

English 106: Introduction to Literature: Poetry

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CRN: 34638
Spring 2014
Agate Hall 202
MW 8:30-9:50 a.m.

Course Overview:

This course will attempt to answer several questions. **What is poetry? How do we talk about it? Why should we read it?** These questions will form the basis of our objectives in this course, as we attempt to become careful and critical readers of poetry while learning to identify the patterns and forms poets use to construct meaning. We will sample a variety of poetry in English to gain a broader understanding of the art of the poem. The class will contain a mix of lecture and discussion, and students will be expected to participate in the class's learning. All the poems we will examine in this course are complex and will require more than casual or hurried reading. Read slowly and carefully: plan on reading every poem *at least* twice, with pen in hand.

This course satisfies the university's **Group Requirement** in the *Arts and Letters* category. The information learned in this class will be applicable to any sort of future study of poetry or literature, or communication in general. **Note**, however, that these credits **do not** count toward the English Major.

Course Objectives & Outcomes: These are the academic skills we will focus on developing in this course:

- **Reading** sympathetically and critically to become an informed reader of poetry.
- **Participating** in class discussions, listening and responding to others' ideas.
- **Acquiring** the terms and conventions that allow us to discuss poetry in an educated fashion.
- **Writing** short, critical responses intended to sharpen your skills at analysis and communication.

Required Texts:

- *The Seagull Reader: Poems* (2nd ed., 2008) – Ed. Joseph Kelly (ISBN: 978-0393930931)
- *The Art of Poetry: How to Read a Poem* (2001) – Shira Wolosky (ISBN: 978-0195371185)

Course Work and Grading:

Reading Response Homework: (10% of Final Course Grade) For every day we have poem readings assigned, you must make a **Blackboard post**, a short paragraph that includes: **A.)** a **question** you have about one or more of the poems (related to our vocabulary and critical discussions) as well as **B.)** a 1-3 sentence **personal response** to the poem. Your response should engage critically with the text (and/or with other readings) and you should come to class ready to **discuss** your **questions** and responses, as well as *all* the poems we read, whether or not you write about them, and whether they are discussed in class or not. You may post even if you are going to miss class that day. Also, **you may miss one posting without penalty. No late homework assignments** will be accepted: all Blackboard posts must be completed and submitted before the start of each class to receive credit.

Quizzes: (15% of Final Course Grade) I will assign approximately 4-8 **random reading/vocabulary quizzes** throughout the term. These will be administered at the start of class and turned in immediately. There will be **no retakes or extra time given** for tardiness or absence. Your **lowest quiz score** will be **dropped**.

Midterm: (20% of Final Course Grade) The midterm exam will be a combination **multiple-choice** and **short-answer** test that will focus on our **critical vocabulary** as well as testing your **reading comprehension** of poems we have discussed and your ability to respond concisely to questions about poetry.

Final: (25% of Final Course Grade) The final exam will focus on material from **after the midterm**. However, more weight will be given to **critical reading and writing** on this exam, and less to vocabulary and formal questions than the midterm, including analyzing works you may or may not have read before.

Essay: (15% of Final Course Grade) The essay will be an assignment to write **3-5 full pages** (see formatting instructions below) analyzing a poem. You must make an **argument** about the poem from the **evidence** you find in closely reading the work. I will give you specific **directions** for this essay as we near the due date.

Recitation/Imitation Project: (10% of Final Course Grade) For this project you will have two options: either you will have the chance to **recite a poem** from our text (or another approved poem) of **14 lines or more** either for me in office hours or for the class if you prefer, **OR** you can complete a written **imitation poem** of a poetic form or specific poem of **20 lines or more**. Either choice you make needs my approval ahead of time. **Either assignment can be completed anytime through Week 10.**

Participation: (5% of Final Course Grade) Active class participation is crucial to developing perspectives and ideas. Thus you must contribute to discussions in meaningful ways. You must also **take your books with you to class** so we can refer to specific passages. **Class disruption or other distractions** will lower your participation points. There may also be short homework assignments that will prepare you for discussion and/or in-class writings meant to develop ideas. Most assignments will be graded Pass/Fail as part of your participation grade.

