

ENGL 3 Course Outline as of Fall 2017**CATALOG INFORMATION**

Dept and Nbr: ENGL 3 Title: INTRO TO POETRY

Full Title: Introduction to Poetry

Last Reviewed: 5/23/2016

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 analyze and appreciate their content and form.

Prerequisites/Corequisites:

Completion of 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, and how to analyze and appreciate their content and form. (Grade or P/NP)

Prerequisites/Corequisites: Completion of ENGL 1A or higher English Course

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area		Effective:	Inactive:
	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:

Major Applicable Course

COURSE CONTENT

Student Learning Outcomes:

Upon completion of the course, students will be able to:

1. Describe principles of literary analysis.
2. Apply principles of literary analysis to poetry.
3. Write critical analysis and response papers.
4. Express an appreciation for a wide variety of poetic styles including those from Western and Non-Western cultures.
5. Express an appreciation for the literary contributions of women, gays and lesbians, ethnic, and other under-represented groups.

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 and collections 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;
7. Analyze how point of view affects subject matter and style of poetry with special consideration for gender, ethnicity, social class, and sexual orientation.

Topics and Scope:

- I. Poetic processes
 - A. Manipulation of diction, syntax, imagery, sounds, and rhythms
 - B. Poetry of the past and present
 - 1. historic periods
 - 2. literary periods
 - 3. schools of literary thought
- II. Varieties of poetic experience
 - A. Traditional types
 - B. Experimental types
 - C. Poetic forms
- III. Poems in various groupings
 - A. Thematic
 - B. Historical
 - C. Philosophical
 - D. Political
 - E. Technical
- IV. The Contexts of the poetic experience
 - A. The relationship of a poem to other poems
 - B. The relationship to the human world of pleasure and pain, consciousness, place, history, art, religion, morality, politics, and ideas
 - C. The relationship of point of view as it affects subject matter and style
 - 1. gender
 - 2. ethnicity
 - 3. social class
 - 4. sexual orientation
 - 5. culture
- V. What writing poems means for poets
 - A. Sensibilities and impulses
 - B. Purposes
 - 1. personal/confessional exploration
 - 2. political and social activism
 - 3. humor and satire
 - 4. translation from other works
 - 5. experimental poetry that incorporates other artistic media (art, music, animation, film)

Assignment:

1. Reading an anthology of poems outside of class, 30 to 40 pages per week.
2. Group report on a poem, poet, or a poetic movement.
3. 2 to 4 analytical or response papers on selections of poems either assigned by the teacher or chosen by the student.
4. Writing project, essay exam, or an oral presentation to critically analyze poetry.
5. Optional: Recite from memory or read aloud a poem.
6. Essay exams; quizzes; objective exams.

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.

Analytical, evaluative/response, 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.

None

Skill Demonstrations
0 - 0%

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

Essay exams; quizzes; objective exams

Exams
10 - 20%

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

Participation in class discussions and attendance; group presentation on poems, a major poet, or a poetic movement: oral presentation

Other Category
10 - 30%

Representative Textbooks and Materials:

Poetry: A Pocket Anthology, 7th ed. Gwynn, R. S., ed.
New York: Penguin, 2016.

An Introduction to Poetry, 13th Ed. Kennedy, X.J., and Dana Gioia, eds.
Boston: Longman, 2009.

Poetry: An Introduction. Meyer, Michael, ed., Bedford, 2012.

The Norton Anthology of Poetry. Booth, Hunder, Mays, eds. New York: Norton, 2006.

Instructor-prepared materials