Introduction to Poetry

Billy Collins (Random House)
Other materials provided in class or on Blackboard Course Site

Course Goals: English 106 is designed to enhance your knowledge and understanding of poetry written in English. We will examine poems closely and analyze their words, form, meaning, tone, purpose, imagery, sound, and more. The course offers you problem-solving and analytical experience within a literary context. It gives you an opportunity to work closely with language and its ambiguities, limitations, effects, and accomplishments. You will be encouraged to speak in class and participate in learning activities; you will explore your ideas in writing assignments (formal and informal; analytical and creative) where you will analyze, interpret, reflect, create, and explore poetry's potentials and demands, and provide evidence from textual materials to support your interpretive assertions. Quizzes, Papers, short writings, and Exams will test your careful reading, your ability to present evidence logically, your mastery of literary terms and approaches to poetry, and your ability to apply your knowledge in new contexts.

Planning for Success: 1) Read, Reread, Reread some more; read and reread without distractions, focusing, thinking, reflecting, rethinking, inquiring, investigating each poem; read aloud, reread aloud, listen to the sounds of poetry; take it apart; put it back together; read. 2) Because our class will be conducted with an emphasis on discussion, punctuated by occasional short presentations, prepare reading assignments listed on the schedule before class. 3) Take good and comprehensive notes on reading and class discussions. Aside from giving you practice absorbing detailed information in a way that reflects the kind of concentrated listening you may be expected to do on any job after college, good note-taking helps you learn and helps you prepare for papers and exams. Concepts, themes, terms, background information, images, objects, and details from our close readings and discussion may appear on exams. Creating your own extensive note archive is the best way to reinforce the learning you are doing in class and on your own outside of class. Only you can take notes that will hold the best and most accurate meanings for yourself. If you have questions about preparing for class or taking notes, please be sure to speak with me. 3) Always bring texts/readings to class. 4) Prepare short writing assignments as assigned. Working through study questions in the text before class is a way to prepare and also challenge yourself. 5) Begin your formal papers early enough that you can let the ideas “cook” and have time for revision.
and editing. Multiple drafts and “re-visions” are proven strategies for success with any formal writing assignment at the University or on the job. 6) Attendance and active preparation and participation is central for your success in the course.

Requirements:
--Quizzes, in-class & take-home short assignments and essays, reflection 25%
--Explorations writing poetry (investigating from inside the art) 15%
--Two formal papers 20% each
--Final Exam 20%
--Attendance and participation.
-- As in the world beyond the University, all work should be completed on time, and all requirements, including regular attendance and preparation, must be completed to Pass this course, whether you take the course for a grade or P/NP.
--The lowest quiz score will be dropped; quizzes and in-class work cannot be made up except when students are away on official university business (i.e., music, debate, dance or athletic events organized by and sponsored by the UO). Illness will not usually be a reason to make up quizzes. Extended illnesses may require a withdrawal from the course.
--The Final exam will not be given individually outside the university’s scheduled time for finals, except in accord with UO policy.

BLACKBOARD SITE: Announcements, the syllabus, assignments, and other important course information will be available throughout the term on Blackboard. Be sure to check our Blackboard site regularly for updates and announcements.

CLASS POLICIES:
Classroom etiquette: Please turn off all electronics before class begins. Activity that disrupts or distracts your colleagues or instructors from course material may also violate the university’s code of academic conduct. Please be considerate of those around you.
Students with disabilities: If you have a disability that may affect your performance in this class, please see me during the first week of the term so we can make appropriate accommodations, for your full access to all course activities and requirements. All accommodation requests require students be registered with the UO Office for Students with Disabilities.
Class Discussions and Lectures may not be copied, taped, or videotaped in any manner unless you have documented a communication-related disability with the University and have received permission from the course instructor. Should you miss a class, it is your responsibility to obtain notes from your colleagues, so be sure to get to know others in the course who would be willing to help you and whom you would be willing to help. Missing class should, however, be a rare event. In no case should you take notes regularly for another student, unless both the professor and university have approved such action to accommodate a student with a disability.
**Tutorial help:** Students may use the UO's Academic Learning Services (ALS), in 68 PLC (X6-3226), seek assistance from Stacey Zartwell (email: zartwell@uoregon.edu) a WR associate working with ENG 106, or may consult with the TA, Lizzy LeRud (email: lerud@uoregon.edu), or the professor (laskaya@uoregon.edu). Any other assistance you receive on papers, from organizing your paper to identifying your main points, from proofreading to editing or revising papers, must be cleared with the professor. However, as you work to understand readings, discussions, and/or lectures, reviewing with your classmates outside of class is encouraged; this is different from directly assisting one another with a specific assignment.

