing texts critically | **S3** |
| **Competencies** | | |
|  |  | **C1** |
|  |  | **C2** |
|  |  | **C3** |

**Learning Resources**

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| --- | --- |
| **The Norton Anthology of English Literature. Greenblatt, S. New York:2012.** | Course textbook |
| **The Norton Anthology of Poetry. Ferguson, S., Salter, M., &** **Stallworthy, J. New York: 2005.** | Supporting References |
| Representative Poetry On-Line: http://rpo.library.utoronto.ca/display/indextitle.html  Wikipedia: http://en.wikipedia.org/wiki/Main\_Page  Luminarium: http://www.luminarium.org/  The Craft of Poetry: <http://brainstorm-services.com/wcu-lit/craft-of-poetry.html>  A Glossary of Rhetorical Terms with Examples:  <http://www.uky.edu/AS/Classics/rhetoric.html>  Glossary of Terms: <http://www.gale.com/free_resources/glossary/index.htm>  Shakespeare’s sonnets: http://www.shakespeares-sonnets.com/ | Supporting websites |
| **Classroom**  **laboratory Learning platform Other** | Teaching Environment |

**Meetings and subjects timetable**

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| --- | --- | --- | --- | --- | --- |
| **Learning Material** | **Tasks** | **Learning Methods** | **Topic** | | **Week** |
|  |  | Lecture | Introduction to poetry | | **1** |
| “Whoso List to Hunt” + “The Long Love that in My thought Doth Harbour” | **Presentation** | Lecture+  flipped class+ collaborative learning | Renaissance historical background  Sir Thomas Wyatt | | **2** |
| Sonnet 1+ Shakespeare’s sonnets 1,3, 12, 15 | **Presentation** | Lecture+  flipped class+ collaborative learning | Sir Phillip Sidney + Shakespeare | | **3** |
| “The Flea” + “Holy Sonnet 14” | **Presentation** | Lecture+  flipped class+ collaborative learning | The 17th Century, Metaphysical poetry  John Donne | | **4** |
| “An Essay on Criticism” Part II | **Presentation**  **Quiz** | Lecture+  flipped class+ collaborative learning | The Age of Enlightenment (Neo-classicism)  Alexander Pope | | **5** |
| “Ode: Intimations of Immortality” +  “Lines Composed a Few Miles above Tintern Abbey” | **Presentation** | Lecture+  flipped class+ collaborative learning | Romanticism  William Wordsworth | | **6** |
| “Dover Beach” | **Presentation** | Lecture+  flipped class+ collaborative learning | The Victorian Age  Matthew Arnold | | **7** |
| “We and They” | **Presentation**  **Out of Class**  **Assignment** | Lecture+  flipped class+ collaborative learning | Rudyard Kipling | | **8** |
| “The white Man’s Burden” | **Presentation** | Lecture+  flipped class+ collaborative learning | Rudyard Kipling | | **9** |
| “The white Man’s Burden” | **Presentation** | Lecture+  flipped class+ collaborative learning |  | | **10** |
| **“**Death”  “Long-Legged Fly”+ “The Second Coming” | **Presentation**  **In Class Assignment** | Lecture+  flipped class+ collaborative learning | The Twentieth Century  W. B Yeats | | **11** |
| "How Beastly the Bourgeois Is” | **Presentation** | Lecture+  flipped class+ collaborative learning | D. H. Lawrence | | **12** |
| "[Do not go gentle into that good night](https://en.wikipedia.org/wiki/Do_not_go_gentle_into_that_good_night)" + "[And death shall have no dominion](https://en.wikipedia.org/wiki/And_death_shall_have_no_dominion)" | **Presentation** | Lecture+  flipped class+ collaborative learning | Dylan Thomas | | **13** |
| “Digging”  “Punishment” | **Presentation** | Lecture+  flipped class+ collaborative learning | | Seamus Heaney | **14** |
|  |  |  | Extra poems if needed + Revision | | **15** |
|  |  |  | **Final Exam** | | **16** |

\* includes Lecture, flipped classes, project-based learning, problem-solving, based learning, collaborative learning

**Course Contributing to Learner Skill Development**

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| Using Technology |
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| Communication skills |
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| Application of concepts learnt |
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**Assessment Methods and Grade Distribution**

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| **Link to Course Outcomes** | **Assessment Time**  **(Week No.)** | **Grade Weight** | **Assessment Methods** |
|  |  | **30 %** | **Mid Term Exam** |
|  |  | **30 %** | **Various Assessments \*** |
|  |  | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

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| --- | --- | --- | --- |
| **Assessment Method\*\*** | **Learning Method\*** | **Learning Outcomes** | **Number** |
| **Knowledge** | | | |
|  |  |  | **K1** |
|  |  |  | **K2** |
|  |  |  | **K3** |
| **Skills** | | | |
|  |  |  | **S1** |
|  |  |  | **S2** |
|  |  |  | **S3** |
| **Competencies** | | | |
|  |  |  | **C1** |
|  |  |  | **C2** |
|  |  |  | **C3** |

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

**Course Polices**

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| **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment. * A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date. * A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date. | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty** |

**Program Learning Outcomes to be Assessed in this Course**

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| --- | --- | --- | --- | --- |
| **Target Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
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**Description of Program Learning Outcome Assessment Method**

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| **Detailed Description of Assessment** | **Number** |
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**Assessment Rubric of the Program Learning Outcome**

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