**16th Century Poetry**

**Second Stage – First/ Semester**

**Asst. Lect. Meram Salim Shekh Mohamad**

**Academic Year: 2022-2023**

**Course Book**

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| **S. No.** | **Information** | **Details** |
|  | **Course Name** | 16th Century Poetry |
|  | **Course Code** | ENG210CEP |
|  | **Lecturer In-charge** | Meram Salim |
|  | **College/Department** | College of Education and Languages/ Department of English |
|  | **Contact Information** | [meram.salim@lfu.edu.krd](mailto:meram.salim@lfu.edu.krd) |
|  | **Time (in hours) per Week** | 6 |
|  | **Office Hours** | Sunday (09:00am)- (11:00) |
|  | **Teacher’s Academic Profile** | <https://staff.lfu.edu.krd/faculty/meram.salim> |
|  | **Academic Title** | Assistant Lecturer |
|  | **Keywords** | * Romanticism, Poet, Analysis, Literary Figures, Lyric. |
|  | **Course Overview:**  In this course, we will explore the rich and diverse landscape of poetic expression during the 16th century. We will delve into the major themes, styles, and influential poets of the era, allowing you to gain a deeper understanding of this significant period in literary history. In addition to the important literary figures and types of poetry.  **Here is a brief overview of the key topics we will cover throughout the course:**  1.Historical Context: We will begin by examining the social, political, and cultural backdrop of the 16th century, including the renaissance, understanding the historical context will provide a foundation for interpreting the poetry of this era.  2.Poetic Forms and Styles: We will explore various poetic forms prevalent during the 16th century, such as the heroic couplet, sonnet and the origins of sonnets, besides it is types.  3.Major Poets: We will study the works of influential poets from the 16th century, including Sir Thomas Wyatt, Henry Howard, Sir Philip Sidney and others. We will analyze their poetic techniques, thematic concerns, and contributions to the development of poetry during this period.  4.Themes and Motifs: Throughout the course, we will explore the recurring themes and motifs found in 16th century poetry. We will examine how these themes are expressed and evolved within the poetry of the time.  5.Critical Analysis: In addition to reading and interpreting poems, we will develop critical thinking skills to analyze and evaluate the works of 16th century poets. We will explore various approaches to literary criticism and examine the historical reception of these poets’ works. By the end of this course, you will have gained a comprehensive understanding of 16th century poetry, its major figures, and the broader literary landscape of the time. You will be equipped with the tools to appreciate and analyze these poems within their historical and cultural contexts. | |