**Academic Integrity:** The UofO values academic honesty. You are here because you clearly have the ability to engage with rigorous intellectual work. Our Code can be found on the UO website, and is also available in pamphlet form from Oregon Hall. Formal Papers assigned for this course will be analytical and will not require extensive research. You may find yourself curious about something or may want more information at times; great--read on, and for curiosity! However, no student will receive higher grades simply because he or she has used research in papers or exams. See the University’s Code of Student Conduct and our own textbook for definitions of plagiarism and for information on documentation should you need it. See me should you have any concerns. An honest and obvious effort to document is absolutely critical and far more important for your grade than commas, abbreviations, or exactly correct formatting.

**Course policy on Academic Integrity:** All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, and paraphrases) beyond our class activities, presentations, and discussions must be properly documented. In other words, rely on your own grey matter, and wrestle well, yourself, with the course texts and materials. Protect the integrity of your own work and others’. In cases of established plagiarism or cheating, a final course grade of “F” will be the minimum penalty, and all incidents will be reported to the Office of Student Conduct, as required by University Policy.

**SCHEDULE** subject to change. **Additional materials and assignments will be posted on BB that are not listed here. Check Blackboard regularly; find details for assignments, papers, schedule, course requirements on BB as the term unfolds. Unannounced quizzes and short writings are not listed here, nor are the exploratory creative assignments.**

**WEEK One**
- Tues 1/10: Introductions; in class writing
- Thur 1/12: Chapter 1: Key ideas/terms; Focus: Frost, "Out, Out"; Browning: "To My Last Duchess."

**Week Two**
- Tues 1/17: Chapter 2, 19-29 : Key ideas/terms; Focus: Roethke, "My Papa's Waltz"; Cullen, "For a Lady"; compare the tone of Whitman's and Dickinson's poems (pp. 22-23); Hughes, "Hawk..."; Auden, "Unknown Citizen"
Chapter 3: Words (identify all key ideas in the chapter). Focus: Moore, "Silence"; Allusion poems pp. 54-55; Diction; Dialect; Sentence Structure

**Week Three**

Tues 1/24  Chapter 3: Read/reread rigorously and prepare fully each of the following: Eberhart, "The Fury..."; e.e. cummings, "anyone lived in a pretty how town"; Collins, "The Names"; Bukowski, "Dostoevsky"; Valdes, "English con Salsa."

*Thur 1/26  Close reading of sample student paper; 2 copies of polished draft of your own paper due.

**Week Four**

*Mon 1/30  Paper 1 due by 4 p.m. in 357 PLC. (Polished 1st drafts, peer comments due all stapled together with final draft required.)

Tues 1/31  Ch 4: Key ideas/terms; e.e. cummings "next to of course god america I," Thiel, "The Minefield," Wilbur, "Love Calls..."

Thur 2/2  Ch 5: imagery. Key ideas/terms for whole chapter; Bishop, "The Fish"

**Week Five**

Tues 2/7  Ch 6: Figures of Speech.

Thur 2/9  Ch 8: Sound. Key ideas/terms

**Week Six**

Tues 2/14  Ch 9 Rhythm: key ideas/terms

Thur 2/16  Chapter 10 and 11 Closed and Open Forms key ideas/terms

**Week Seven**

*Mon 2/20  Paper 2 due by noon in 357 PLC

Tues 2/21  Chapter 12 Symbol

Thur 2/23  Chapter 13 Myth and Narrative.

**Week Eight**

Tues 2/28  Chapter 19 Casebook: Emily Dickinson, 331-47

Thur 3/31  "

**Week Nine**

Tues 3/6  Collins' Sailing Alone Around the Room, pp. tba

Thur 3/8  "

**Week Ten**

Tues 3/13  "

Thur 3/15  Review for Final Exam

**Final Exam**

8-10 a.m. Monday, March 19th in our regular classroom.

NB: This schedule may change. Some readings may be assigned (provided in class or on Blackboard). Find full details for assignments, schedule, course requirements on Blackboard.