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| **Approval date:**  |  | **Philadelphia University** |
| **Issue:** | **Faculty: Arts** |
| **Credit hours** | **Department: English Dep.** |
| **Bachelor**  | **Course Syllabus** | **Academic year: 2021-22** |

**Course information**

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| --- | --- | --- |
| **Prerequisite**  | **Course title** | **Course#** |
| **120251** | **Poetry** | **120353** |
| **Room #** | **Class time** | **Course type** |
| **407** | **9:45-11:15** | [ ]  University Requirement [ ]  Faculty Requirement [x]  Major Requirement [ ]  Elective [ ]  Compulsory |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| **akhalifeh@philadelphia.edu.jo** | **11:15-12:15 All Week** | **2351** |  | **Dr. Areen Khalifeh** |

**Course Delivery Method**

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| --- |
| **Course Delivery Method** |
| [x]  **Physical** [ ]  **Online** [ ]  **Blended** |
| **Learning Model** |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage**  |
| **100%** |  |  |

**Course Description**

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| This course is intended to give undergraduate students an adequate idea about the themes and conventions of English poetry from the fifteenth century to the present: (Medieval, Renaissance, Classical, Romantic, Victorian and Modern eras). It will attempt to cover such topics as the emergence of the sonnet and the sonnet sequence, Metaphysical poetry, Pastoral poetry, Satiric poetry, Romantic poetry, and Modern poetry. Students will learn how to read and comprehend poetry, distinguish the aesthetic features, and analyze figures of speech. Poems of major poets such as Marlowe, Sydney, Milton, Wordsworth, among others are assigned to students to analyze and comment 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** |
| **Skills**  |
| Analyze literary texts in English, distinguish literary genres and eras, and read texts through their historical context | Read, comprehend and critique a variety of poetic texts. | **S1** |
| 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**

|  |  |
| --- | --- |
| Abrams, M.H &et al., Eds., *The Norton Anthology of English literature*, W. W. Norton, 5th edition, vol. 1, 1986.Abrams, M.H &et al., Eds., *The Norton Anthology of English literature*, W. W. Norton, 5th edition, vol. 2, 1986. | Course textbook |
| Margaret Ferguson, Mary Jo Salter, and Jon Stallworthy, Eds., *The Norton Anthology of Poetry*, W. W. Norton, 5th edition, 2004.Jorge Luis Borges, *This Craft of Verse* (The Charles Eliot Norton Lectures), Ed., Calin-Andrei Mihailescu, Harvard University Press, 2002.John Lennard, *The Poetry Handbook*, 2nd Ed., Oxford University Press, USA, 2006.Richard Ellmann, Robert O’Clair, and Jahan Ramazani, *The Norton Anthology of Modern and Contemporary,* (W. W. Norton & Company, 3 Sub edition 2003). | Supporting References |
| https://poemanalysis.com/ | Supporting websites  |
| [x] **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” | **video** | Lecture | The Middle AgesRenaissance historical background Sir Thomas Wyatt  | **2** |
| Sonnet 1Shakespeare’s sonnets 1,3,12,15 |  | Flipped class  | Sir Phillip Sidney Shakespeare  | **3** |
| “The Flea” + “Holy Sonnet 14” | **Assignment****presentation** | Flipped class+collaborative learning+project- based learning  | The 17th Century, Metaphysical poetryJohn Donne  | **4** |
| “Essay on Man” (part of epistle 1) | **video****presentation** | Flipped class+collaborative learning +project -based learning  | The Age of Enlightenment (Neo-classicism)Alexander Pope  | **5** |
| “Ode to a Nightingale”“La Belle Dame Sans Merci: A ballad” | **video****presentation** | Flipped class+collaborative learning+project -based learning  | RomanticismJohn Keats | **6** |
| “We are Seven” + “Lines Written in Early Spring” + “My Heart Leaps Up” | **presentation** | Flipped class+collaborative learning + project -based learning  | William Wordsworth  | **7** |
| “Ode: Intimations of Immortality” + “The Solitary reaper” | **Quiz****presentation** | Flipped class+collaborative learning + project -based learning  | Wordsworth  | **8** |
| “Dover Beach” +“God’s Grandeur”“Pied Beauty” | **presentation** | Flipped class+collaborative learning+ project -based learning  | The Victorian Poetry Mathew Arnold Gerard Manley Hopkins | **9** |
| “Impression du Matin”“Harlot’s House” | **presentation** | Flipped class+collaborative learning+ project -based learning  | The ninetiesOscar Wilde  | **10** |
| “Break of Day in the Trenches” +“Anthem for Doomed Youth” | **presentation** | Flipped class+collaborative learning+ project -based learning  | The Twentieth CenturyIsaac RosenbergWilfred Owen | **11** |
| “The Second coming”“Sailing to Byzantium“How Beastly the Bourgeois Is” | **Quiz****presentation** | Flipped class+collaborative learning+ project -based learning  | William Butler YeatsD. H. Lawrence  | **12** |
| “Musee des Beau Arts” | **presentation** | Flipped class+collaborative learning+ project -based learning  | W. H. Auden  | **13** |
|  |  |  |  | **14** |
|  |  |  | Extra poems if needed + Revision  | **15** |
|  |  |  | **Final Exam** | **16** |

