ENGL 3 Course Outline as of Spring 2003

CATALOG INFORMATION

Dept and Nbr: ENGL 3   Title: INTRO TO POETRY
Full Title: Introduction to Poetry
Last Reviewed: 3/28/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00   Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly:

Catalog Description:
Study of the nature, variety and significance of poetry: a studious pursuit of what makes poems work, why they are valued, and how to enjoy them fully.

Prerequisites/Corequisites:
ENGL 1A or higher English Course.

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: Study of the nature, variety and significance of poetry: a studious pursuit of what makes poems work, why they are valued & how to enjoy them fully. (Grade or P/NP)
Prerequisites/Corequisites: ENGL 1A or higher English Course.
Recommended:
Limits on Enrollment:
Transfer Credit: CSU;UC. (CAN ENGL20)
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

				Effective:	Inactive:
AS Degree:	**Area**				
	E	Humanities		Fall 1981	
CSU GE:	**Transfer Area**			Effective:	Inactive:
	C2	Humanities		Fall 1981	
IGETC:	**Transfer Area**			Effective:	Inactive:
	3B	Humanities		Fall 1981	

CSU Transfer: Transferable   Effective: Fall 1981   Inactive:

UC Transfer: Transferable   Effective: Fall 1981   Inactive:

CID:

Certificate/Major Applicable:
Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:
Students will be able to:
1. Analyze a poem's structure, including the effects of its patterns of sound, its rhetoric, its imagery, and its use of figurative language;
2. Analyze their own response to the poem considering the above effects;
3. Differentiate between the literal and inferential in interpreting meaning within poetry;
4. Analyze historical/cultural context in relation to form and content of poems;
5. Synthesize in a prose commentary their comprehension of a poem as a whole and in significant contexts (e.g., in comparing the poem to others within a group by the same author or other authors, or in a specific historical context);
6. Evaluate whether the poem(s) are effective given the subject and purpose of the author.

Topics and Scope:

1. Isolation and study of (and some experimentation with) such poetic processes as the manipulation of diction, syntax, imagery, sounds, and rhythms, poetry of the past and present;
2. Study of the varieties of poetic experience as seen in such traditional types as the lyric and epic and in such forms as the sonnet, ode, and elegy;
3. Study of poems in various groupings--thematic, historical, technical;
4. Study of the contexts of the poetic experience: the relationship of a poem to other poems, and to the human world of pleasure and pain, consciousness, place, history, art, religion, morality, politics, and ideas;
5. Study of what writing poems means for poets, of their sensibilities

and purposes.

Assignment:

1. In addition to poems studied in class, students may read an anthology of poems outside of class and report on it to the class.
2. Each student will also study and present written and/or oral reports (analytical) on selections of poems either assigned by the teacher or chosen by the student.
3. Each student will demonstrate the ability to recognize the basic elements of poetry (e.g., figurative language) through writing or an oral presentation on poetry.
4. Students may be asked to read or recite from memory a poem of his or her choice.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Term papers, Analytical, evaluative, and/or research papers	Writing 50 - 70%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Performance exams, Read or recite poem	Skill Demonstrations 10 - 20%

Exams: All forms of formal testing, other than skill performance exams.

Essay exams	Exams 10 - 20%

Other: Includes any assessment tools that do not logically fit into the above categories.

Participation in class discussions and attendance	Other Category 10 - 20%

Representative Textbooks and Materials:
Gwynn, R. S., ed. POETRY: A LONGMAN POCKET ANTHOLOGY. 2nd ed. Longman, 1998.
Kennedy, X.J., and Dana Gioia, eds. AN INTRODUCTION TO POETRY, 9th ed. Longman, 1998.

Meyer, Michael, ed. POETRY: AN INTRODUCTION. 2nd ed. Bedford. 1998.
Vendler, Helen, ed. POEMS, POETS, POETRY: AN INTRODUCTION AND
    ANTHOLOGY. Bedford, 1997.
Supplementary handouts of poems accompanying student presentations.