Spring 1-15-2012

ENG 2091G-099: Literature, Self, World: Poetry

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Literature, Self, World: Poetry

The purpose of this course, broadly speaking, is to explore poetry as a means of understanding both human psychology (the self) and human society (the world).

I hope you will come to view poetry, especially lyric, as an experience that captures some of the complexities of the human experience and allows us to explore not only our own point of view, but the points of view of others. Along the way, I hope that we will be able to de-bunk some of the myths that circulate about poetry.

In addition, as a course in the general education program, this course will support your development in all three of the major components of the general education program:

• to enhance student literacy and oral communication
• to encourage students to think critically and reflectively
• to introduce students to knowledge central to responsible global citizenship

Texts from TRS
Vendler, Poems Poets Poetry
Jess, Leadbelly
Hacker, A Pocket Style Manual

WebCT
Course handouts will be saved in our WebCT space, along with other materials that you might need. I will also make your grades available in WebCT.

Information for students with disabilities
If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.
Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Final Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Homework, Quizzes, In-class writings</td>
<td>20%</td>
<td>93-100 A</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>85-92 B</td>
</tr>
<tr>
<td>Presentation 1</td>
<td>10%</td>
<td>77-84 C</td>
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<tr>
<td>Presentation 2</td>
<td>10%</td>
<td>76-69 D</td>
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<tr>
<td>Final Essay</td>
<td>25%</td>
<td>68 and below F</td>
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<tr>
<td>Mid-Term Exam</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>15%</td>
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**Homework:** Short homework assignments will be made frequently, especially during the first half of the semester. Formats may vary, but written homework should always be typed.

**Quizzes:** Unannounced quizzes will test your understanding of concepts and vocabulary introduced in the reading and in class, to give both you and me an accurate sense of how well you are mastering the course content.

**Final Essay:**
3 poems + 1 decade in history + creativity + analysis + research + revision + editing = **Wow.**
Details to follow.

**Presentation 1:** This will be a modified pecha-kucha style presentation of one of the poems you will be working with in the essay. You will orally interpret the poem and then briefly comment on it, with a series of timed automatic images accompanying you. You will also write a brief explanation of your choice of images.

**Presentation 2:** In this second presentation, you will select music to accompany the other two poems you are writing about for the essay; you will create a slide show in which the words of the poems are visually presented and timed to suit the musical selections you set to the poem. You will also have a minute at the end to comment on your selection of music.

**Exams:** On both the mid-term and the final exam, I will ask you to comment on poems that we have not read together; the exams will present a series of questions that will guide you through a thorough exploration of the poem. The goal will be to track your progress with all the concepts of the course by seeing what you can do on your own with a new poem.

**Participation:** Participation means being **focused** and **forthcoming** during class—you can also think of it as being active during class time rather than passive. High quality participation requires preparing in advance to make the best use of our time together.
Policies

The Electronic Writing Portfolio: You may use the final essay from this class to submit to the Electronic Writing Portfolio. Submissions must be made no later than the end of finals week.

Electronics in the classroom: If you text during class, if your phone rings, or if you have an earbud in your ear, you will lose participation points for the day. Depending on the offense, I reserve the right to reduce participation points to 0.

Turning in your assignments: In most cases, including most homework, I will ask for your work typed and printed. In some cases, I may ask you to submit work electronically, either on WebCT or by email. Work that is not submitted in the format assigned will lose points.

The English Department's statement on plagiarism: "Any teacher who discovers an act of plagiarism—The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments, of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Standards."

My statement on plagiarism: I assume I can trust you, but if you break that trust by plagiarizing, expect to fail the course.

Attendance: My policy is different than most others. Please read carefully.

For the average day of class, if you miss class (for any reason), you may still receive credit for participation, homework, quizzes, or in-class writing. You may do this by meeting with me during office hours; it is your responsibility to come to office hours or to contact me, preferably in person or by phone, to make an appointment for a different time.

For four dates during the semester, however, if you miss class you will need to prove (with written documentation) that your absence was what the university defines as an excused absence: that is, one caused by serious, unforeseeable illness or emergency or an approved University event. These dates are: T Feb 28, R Mar 22, R Mar 29, and R May 3. That is to say, if you miss the mid-term exam, the final exam, or either of the two presentation days, you will not be allowed to make up the exam or presentation unless you have written documentation of an excused absence.
Schedule (subject to change)

Scheduled readings and written homework assignments are due on the date listed.

T Jan 10  
Introductions.

R Jan 12  
In Poems Poets Poetry, read pp. 3-15 and make note of any questions or comments you have or any of the poems you’d like us to discuss in class; always make these kinds of notes about assigned readings in the textbook, even though I won’t repeat these instructions each time. You also should make note of major concepts or definitions that are new to you.

