

"A poet needs to keep his wilderness alive inside him." – *Stanley Kunitz*

There's a "very tiny crack in which another world begins and ends." – *Slavko Mihalic*

"The question is not what you look at, but what you see." – *Thoreau*

"We walked through night 'til night was a poem." – *Brenda Hillman*

English 450: Genre--Poetry

Fall 2013

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Course Syllabus

I. Text

X. J. Kennedy and Dana Gioia, *An Introduction to Poetry* (13th ed.)

ISBN 978-0-205-68612-4

II. Course Objectives:

This course serves as an introduction to the study of poetry. It assumes the student has some background in the general study of literature and builds on this knowledge. The course is designed especially for those students intending to become language arts teachers. Course Objectives:

1. Define and understand three types of poetry: lyrical, narrative, and dramatic.
2. Identify and understand the basic properties of poetry, including tone, persona, irony, diction, imagery, figures of speech, alliteration, assonance, consonance, rhyme, and rhythm.
3. Identify and understand the closed and open forms of poetry.
4. Discuss and apply several approaches in writing about poetry, including paraphrase, explication, analysis, and comparison/contrast.
5. Evaluate poetry in terms of telling the good from the bad.
6. Explore the historical criticisms of poetry made by such writers as Coleridge, Frost, and Eliot, as well as traditional critical approaches to poetry, including formalist, biographical, historical, gender, psychological, sociological, mythological, reader-response, and deconstructionist.

7. Write examples of poetry.

Student Learner Outcomes:

Upon completion of the course, students should be able to:

1. Develop an awareness of the types of poetry by reading poetry and completing the course requirements of exams, exercises, journal entries, and research paper.
2. Articulate and understand the basic properties of poetry by reading poetry and participating in class discussions and exercises and by completing the assigned journal entries, paper, and examinations.
3. Understand and apply several approaches in writing about poetry, as measured by journal entries, paper and examinations.
4. Build an appreciation for the aesthetic principles that guide poetry by reading examples of poetry, writing about it, and composing original examples of poetry.
5. Understand and apply critical approaches in writing about poetry as measured by the research paper.
6. Articulate informed responses to poetry as measured by class discussions and journal entries.
7. Engage in the creative process and comprehend the intellectual demands required of a poet by creating examples of original poetry.

III. Course Work Requirements

1. A poetry journal that contains paraphrases, explications, and original poems.
2. Two tests
3. An analytical paper of about 1000 words (five pages).
4. Oral presentation based on research paper
5. Class attendance and participation. You are expected to attend class regularly. More than four or more absences may affect your final grade. Any

student with five or more absences may be dropped from the class at my discretion. You are expected to participate in class, both in writing class exercises and in reading from the text and your work. If you must be absent, please let me know.

IV. Grade

Your grade will be determined according to the following:

1. Poetry journal 25% 250 points
(includes participation in class)
2. Two tests 50% 500 points
3. Paper. 25% 250 points

Grades will be assigned as follows: 90-100% = A, 80-89% = B, 70 -79% = C, 60-69% = D, below 60% = F.

V. Class calendar

We will read most of the chapters in the Kennedy text. The schedule and dates of reading are subject to change. The requirements are due as follows:

| | |
|---------------|--------------------------------|
| Test dates | Week 8 and final exam schedule |
| Journal | Week 13 |
| Paper | Week 14 |
| Presentations | Weeks 13 and 14 |

The following reading assignments with dates are offered to help you prepare for Test I and II. You should have read the assignment by the date it is assigned unless otherwise instructed. We will look at other sections of the text in class, and I may make additional reading assignments. You are responsible for all that is assigned as well as any other material discussed in class.

| | |
|--------|-----------|
| Week 1 | Chapter 1 |
| Week 2 | Chapter 2 |
| Week 3 | Chapter 3 |
| Week 4 | Chapter 4 |
| Week 5 | Chapter 5 |
| Week 6 | Chapter 6 |
| Week 7 | Chapter 7 |
| Week 8 | Chapter 8 |

Test I

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|---------|------------|
| Week 9 | Chapter 9 |
| Week 10 | Chapter 10 |
| Week 11 | Chapter 11 |
| Week 12 | Chapter 12 |
| Week 13 | Chapter 13 |
| Week 14 | Chapter 14 |

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| Week 13 | Journal due |
| Week 14 | Paper Due |

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| Weeks 13 and 14 | Presentations |
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| Final Exam schedule | Test II |
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Instructions for Poetry Journal

The journal requires you to practice writing about poetry and offers you the chance to write some original poems. Keep the journal in a notebook (three-ring binder) separate from your class notes. Divide the journal into three sections: paraphrases, explications, and original poetry. At times, especially at the beginning of the semester, I will make assignments for paraphrases and explications. You will receive a score on these and should keep the returned copies in your notebook. The scores on these papers will be part of your journal grade. I will not, however, grade each paraphrase, explication, or poem separately.