Grading System:

>97 A+	87-89 B+	77-79 C+	67-69 D+	
93-97 A	83-86 B	73-76 C	63-66 D	<60 F
90-92 A-	80-82 B-	70-72 C-	60-62 D-	

Course Details:

Formatting Guidelines: All written work turned in must be **typed and double-spaced, with one-inch margins and 12-point Times New Roman typeface**. Use **MLA guidelines** for quoting and citing sources.

Your formal assignments should look like this:

(1" margins around entire page)

Smith 1

Pat Smith

Mr. Stephen Summers

ENG 104

13 February 2014

Living by the Lake

The author writes in that chapter: "I went to the woods because I wished to live deliberately" (Thoreau 98). Thoreau wants to peel back the modern world and instead go

Late Work: All assigned work is to be turned in at the start of the class in which it is due, unless we have made alternate arrangements **in advance**. Late work may lose up to an entire letter grade for every day (NOT class period) it is late (hence, two days late turns a B- into a D-). **Homework and quizzes will not be accepted late.**

Blackboard: I will post assignments, course information, and grades on Blackboard when possible. You must have access to Blackboard to complete this course; if you have questions or difficulties, please see me.

Access: If you have a disability (physical or learning) which you think may affect your performance in this class, please see me during the first week of the term so we can make arrangements, if necessary, for your full access to all classroom activities. If you require additional help for this course in any way, please let me know at any time during the term so that we can work together to get you the help you need for the course.

Academic Honesty: All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please consult *The Little Seagull Handbook* for a definition of plagiarism and information on documentation and refer to the summary of the Code of Student Conduct on the Office of Student Conduct and Community Standards website. **In cases where academic dishonesty has been clearly established, the award of an F for the final course is the standard practice. Please see me if you have any questions about your use of sources.**

Incompletes: The grade can only be given in very few cases for exceptional circumstances beyond a student’s control, when those circumstances can be documented.

Course Schedule:*

<u>Date:</u>	<u>Reading Due:</u>	<u>Work Due:</u>
<u>Week 1</u>	Vocabulary: poetry, form, content, diction	
Mon. 3 31	Intro.; SRP Collins “Introduction to Poetry” (74); Moore “Poetry” (226-27)	
Wed. 4 2	AoP Chapter 1: “Individual Words” (3-15); SRP Marlowe “The Passionate Shepherd to His Love” (219-20); Donne “The Sun Rising” (94-95); Brooks “The Bean Eaters” (46)	Blackboard Post
<u>Week 2</u>	Vocabulary: syntax, enjambment, end-stopped lines	
Mon. 4 7	AoP Chapter 2: “Syntax and the Poetic Line” (17-28); SRP Herrick “Upon Julia’s Clothes”; Larkin “Church Going” (200-2)	Blackboard Post
Wed. 4 9	SRP Carroll “Jabberwocky” (61-62); cummings “anyone lived in a pretty how town” (79-80); Coleridge “Kubla Khan” (71-72); Bishop “The Fish” (30-32); Keats “Ode on a Grecian Urn” (186-87)	Blackboard Post
<u>Week 3</u>	Vocabulary: simile, metaphor, image(ry), Imagism, symbol	
Mon. 4 14	AoP Chapter 3: “Images: Simile and Metaphor” (29-40); SRP Pound “In a Station of the Metro” (251); Frost “Birches” (128-29)	Blackboard Post
Wed. 4 16	SRP Shelley “Ode to the West Wind” (280-83); Plath “Metaphors” (237); Burns “A Red, Red Rose” (55); Hopkins “Pied Beauty” (162-63); Stevens “Anecdote of the Jar” (297-98); Frost “The Road Not Taken” (127)	Blackboard Post
<u>Week 4</u>	Vocabulary: sonnet, iambic pentameter, quatrain, couplet, octave, sestet, turn, English sonnet, Italian sonnet	
Mon. 4 21	AoP Chapter 4: “Metaphor and the Sonnet” (41-51); SRP Spenser “Amoretti 75” (288-89); Barrett Browning “Sonnets from the Portuguese 43” (47)	Blackboard Post
Wed. 4 23	SRP Milton “When I Consider How My Light is Spent” (225-26); Hardy “Hap” (140-41); Donne “Holy Sonnet 14” (100); Shakespeare “Sonnet 116” and “Sonnet 130” (277-78, 278-79)	Blackboard Post
<u>Week 5</u>	Vocabulary: rhyme scheme, paradox, ballad stanza, blank verse, sestina, villanelle, elegy, ode, pastoral, free verse, hymn	
Mon. 4 28	AoP Chapter 5: “Verse Forms: The Sonnet”(53-67); SRP Frost “Acquainted	Blackboard Post

