وازرة التعليم العالي والبحث العلمي جـــهاز

الإشـــراف والتقـويم العلـمي

دائرة ضمان الجودة والاعتماد الأكاديمي

أستمارة وصف البرنامج الأكاديمي للكليات و المعاهد للعام الدراسي ٢٠٢٤ / ٢٠٢٥

الجامعة : جامعة شط العرب الاهلية

الكلية / المعهد :   الآداب

القسم العلمي :   اللغة الإنكليزية

تاريخ ملء الملف :   1 /2024/9

التوقيع :

التوقيع : Aqeel byassim

اسم رئيس القسم: أ.م.د. نغم جعفر عبد الحسين

اسم المعاون العلمي: أ.م.د. عقيل محمد جاسم

التاريخ : 1 /2024/9

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دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي: م.م. منى عبد العباس

التاريخ : 1 /2024/9

التوقيع

Adil malik

مصادقة السيد العميد

أ.م.د. عادل مالك خنفر

Poetry /Second Stage

Course Description Sample

Subject: 16th and 17th Century Poetry

This course description provides a brief survey of the most important characteristics, expected learning output, showing whether students have made full use f the learning opportunities. These characteristics have to be matched with the description of the program.

1. Educational Institution	Shatt Al-Arab University College
2. Department / Center	Department of English
3. Course Title /Code	16th and 17th Century Poetry
4. Lecturer Name	Assistant Lecturer Salma Abdul Hussein
5. Type of Teaching	Attendance
6. Academic Year /Term	2024 / 2025
7. Total No. of Teaching Hours	60
8. Date of Preparing this Course Description	1/9/2024

9. **Course Objectives**

Students will demonstrate a comprehensive understanding of the historical, cultural, and socio-political contexts of the 16th and 17th centuries
Develop students' ability to critically analyze and interpret poetic texts from the 16th and 17th centuries

Familiarize students with the major poets of the 16th and 17th centuries, such as William Shakespeare, John Donne, Edmund Spenser, and John Milton.
Students should be able to discuss the unique contributions of each poet and recognize their specific styles and thematic concerns.

10. Course Output, Methodology and Evaluation

(A) Cognitive Objectives

Cognitive objectives
1. Understanding the historical and cultural context: Analyzing the historical and social conditions of the sixteenth and seventeenth centuries and their impact on English literature.
2. Distinguishing literary styles: Analyzing and distinguishing the styles of poetry in this period, such as Baroque poetry and German romantic poetry.
3. Study of prominent poets: Understand and study the works of important poets of this era, such as John Dunne, William Shakespeare, and John Milton.
4. Identifying literary styles: Identifying the distinctive literary styles in poetry during this era, such as the sonnet and opera.
5. Interaction with literary language: Developing skills in understanding literary language and the ability to analyze and interpret poetic language.

(B) Skill Objectives Related to the Program:

a. Scientific Skills: Develop students' proficiency in utilizing digital humanities tools and methods to analyze and visualize data related to 16th and 17th-century poetry. Identify linguistic patterns, and gain insights into the distribution of themes and styles across different poets and literary movements.
b. Leadership Skills: Develop students' leadership skills by empowering them to facilitate and lead class discussions on complex themes, styles, and historical contexts present in 16th and 17th-century poetry.
c. Skills Related to Administrative Work Challenges: Develop students' proficiency in event coordination and planning by assigning them tasks related to organizing literary events, such as poetry readings, seminars, or thematic

workshops centered around the 16th and 17th-century poetry studied in the course.

Methods of Teaching and Learning

a. Using already- prepared lectures.
b. Using up-to-date Data shows.
c. Homework
d. Adopting group discussions.

Methods of Evaluation

a. Oral tests
b. Monthly tests
c. Daily quizzes
d. Students' Regular Attendance

(C) Sentimental and Value Objectives

a. Realizing ethical objectives.
b. Commitment to university traditions.
c. Compliance with the University Instructions and the Ministry Regulations.
d. Promoting students' personal abilities in educational scopes and how to behave well with others.

Methods of Teaching and Learning

a. Lectures on university instructions.
b. Educational guidance lectures.
c. Continuous directing.
d. Visiting State and private institutions.

e. Showing practical cases.

Methods of Evaluation

a. Daily quizzes.
b. Classroom discussions and commitment to ethics and sublime values.
c. Special marks for class activities.
d. Monthly and quarterly evaluation.

D) **General and Qualitative Skills (other skills related to the ability of employment and personal development)**

a. Enabling students to acquire the skill and art of critical thinking and analytical skills through the in-depth study of 16th and 17th-century poetry.
b. Enabling students to apply creative thinking and analytical skills through the in-depth study of 16th and 17th-century poetry.
c. Enabling students to use modern methods of analysis and conclusions.
d. Enabling students to promote intellectual flexibility and the capacity to approach challenges with a discerning and open-minded perspective.

11. **Course Structure**

Week	No of Hours	Required Learning Output	Title of Subject	Teaching Method	Evaluation
1	2	Students will produce a well-researched and articulated literary analysis essay focusing on selected poems from the 16th or 17th century.	General Introduction to Poetry	- lectures - case study -dicussions	- oral tests -questions
2	2	=	Preliminaries about the characteristics of poetry	=	=

3	2	=	Historical and cultural background of the 16th Century poetry	=	=
4	2	=	**Sir Thomas Wyatt's 'Diver Doth Use**	=	=
5	2	=	**Sir Thomas Wyatt's 'Diver Doth Use' : Stanza 2**	=	=
6	2	=	**'Description of Spring' by Henry Howard**	=	=
7	2	=	Group discussion	=	=
8	2	=	"Amoretti Sonnet1" by Edmond Spenser	=	=
9	2	=	**William Shakespeare: Sonnet 116 , Definition of the Sonnet , Stanza 1**	=	=
10	2	=	**William Shakespeare: Sonnet 116**	=	=
11	2	=	Group work on Edmond Spenser's "Amoretti Sonnet1 and Shakespeare's	=	=
12	2	=	Sir Walter Raleigh: What is Life	=	=
13	2	=	Sir Philip Sydney: "Ring out your Bells"	=	=
14	2	=	**Christopher Marlowe: "The Passionate Lover to his Love"**	=	=
15	2	=	**Christopher Marlowe: "The Passionate Lover to his Love"**	=	=
16	2	=	The political and social development in England in the 17th Century	=	=
17	2	=	English poetry of the 17th century:	=	=

			The School of Ben Johnson The School of John Milton		
18	2	=	The metaphysical School of poetry Group discussion of the literary trends in the 17th Century	=	=
9	2	=	**John Donne: The Holly Sonnets, Sonnet 10**	=	=
20	2	=	**John Donne: The Holly Sonnets, Sonnet 10**	=	=
21	2	=	"Song to Celia" by Ben Johnson	=	=
22	2	=	Group discussion	=	=
23	2	=	Robert Herrick : "Delight in Disorder"	=	=
24	2	=	Robert Herrick : "Delight in Disorder"	=	=
25	2	=	Richard Lovelace: "Song to Althea, from Prison"	=	=
26	2	=	Richard Lovelace: "Song to Althea, from Prison	=	=
27	2	=	**Group Discussion**	=	=
28	2	=	**John Milton: "On Time"**	=	=
29	2	=	**John Milton: "On Time"**	=	=
30	2	=	**General Review**	=	=

12. **Infrastructure**

a. Textbooks	
b. References	
c. Recommended books and periodicals (journals, reports, etc.)	
d. Electronic references, internet websites, etc	

13. **The Plan of Improving the Course**

توقيع استاذ المادة

توقيع رئيس القسم