Then read the following poems and write one sentence about each of them: “Theme for English B” (pp. 19-20), “Those Winter Sundays” (p. 20) and “Flash Cards” (p. 24). Do not use outside sources to write your sentences; you may use what you’ve learned in the textbook if you like, but you are not required to address one of Vendler’s specific questions. Type your three sentences and bring them to class; always do this for one-sentence assignments (although I won’t repeat these instructions each time).

Finally, begin a list of poems you like or are interested by; list the title and where the poem can be found. Keep this list going through the semester; when it’s time to select poems for your final essay, you’ll have some idea of where to start.

T Jan 17  
In Poems Poets Poetry, read pp. 27-62 then read and write one sentence about each of the following: Sonnet 29 (p. 64), “Tichborne’s Elegy” (pp. 64-65), “A Noiseless Patient Spider” (p. 67) and “Footnote to the Amnesty Report on Torture” (pp. 69-71).

R Jan 19  
In PPP, read pp. 73-97, then read and write one sentence about each of the following: Sonnet 130 (p. 97), “To the Virgins, to Make Much of Time” (p. 98), and “Nineteen” (p. 106).

T Jan 24  
In PPP, read pp. 107-136, then read and write one sentence about each of the following: Sonnet 129 (p. 136), “To My Dear and Loving Husband” (p. 140) and “Daddy” (pp. 21-23).

R Jan 26  
In PPP, read pp. 151-167, then read and write one sentence about each of the following: “My Last Duchess” (p. 168), “r-p-o-p-h-e-s-s-a-g-r” (p. 173), and “One Art” (pp. 173-174)

T Jan 31  
In PPP, read pp. 177-196, then read and write one sentence about each of the following: “I’m Nobody! Who are you?” (p. 198), “An Irish Airman Foresees His Death” (pp. 198-199), “The Love Song of J. Alfred Prufrock” (pp. 200-203), and “Her Kind” (p. 209)
R Feb 2 In *PPP*, read pp. 213-228, then read and write one sentence about each of the following: "The Burning Babe" (p. 229), "The Applicant" (pp. 234-235), and "Wingfoot Lake" (pp. 235-236)

T Feb 7 In *PPP*, read pp. 241-257, then read and write one sentence about each of the following: "Easter 1916" (pp. 265-267), "Anecdote of the Jar" (pp. 267-268), "For the Union Dead" (pp. 268-270), "Night, Death, Mississippi" (pp. 270-271)

R Feb 9 In *PPP*, read pp. 283-293, then read and write one sentence about each of the following: "To Lucasta" (p. 300), "On Being Brought from Africa to America" (p. 300), and "Parsley" (p. 305)

T Feb 14 Begin *Leadbelly* (pages to be announced). Also, select 3 poems we have not yet read together: one from *PPP*, one from Poets.org, and one performance by a poet recorded on YouTube (or elsewhere freely available on the web). Details on this assignment to follow.

R Feb 16 Finish *Leadbelly* and write 1-2 pages about one of Jess's poems from that book.

T Feb 21 Student selected poetry, specific poems TBA. Select one poem (not one of the ones you selected) and write 1-2 pages about it.

R Feb 23 Student selected poetry, specific poems TBA. Review for midterm exam.

T Feb 28 Mid-term exam

R Mar 1 Student selected poetry, specific poems TBA.

T Mar 6 In *PPP*, read pp. 311-328 and detailed assignment for Final Essay and Presentations 1 and 2 (distributed in class previously).

R Mar 8 Select the poems for the final essay; determine the date of the first publication of each poem, and make a list that provides author, title, and date for each poem; details on submitting this homework assignment TBA. In class we will discuss research and development strategies for the essay and presentations, as well as some technology matters for preparing this multi-stage project.

Mar 12-16 Spring Break

T Mar 20 No class; individual conferences.

R Mar 22 Presentation 1

T Mar 27 No class; individual conferences.

R Mar 29 Presentation 2

T Apr 3 No class; individual conferences.
RApr 5  Zero draft of essay due—peer review and discussion in class.

T Apr 10  First draft of essay due. Discussion of new poems distributed in class.

R Apr 12  No class; time to work on revising essay

T Apr 17  Second draft of essay due. Discussion of new poems distributed in class.

R Apr 19  No class; time to work on final editing of essay.

T Apr 24  Final essay due. Instructor-selected poems (review for final)

R Apr 26  Instructor-selected poems (review for final)

Final exam:
R May 3
2:45-4:45