	with the Night” (130); Bishop “Sonnet” (34); Collins “Sonnet” (77)	
Wed. 4 30	AoP Chapter 7: “More Verse Forms” (81-92); SRP Thomas “Do Not Go Gentle into That Good Night” (313); Bishop “Sestina” and “One Art” (32-33, 33-34); cummings “Buffalo Bill’s” (78)	Blackboard Post
<u>Week 6</u>	Vocabulary: personification, apostrophe, allegory, pathetic fallacy, Romanticism, Modernism	
Mon. 5 5	Midterm Exam in Class	Midterm Exam
Wed. 5 7	AoP Chapter 8: “Personification” (93-104); SRP Herrick “To the Virgins, to Make Much of Time” (159-60); Dickinson “712” (91-92)	Blackboard Post
<u>Week 7</u>	Vocabulary: (poetic) voice, “lyric I”, dramatic monologue, addressee, reader, persona, (poetic) conventions, tone, irony	
Mon. 5 12	AoP Chapter 9: “Poetic Voice” (105-18); SRP Poe “The Raven” (244-48)	Blackboard Post
Wed. 5 14	SRP Tennyson “Ulysses” (305-307); Eliot “The Love Song of J. Alfred Prufrock” (109-14); Roethke “My Papa’s Waltz” (269); Hughes “The Negro Speaks of Rivers” (172-73); Brooks “We Real Cool” (45); Williams “This Is Just to Say” (339)	Blackboard Post
<u>Week 8</u>	Vocabulary: close reading, gender criticism, topos,	
Mon. 5 19	AoP Chapter 10: “Gender and Poetic Voice” (119-33); SRP Sexton “Her Kind” (273-74)	Blackboard Post
Wed. 5 21	SRP Dickinson “249” and “303”; Ackerman “School Prayer” (6); Atwood “You Fit into Me” (18); Dove “Daystar” (102) ; Piercy “Barbie doll” (236); Moore “The Steeple-Jack” (228-30); Yeats “Politics” (372)	Blackboard Post
<u>Week 9</u>	Vocabulary: rhythm, meter, (metrical) feet, stress, caesura, iamb, trochee, spondee, anapest, dactyl, sprung rhythm	
Mon. 5 26	Memorial Day Holiday – No Class	
Wed. 5 28	AoP Chapter 11: “Poetic Rhythm: Meter” (135-49); SRP Housman “To an Athlete Dying Young” (166); Whitman “Song of Myself 1 and 6” (325-26, 330-31); Hughes “Dream Boogie” (173-74); Yeats “Easter, 1916” (366-68); Auden “In Memory of W. B. Yeats” (22-25)	Blackboard Post
<u>Week 10</u>	Vocabulary: rhyme scheme, alliteration, assonance, consonance, chiasmus, homonym, homograph, shape poem, slant rhyme, syllabic verse	Recitations or Imitations Due
Mon. 6 2	AoP Chapter 12: “Poetic Rhythm: Sound and Rhyme” (151-65); SRP Yeats “Who Goes with Fergus?” (364); Robinson “Richard Cory” (265)	Blackboard Post
Wed. 6 4	SRP Arnold “Dover Beach” (14-15); Yeats “Sailing to Byzantium” (371-72); Stevens “The Emperor of Ice-Cream” (302-3); Auden “Musée des Beaux Arts” (21-22); McKay “America” (222-23); MacLeish “Ars Poetica” (215-16)	Blackboard Post
Finals Week	Final Exam: 10:15 a.m. Tuesday, June 10	Essay Due

*Note: Scheduling, readings, due dates, and assignments are all subject to change at instructor’s discretion. **AoP** = *The Art of Poetry*; **SRP** = *The Seagull Reader: Poems*. **By remaining in this course you verify that you have read, understood, and agreed to abide by all information disclosed in this syllabus.**