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

**Course Contributing to Learner Skill Development**

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| Using Technology  |
| Using the Moodle, YouTube, Different websites |
| Communication skills  |
| Presentations about different topics and having discussions about varied subjects |
| Application of concepts learnt |
| Using new concepts in discussions and writing essays |

**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** |
| **Quiz+ Assignment+presentations** | Lecture+flipped class |  Introduce students to the major English poets, their most important works. | **K1** |
| **Quiz+Presentations** | Lecture+flipped class+ collaborative learning | Familiarize students with major forms of the art of poetry (ballad, sonnet, ode, elegy) and identify various literary devices. | **K2** |
|  | Lecture+flipped class+collaborative learning | Introduce students to key terms and concepts used in discussing poetry. | **K3** |
|  **Skills**  |
| **Quiz+Assignment+Presentations** | collaborative learning Flipped class+ | Read, comprehend and critique a variety of poetic texts. | **S1** |
| **Assignment+quiz** | problem solving based learning | Apply critical thinking in responding to poetic texts.  | **S2** |
| **Assignment+quiz** | problem solving based learning | Comparing texts critically.  | **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**  |
|  | **Comparing texts critically** | **Poetry** | **Develop critical and analytical thought gained from analyzing literary texts in English** |  |
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**Description of Program Learning Outcome Assessment Method**

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| **Detailed Description of Assessment** | **Number** |
| **Comparing texts critically** |  |
| **70% of students get grade 6 or more** |  |
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**Assessment Rubric of the Program Learning Outcome**

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| --- | --- | --- | --- |
| CATEGORY  | Exceeds the Standard (A) | Meets the Standard (B-C) | Does Not Meet the Standard (D-F) |
| Purpose & Supporting Details \_\_\_\_\_ points | The paper clearly compares and contrasts points that are sophisticated, offers specific examples to illustrate the comparison, and includes only the information relevant to the comparison.  | The paper compares and contrasts points clearly, but the supporting information is general, and/or the points are basic. The paper includes only the information relevant to the comparison.  | The paper mostly compares and contrasts points clearly, but the supporting information is incomplete or missing, and/or may include information that is not relevant to the comparison.  |
| Organization & Structure\_\_\_\_\_ points  | The paper breaks the information into point-by-point or block-by-block structure. It follows a consistent order when discussing the comparison.  | The paper breaks the information into point-by-point structure or block-by-block, but may not follow a consistent order when discussing the comparison.  | Organizational pattern not identifiable. Some details are not in a logical or expected order, and this distracts the reader.  |
| Transitions \_\_\_\_\_ points | The paper moves smoothly from one idea to the next and uses transition words and subtle transitions to show relationships between ideas. | The paper moves from one idea to the next, but may lack or misuse transition words to show relationships between ideas.  | Transitions may be missing; connections between ideas are fuzzy or illogical.  |
| Grammar & Spelling (Conventions) \_\_\_\_\_ points | Writer makes no errors in grammar or spelling that distract the reader from the content.  | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.  | Writer makes several errors in grammar or spelling that distract the reader from the content.  |