

Course Description

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, demonstrating whether he/she has made the most of the available learning opportunities. They must be match to the description of the programe.

1. Educational Institution	Shatt Al-Arab University			
2. Scientific Department / Center	Department of English			
3. Course name/code	Victorian & Modern Poetry			
4. Programme(s) to which it contributes	Third Year of Media Translation			
5. Available forms of attendance	Lecture			
6. Semester/Year	2026/2027			
7. Number of study hours (total)	90 hours	Number of hours per week		
		theoretical	practical	Total
		3		3
8. Date of preparation of this description	1 / 7 /2026			
9. Course Objectives:				
1				

10.Course Outcomes and Teaching Methods, Learning and Evaluation

A

A1. Identify and distinguish key stylistic and thematic features of Victorian and Modern poetry.

A2. Analyze selected poems within their historical, cultural, and philosophical contexts.

A3. Demonstrate critical thinking through written and oral responses to poetic texts.

B. Subject-specific skills

B1. Textual Analysis – Ability to interpret poetic language, imagery, and structure.

B2. Critical Writing – Skill in composing coherent, evidence-based literary essays.

B3. Oral Presentation – Competence in presenting literary insights clearly and persuasively.

C. Thinking Skills

C1. Analytical Thinking – Breaking down poetic texts to understand form, meaning, and technique.

C2. Comparative Reasoning – Evaluating differences and similarities between poetic movements and styles.

C3. Reflective Judgment – Assessing the impact of historical and cultural contexts on poetic expression.

Teaching and learning methods

1. Close Reading Sessions – Guided analysis of selected poems to deepen textual understanding.

2. Group Discussions – Collaborative exploration of themes, interpretations, and historical context.

3. Student Presentations – Opportunities for learners to research and share insights on poets or movements.

Evaluation Methods

1. Quizzes and exams.

2. Analytical Essays – Assess students’ ability to interpret and critique poetic texts.
3. Oral Presentations – Evaluate clarity, depth, and engagement in literary analysis.
4. Class Participation – Monitor involvement in discussions and responsiveness to peer ideas.

13- Course improvement Plan

To enhance the Victorian and Modern Poetry course, the plan includes diversifying poetic selections to represent broader voices and perspectives, integrating digital tools for interactive analysis, and fostering critical engagement through project-based learning. Emphasis will be placed on developing transferable skills such as analytical writing and oral communication. Regular feedback loops and reflective activities will support continuous learning. Updating assessment methods to include creative responses and peer evaluations will further enrich the educational experience.

11. Course Structure

We ek	No of Hour s	Required Learning Output	Title of Subject	Teaching Method	Evaluation
1	3	Students will recognize key characteristics and themes of Victorian poetry within its historical context.	Introduction to Victorian poetry	Interactive lecture with visual aids and guided discussion of representative poetic excerpts.	Short written reflection evaluating the student’s understanding of Victorian poetic features.
2	3	Students will understand the core social, cultural, and intellectual features of the Victorian era that influenced literature.	Victorianism	Multimedia lecture incorporating historical visuals, timelines, and class discussion.	Quiz or short-answer activity assessing comprehension of key Victorian values and societal shifts.

3	3	Students will analyze the poem's structure, language, and thematic relevance to Victorian ideals.		Close reading and guided textual analysis supported by group discussion.	Analytical paragraph interpreting the poem's central theme and stylistic features.
4	3	=	Tennyson: <i>Tithonus</i>	=	=
5	3	=	Tennyson: <i>Tithonus</i>	=	=
6	3	=	Tennyson: <i>Crossing the Bar</i>	=	=
7	3	=	Matthew Arnold: <i>Dover Beach</i>	=	=
8	3	=	Robert Browning: <i>My Last Duchess</i>	=	=
9	3	=	Robert Browning: <i>My Last Duchess</i>	=	=
10	3	=	D. G. Rossetti: from <i>The Blessed Damozel</i>	=	=
11	3	=	D. G. Rossetti: from <i>The Blessed Damozel</i>	=	=
12	3	=	William Morris: <i>I Know a little Garden Close</i>	=	=
13	3	=	G. M. Hopkins: <i>Pied Beauty</i>	=	=
14	3	=	W. B. Yeats: <i>Thesecond Coming</i>	=	=
15	3	=	W. B. Yeats: <i>Sailing to Byzantium</i>	=	=
16	3	Students will identify defining features of modern poetry, including free verse,		- Illustrated lecture with examples from key modernist poets - Class discussion	Short written response analyzing a modern poem's stylistic departure from convention

		ambiguity, and experimentation.		comparing modern and traditional poetic forms	
17	3	Students will understand the philosophical and artistic foundations of Modernism and its impact on literary expression.	Modernism	- Multimedia lecture highlighting key modernist thinkers and movements - Group discussion exploring how Modernism challenged traditional norms	Concept-mapping activity where students visually connect modernist ideas to literary examples
18	3	Students will interpret the poem's modernist elements, such as fragmentation, ambiguity, and free verse.	T.S. Eliot: <i>The Love Song of Alfred Prufrock</i>	Guided close reading with class discussion focused on form and meaning.	Analytical paragraph explaining how the poem reflects modernist themes and techniques.
19	3	=	T.S. Eliot: <i>The Love Song of Alfred Prufrock</i>	=	=
20	3	=	T.S. Eliot: <i>The Love Song of Alfred Prufrock</i>	=	=
21	3	=	Edith Sitwell: <i>Still Falls the Rain</i>	=	=
22	3	=	Edith Sitwell: <i>Still Falls the Rain</i>	=	=
23	3	=	W. H. Auden: <i>1st September 1939</i>	=	=
24	3	=	W. H. Auden: <i>1st September 1939</i>	=	=
25	3	=	Dylan Thomas: <i>Fern Hill</i>	=	=
26	3	=	Dylan Thomas: <i>Fern Hill</i>	=	=
27	3	=	Dylan Thomas: <i>Fern Hill</i>	=	=
28	3	=	Students' Group presentation & Discussion	=	=
29	3	=	Students' Group presentation & Discussion	=	=

30	3	=	Students' Group presentation & Discussion	=	=
----	---	---	---	---	---

12. Infrastructure

a. Textbooks	Title: "The Norton Anthology of Modern and Contemporary Poetry, Volume 1: Modern Poetry" Publication Year: 2008 Authors: Jahan Ramazani (Editor), Richard Ellmann (Editor), et al. Publication Year: 2003 Publisher: W. W. Norton & Company
b. References	Title: "The Norton Anthology of English Literature, Volume E: The Victorian Age" Authors: Stephen Greenblatt (Editor), Carol T. Christ (Editor), et al. Publication Year: 2018 Publisher: W. W. Norton & Company
c. Recommended books and periodicals (journals, reports, etc.)	Journal of Modern Literature](https://iupress.org/journals/jml/)
d. Electronic references, internet websites, etc	[PoetryFoundation](https://www.poetryfoundation.org/)

أ.م.د. نغم جعفر عبد الحسين

أ.م.د. عقيل محمد جاسم