

Course Name : English Through Poetry and Drama							
Course Code	Course Type	Regular Semester	Lecture (hours/week)	Seminar (hours/week)	Lab. (hours/week)	Credits	ECTS
ELL 122	C	Spring	3.00	0.00	0.00	3.00	5.00
<b>Lecturer</b>		Zamira Hodo, Msc					
<b>Assistant</b>							
<b>Course language</b>		English					
<b>Course level</b>		Bachelor					
<b>Description</b>		The course Teaching English through Poetry and Drama has two main aims: to encourage an appreciation of literature in English - poetry and drama - of different types and from different cultures; and to develop the key skills required to read, analyze and communicate effectively in English, orally and in written form. By studying a range of texts, students learn more about writers' choices of structure and language, and develop their ability to form independent opinions about what they read. Students also improve their understanding of the English language and how it is used. The course also helps in improving students' language skills and enhancing their awareness for the language and its use.					
<b>Objectives</b>		The course aims : - to promote a love and appreciation of Literature and of reading in English ; - to teach lifelong skills including the ability to write clearly and persuasively; skills in developing arguments; skills in researching and managing information; the ability to analyze complex texts in different forms and styles; - to introduce students to the principles and basic knowledge of poetry and drama and improve their knowledge in these fields; - to engage candidates in exploring different cultural and historical backgrounds as evidenced in texts; -to improve students'knowledge of English language skills by analyzing words, phrases and idioms read in the poems and drama taught by reflecting on the interface of language and literature					
<b>Core Concepts</b>							
Course Outline							
Week	Topic						
1	Kipling; "If, Mother o' mine" (Reading a poem)						
2	E.Dickinson; " Hope is the thing with feathers" and " Success" (Tone)						
3	Frost; ' The road not taken" and " Fire and Ice" (The person in the poem)						
4	Paul Laurence Dunba; "Sympathy" and "The debt" (Irony)						
5	William Blake; "Love's Secret ", "A poison tree" and Essay on "The chimney sweeper"						
6	(Literal meaning of a poem) - Langston Hughes; "April Rain" "As I grew older". The value of a dictionary Langston Hughes " Mother to Son" Neruda " If you forget me"						
7	A play in its elements. "Trifles" by Susan Glaspell						
8	Midterm Exam						
9	(Word choice and word order) Edgar Allen Poe "Alone" Woodworth Reese; " A Little Song Of Life " and "Gray And Tender Is The Rain"						
10	Imagery. "When you are old" by J. Keats. For review and further study J Keats, C. Sandburg						
11	Metaphor and simile. Rossetti " A Birthday", " Song " " Remember"						
12	Symbol. Longfellow " The arrow and the song" " Loss and Gain" " Autumn within"						

<b>13</b>	Tragedy. "Oedipus Rex" by Sophocles
<b>14</b>	Comedy. "The Tempest" by William Shakespeare
<b>15</b>	The modern theatre. "Purgatory" by W.B.Yeats For review and further study " Love's Secret "," A poison tree " by Blake Essay on "The chimney sweeper" by W.Blake
<b>16</b>	Final Exam
<b>Prerequisites</b>	The student must attend the course at a minimum rate of 75%.
<b>Literature</b>	<ul style="list-style-type: none"> <li>• Kennedy, X.J., Literature: An Introduction to Fiction, Poetry and Drama, 4th edition, Little, Brown and Company, Boston and Toronto, 1987</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>• Ruby ,M. &amp; Mark M. I..( 2000 ), Poetry for students. Gale Group. New York</li> <li>• Wilfred L. Guerin .( 2005) A handbook of critical approaches to literature. New York</li> </ul>
<b>Course Outcome</b>	
<b>1</b>	At the end of the course the students are expected to : - extract meaning beyond the literal in the poetry and drama ; - explain how choice of language and other literary devices (e.g. diction, syntax, figures of speech, imagery) together with formal features (e.g. stanza and paragraph structure) can help to convey meaning;
<b>2</b>	show a detailed knowledge of the chosen texts as well as give a personal response to the chosen works supported by both reference to and quotation from the text ; - use the skills of reading, analysis and communication;
<b>3</b>	- show an awareness of the writer's purpose and intended audience where relevant. - show an awareness of drama as text and in performance

<b>Course Evaluation</b>			
<b>In-term Studies</b>	<b>Quantity</b>	<b>Percentage</b>	
Midterms	1	30	
Quizzes	1	20	
Projects	1	20	
Term Projects	0	0	
Laboratory	0	0	
Class Participation	0	0	
<b>Total in-term evaluation percent</b>		<b>70</b>	
<b>Final exam percent</b>		<b>30</b>	
<b>Total</b>		<b>100</b>	
<b>ECTS Workload (Based on Student Workload)</b>			
<b>Activities</b>	<b>Quantity</b>	<b>Duration (hours)</b>	<b>Total (hours)</b>
Course duration (Including the exam week: 16x Total hours of the course)	16	3	48
Study hours outside the classroom (Preparation, Practice, etc.)	14	3	42
Duties	1	6	6
Midterms	1	8	8
Final Exam	1	9	9
Other	2	6	12
<b>Total Work Load</b>			<b>125</b>
<b>Total Work Load / 25 (hours)</b>			<b>5.00</b>
<b>ECTS</b>			<b>5.00</b>