

**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: 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 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:**

<b>AS Degree:</b>	<b>Area</b>			Effective:	Inactive:
	E	Humanities		Fall 1981	
<b>CSU GE:</b>	<b>Transfer Area</b>			Effective:	Inactive:
	C2	Humanities		Fall 1981	
<b>IGETC:</b>	<b>Transfer Area</b>			Effective:	Inactive:
	3B	Humanities		Fall 1981	
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:	
<b>UC Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:	

### **CID:**

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should 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