

ENG 106
Prof. Wonham
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191 ANS

Office Hours:
Wednesdays: 12:00-3:00PM
PLC 274

ENG 106

Introduction to Poetry

Course Description: ENG 106 is an introduction to one of the major genres in literary studies. Through careful analysis of poems by major writers, students will be challenged to explain not only what a given poem might mean to its readers, but also how a poem communicates meaning differently than a work of fiction, drama, or some other mode of literary expression. ENG 106 is not a comprehensive introduction to the traditions of English and American poetry; rather, it is a series of intensive exercises designed to equip students with the analytical tools needed to read, discuss, and write about poetry effectively. Weekly readings are relatively short but demanding, and students will do a substantial amount of critical writing. As a basic introduction to a major genre in the field of literary studies, this course satisfies the university's Group Requirement in the Arts and Letters category. It is not recommended for English Majors, who are encouraged to enroll in the department's more historically oriented and comprehensive Introduction to the English Major sequence, ENG 220-222.

Critical Writing, Class Participation, Exams, and Grading: Students will write five short essays (2-3 pp.) during the term. Essays should be typed, carefully proofread, printed, double-spaced, and two-sided. Each essay will be graded and will contribute 10% to the final course grade. Active participation in class discussion, both formal and voluntary, is a vital part of your performance in the course. Students will be divided into groups, and each group will be responsible for presenting and leading the discussion of one poem. Overall participation in class activities will contribute 20% of the final grade. There will be a final exam, worth 30% of the final grade, on MONDAY, MARCH 19, AT 1:00-3:00 PM.

Breakdown of graded elements of the course:

5 papers, 10% each=50%
group presentation and class participation=20%
final exam=30%

Attendance: Students are permitted two unexcused absences during the term. Each subsequent unexcused absence will result in a 1/3 reduction of the final grade.

Plagiarism: Students who hand in written material that is not their own will receive an F for the course, and a report will be submitted to the Office of Student Conduct and Community Standards to determine if additional sanctions should be imposed.

Required Readings: All readings are available on Blackboard.

Learning Outcomes:

Students in the course will improve their skills in the following areas:

- 1) they will read literary and cultural texts with discernment and comprehension and with an understanding of their conventions;
- 2) they will draw on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts;
- 3) they will perform critical, formal analyses of literary texts;
- 4) they will write focused, analytical essays in clear, grammatical prose;
- 5) they will employ logic, creativity, and interpretive skills to produce original, persuasive arguments;
- 6) they will employ primary and/or secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay's thesis

Schedule of Assigned Readings**Week 1: William Wordsworth**

Jan. 6: Introduction to the Course

Jan. 8: "Advertisement" and 1802 "Preface to the Lyrical Ballads"

"Lines Written at a Small Distance from My House"

"The Idiot Boy"

"Lines Written in Early Spring"

Week 2: William Wordsworth

Jan. 13: "We Are Seven"

"Nutting"

"Lines Written A Few Miles Above Tintern Abbey"

Jan. 15: "Ode: Intimations of Immortality"

"Michael"

"Resolution and Independence"

Group A Presentation: "Michael"

(Group A: Daniel A, Kiley F, Kaela L, Erica S)

2-3 pp. essay due in class

Week 3: Robert Frost

Jan. 20: “The Pasture”
 “Into My Own”
 “Storm Fear”
 “To the Thawing Wind”
 “Mowing”
 “The Tuft of Flowers”

Jan. 22: “Mending Wall”
 “Home Burial”
 “After Apple-Picking”
 “The Wood-Pile”
 “The Road Not Taken”

Group B Presentation: “The Road Not Taken”
 (Group B: Corin A, Ashlyn G, Stephanie L)

Week 4: Robert Frost

Jan. 27: “The Oven Bird”
 “Birches”
 “Fire and Ice”
 “Nothing Gold Can Stay”
 “The Aim Was Song”
 “Stopping by Woods on a Snowy Evening”

Jan. 29: “For Once, Then, Something”
 “The Need of Being Versed in Country Things”
 “Spring Pools”
 “Acquainted with the Night”
 “Design”

Group C Presentation: “Design”
 (Group C: Taylor B, Madeline G, Joshua M, Onat Y)
 2-3 pp. essay due in class

Week 5: Emily Dickinson

Feb. 3: “I never lost as much but twice”
 “There’s a Certain Slant of Light”
 “Success is counted sweetest”
 “Faith’ is a fine invention”
 “Wild Nights—Wild Nights!”
 “I felt a Funeral, in my Brain”
 “The Soul Selects Her Own Society”

Feb. 5: “After great pain, a formal feeling comes--”
 “Much Madness is divinest Sense--”
 “I heard a Fly buzz—when I died--”
 “My Life had Stood—a Loaded Gun”

Group D Presentation: “My Life had Stood—a Loaded Gun”
 (Group D: Ethan B, Swen G, Leigh A, Jordan B)

Week 6: Emily Dickinson

Feb. 20: “A Narrow Fellow in the Grass”
 “Tell all the Truth but tell it slant--”
 “This is My Letter to the World”
 “The Brain—Is Wider than the Sky”

Feb. 12: “I Dwell in Possibility”
 “Because I could not stop for Death--”
 “They shut me up in Prose--”
 “Publication—is the Auction”

Group E Presentation: “Because I could not stop for Death--”
 (Group E: Lana C, Spencer H, Anastasia P, Peter B)
 2-3 pp. essay due in class

Week 7: Paul Laurence Dunbar

Feb. 17: “Introduction” to *Lyrics of Lowly Life*, by W. D. Howells
 “Ere Sleep Comes Down to Soothe the Weary Eyes”
 “The Poet and His Song”
 “Accountability”
 “Frederick Douglass”
 “An Ante-bellum Sermon”

Feb. 19: “Ode to Ethiopia”
 “The Corn-Stalk Fiddle”
 “The Master-Player”
 “Not They Who Soar”
 “A Banjo Song”

Group F Presentation: “Not They Who Soar”
 (Group F: Colleen C, Jay H, Sam S, Marcus K)

Week 8: Paul Laurence Dunbar

Feb. 24: “The Rivals”
 “The Spellin’-Bee”

“A Negro Love Song”
 “The Colored Soldiers”
 “The Ol’ Tunes”

Feb. 26: “Melancholia”
 “When de Co’n Pone’s Hot”
 “A Corn-Song”
 “We Wear the Mask”
 “When Malindy Sings”
 “The Party”

Group G Presentation: “We Wear the Mask”
 (Group G: Joslin C, Wendy J, Sheridan S, Julia L)
 2-3 pp. essay due in class

Week 9: Elizabeth Bishop

March 3: “The Map”
 “Chemin de Fer”
 “The Man-Moth”
 “A Miracle for Breakfast”
 “The Fish”

March 5: “A Cold Spring”
 “Over 2,000 Illustrations and a Complete Concordance”
 “At the Fishhouses”
 “Invitation to Miss Marianne Moore”
 “The Shampoo”

Group H Presentation: “Over 2,000 Illustrations and a Complete Concordance”
 (Group H: Andrew E, Joshua K, Claudia S, Hunter R)

Week 10: Elizabeth Bishop

March 10: “Questions of Travel”
 “The Armadillo”
 “Sestina”
 “First Death in Nova Scotia”

March 12: “Filling Station”
 “In the Waiting Room”
 “The Moose”

Group I Presentation: “Filling Station”
 (Group I: Alexandra F, Meredith L, Tyler S, Kaylyn W)
 2-3 pp. essay due in class

FINAL EXAM: MONDAY, MARCH 16, 12:30-2:30 PM