Type all work included in the Poetry Journal.

Do not write a paraphrase and explication on the same poem. The number assigned to the poems refers to the number of types. For example, if you write three haikus, that counts as one poem or one type.

The journal will be evaluated as follows:

"C" Journal/175- 195 points

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|-----------------------------------|---|-----------|
| 9 paraphrases (5 points each) | = | 45 points |
| 6 explications (10 points each) | = | 60 points |
| 9 original poems (10 points each) | = | 90 points |

"B" Journal /200-220 points

| | | |
|-----------------------------------|---|-----------|
| 10 paraphrases (5 points each) | = | 50 points |
| 8 explications (10 points each) | = | 80 points |
| 9 original poems (10 points each) | = | 90 points |

“A” Journal /225 to 250 points

| | | |
|---|---|------------|
| 10 paraphrases (5 points each) | = | 50 points |
| 10 explications (10 points each) | = | 100 points |
| 10 original poems (10 points for each type) | = | 100 points |

Paraphrases and Explications

For instructions on how to write a paraphrase, see pages 6-7 and 16-17; for an explication, see pages 511-15. The example in your text (pp. 511-14) contains secondary sources. It is not required or assumed that your explications will include any secondary material. A paraphrase of a short poem may be about 100 words. It is the literal meaning of the poem, a kind of translation of it in your own words. An explication of a short poem may be from 400-700 words. It does not simply restate the poem, but explains it. We will write a few of these in class, but you will be required to write most of them out of class. These should be typed.

Original Poetry

This section will contain your attempts at writing poetry. Some poems may be as short as the epigram (2 lines) or the haiku (3 lines) while others will be several stanzas. We will begin writing most of these in class, and it is up to you as to how much time you wish to spend on them out of class. The poetry will be evaluated on the basis of (1) completion of the types and forms assigned (2) a thoughtful effort. Your original poems should be typed. Put at the top of the page in the left corner the kind of poem you are writing, e.g., narrative, riddle, haiku, parody, etc.

Instructions for Paper

Write an analytical paper (1000 words) in which you discuss several poems by the same poet. (Your oral presentation will be on the same poet.) You should select one theme (or some other element, such as irony or extended metaphor, etc.) for your focus. You are not writing explications of several poems, but rather writing a unified paper on some aspect of a poet’s work as found in several of his or her poems. Generally, choose at least three poems. Do not choose poems that we discuss in class; you may, however, choose a poet whose work we have discussed. If the poems are very short, you may need to consider more than three. If you choose a fairly long and/or complex poem,

then one poem should be sufficient for your analysis. Select poems that interest and challenge you.

Your paper should be doubled-spaced. Do not use a plastic binder. You need a title that indicates the nature of your paper. Don't choose something like "Lost Love" or "Optimism." Those are more appropriate for personal essays.

Read pages 520-22 for instructions on "How to quote a Poem" and other related matters. See also pages 515-20 for examples of a short analysis.

Basically, this assignment corresponds to writing assignment 4, page 523. Read that section carefully. Also read Chapter 22, "Writing About Literature," and Chapter 24, "Writing A Research Paper."

The poet on whom you focus should be included in our text. You may, however, include poems in your paper that are not in the text. If you do so, include a copy of the additional poem(s) with your paper.

You must include at least three secondary sources—at least one of them must be a book other than the primary source of the poet's work. (Yes, this means you will need to go to the library.) If your other secondary sources are on-line articles, they must be from an academic source. Use the library's electronic list of academic sources in securing the articles and MLA guidelines for documentation. Your text provides several examples of internal documentation as well as the Works Cited page in Chapters 22, 23, and 24. Your paper must have a Works Cited page. When you use secondary sources, remember you must give credit for both ideas and words. Using someone's **words** or **ideas** without proper documentation constitutes plagiarism. **Turn in with your paper a copy of the pages from the secondary material you use.**

Turnitin.com

Submit a hard copy of your paper to me and an electronic copy to Turnitin.com.

Other Information

Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

A&M-Texarkana Email Address: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Drop Policy: To drop this course after the census date (see [semester calendar](#)), a student must complete the Drop/Withdrawal Request Form, located on the University website <http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html> or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email Registrar@tamut.edu, mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.