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| **12.** | **Aims & Objective:**   * Enable the students to understand and appreciate poetry * Enable them to understand the thoughts and imagination in the poem * Enable them get familiar with rhyme, rhythm, and scheme * Enable the students how to train their thoughts, imagination and emotions. |
| **13.** | **Course Requirement:**  1. Attendance and Participation: Regular attendance and active participation in class discussions, group activities, and workshops are essential for successful completion of the course. Engage in thoughtful and respectful discussions, ask questions, and contribute to the exploration of poem and their backgrounds.  2. Readings: Complete the assigned readings of the provided poems and the poet’s biography.  3. Writing Assignments: Complete writing assignments that demonstrate comprehension of poetic devices and analysis of the given texts.  5. Examinations and Quizzes: Take part in periodic examinations or quizzes to assess understanding of the material covered in class. These assessments may include multiple-choice questions, short answer responses, or essay questions.  6. Group Work: Engage in collaborative group projects or presentations that explore specific poets and poems. These activities will foster teamwork, critical thinking, and presentation skills.  7. Final Exam: Prepare for and complete a comprehensive final exam that assesses understanding of the entire course material, including key theories, biography of the poets, the poems and their analysis and key themes and ideas. |
| **14.** | **Teaching and Learning Method:**  the course on 18th century poetry employs a variety of teaching and learning methods. These methods are designed to cater to different learning styles and encourage active participation.  Here are some common teaching and learning methods utilized in this course:  1.Lectures: The course may include lectures delivered by the instructor, providing a comprehensive overview of the historical context, major poets, poetic forms, themes, and critical perspectives. Lectures serve as a foundation for understanding key concepts and developments in 18th century poetry.  2.Readings: Reading assignments play a crucial role in the course. They include works by influential poets of the 18th century, critical essays, historical texts, and scholarly articles. These readings enable you to engage directly with the primary sources and gain a deeper understanding of the subject matter.  3.Discussion and Group Activities: Group discussions and activities encourage active participation and critical thinking. You may engage in discussions with your peers, analyzing poems, sharing interpretations, and exploring different perspectives. These activities foster collaborative learning and enhance your ability to articulate and defend your ideas.  4.Close Reading and Analysis: Close reading exercises focus on analyzing poems in detail, examining the language, imagery, themes, and poetic devices employed. Through close reading, you develop skills in interpreting and unpacking the layers of meaning within a poem, fostering a deeper appreciation for the craft of poetry.  5.Writing Assignments: Writing assignments, such as essays, analyses, and reflections, provide opportunities to express your understanding of 18th century poetry. These assignments encourage you to develop coherent arguments, support your ideas with evidence from the texts, and refine your writing skills. |
| **15.** | **Assessment Scheme:**   * 25 % Mid-term Examination * 15 % Assignments and Quizzes * 60 % Final Examination |
| **16.** | **Students Learning Outcome:**  At the end of this semester, the students would be able to: -   * Explain the majority aspects of the sixteenth century poetry. * Introduce the basic literary devices for analyzing poems. * Realize the development of poetry from the beginning of 16th century to late 16th century. * Differentiate between the sonnet types. * Develop the feelings and emotions regarding the poetry. * Enhancing mental health through reading poetry. |
| **17.** | **Course Reading List and References**   * English Poetry: The Sixteenth Century Compiled and introduced by Ala’uddin H. Al-Jubori, Dr. Khalid Mahir, A. W. Al- Wakil and Dr. Issam Al- Khatib.   Concise Dictionary Of Literary Terms by Chris Baldick |
| **18.** | **Course Content** |

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| **S. No.** | **Lecture Week** | **No. of Hours** | **Topics** |
| 1. | Week 1 | 3 | Poetic Devices |
| 2. | Week2 | 3 | Types of Poetry |
| 3. | Week3 | 3 | 16th Century Poetry  Renaissance |
| 4. | Week4 | 3 | Sonnet  Types of Sonnet |

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| 5. | Week5 | 3 | Sir Thomas Wyatt  Divers Doth Use  Whoso List To Hunt |
| 6. | Week6 | 3 | Sir Thomas Wyatt  Farewell Love  The Appeal |
| 7. | Week7 | 3 | Student’s Group Work in Library- Posters |
| 8. | Week8 | 3 | Sir Thomas Wyatt  I Find No Peace  They Flee From Me |
| 9. | Week9 | 3 | Henry Howard, Earl of Surrey  Love that doth reign and live within my thought  Night |
| 10. | Week10 | 3 | Sir Philip Sidney  With How Sad Steps, O Moon |
| 11. | Week11 | 3 | Edmund Spenser  One Day I wrote Her Name Upon The Strand  Like As a Huntsman |
| 12. | Week12 | 3 | Christopher Marlowe  The Nymph’s Reply to The Shepherd |
| 13. | Week13 | 3 | Students Presentations |
| 14. | Week14 | 3 | Revision |
| 15. | Week15 | Final Examination | |

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| **19.** | **Examinations:** |
| **20.** | **Course Policy:**     1. Attendance and Participation Policy:   • Attendance is required for all classes and will be recorded.  • Students are expected to actively participate in class discussions, group activities, and workshops.  • If a student must miss a class due to extenuating circumstances, they should notify the instructor in advance and make arrangements to catch up on missed material.   1. Assignment Submission and Late Work Policy:   • Assignments should be submitted by the specified deadline, either in class or through the designated online platform.  • Late submissions may incur a penalty, typically a deduction of a certain percentage of the assignment’s grade per day.  • Exceptions may be granted for valid reasons such as illness or emergencies, provided the student communicates with the instructor in a timely manner and provides appropriate documentation if necessary.   1. Academic Integrity Policy:   • Students are expected to adhere to principles of academic integrity.  • Plagiarism, cheating, and any form of academic dishonesty will not be tolerated.  • Proper citation of sources, both in-text and in the bibliography, is required for all written assignments and research projects.  • Students should familiarize themselves with the institution’s policies regarding academic integrity and the consequences of violations. |
| **21.** | **Note:** |