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ENG 2011-003: Literature, the Self, and the World: Poetry

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English 2011 (003) Spring 2002
 Office Hours: TBA & by appt.

Literature, the Self, and the World: Poetry

MWF 2 – 2:50 in Coleman Hall 3150 (307)

Books

Love that Dog, Creech (novel)

McGraw Hill Book of Poetry, ed. DiYanni & Rompf (textbook & anthology)

Unsettling America, eds. Gillan & Gillan (anthology)

An Introduction to Poetry, ed. Kennedy & Gioia (textbook & anthology)

Illinois Voices, eds. Stein & Murray (anthology)

Class Objectives

- To become better acquainted with poetry and poets
- To better appreciate poetry for what it is
- To better understand what poetry is
- To develop a variety of approaches to reading poetry
- To explore connections between poetry, your self, and the world
- To develop a relationship with poetry based on mutual respect

Assignments

The **reading assignments** will not cover many pages (most poems are pretty short, after all), but you will be expected to spend some time studying the assigned poems—and writing down your questions and comments about them—to prepare for class discussion.

Much of the **writing** that you'll do over the semester will be informal “responses” to the readings. You will turn in at least one response each week. These responses will be re-collected—and graded as a group—several times during the semester. You will also write essays during mid-term and final exams, and one formal explication of a poem, along with a less formal letter about the same poem.

There will be some informal group **presentations**, and you will personally introduce at least one poem to the class.

Grades

Tentatively: Response Logs = 30% (3 X 10%); Essay Exams = 30% (2 X 15%); Introduction of a Poem = 10%; Explication + Letter = 25%; Participation = 5%.

Things You Need to Know

- 1.) Attendance counts. If you have more than three (3) unexcused absences, you will not receive any of the 50 participation points.
- 2.) To pass this course, you must complete all major assignments.
- 3.) Late work will be penalized unless we come to an understanding *before the due date*. Missing responses will be penalized substantially when your log is graded.
- 4.) Out-of-class writing assignments should be typed, double-spaced, and proofread. Formal papers should use MLA style documentation and format.
- 5.) Plagiarism--*taking someone else's words or ideas and using them in your own writing without giving appropriate credit to the author*--is a serious academic offense and may result in a failing grade for this course and other university penalties. Questions? Consult me or visit the Writing Center tutors (581-5929).
- 6.) If you have a documented disability & wish to receive academic accommodations, contact the Coordinator of the Office of Disability Services (6583).
- 7.) This is a "writing intensive" course. You may want to place a paper from this course in your Electronic Writing Portfolio.

Schedule of Readings and Assignments (1st installment)

- 1/7 Introductions
- 1/9 Read pages 1 – 11 in Love that Dog + poems (in the back of the book): "The Red Wheelbarrow," "Stopping by Woods on a Snowy Evening," & "The Tiger"
[These poems are also in Introduction to Poetry: p. 30 (+ note p. 47), 417, & 390]
**Write a 250-300 word response to the novel and/or the poems.*
- 1/11 Read Love that Dog 12-24 + poems: "dog" and "The Pasture"; *Response due*
- 1/14 Love that Dog 25-52 + poems: "Street Music" and "The Apple"; *Response due*
(For more "concrete poems," see McGraw Hill Book of Poetry 64-72)
- 1/16 Love that Dog 53-86 (end); *Response due*
- 1/18 Log DUE
- 1/21 *Martin Luther King, Jr. Birthday: No Class Meeting*
- 1/23 Before our class meeting, browse any or all of our poetry anthologies and choose one or two poems that you would like us to discuss as a class. Write down the author & title of the poem(s) you've chosen, along with the title of the anthology and page number. Then explain—in 250 words or so—why you think each of these would be good for us to discuss as a class. Questions you could address include: Why did you choose this poem? What about it poem "works" for you? What is difficult about it? What questions do you want to ask the class about the poem? What would you want to point out? Do you think people would like it?