ENGL 3 Course Outline as of Fall 1981

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 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:
Completion of Engl 1A.

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: Completion of Engl 1A.
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. Approach any unfamiliar English poem with confidence.
2. Analyze a poem's syntactical and stanzaic structures, the effects
   its sound patterns, including rhyme, alliteration, assonance, and
   rhythm, its rhetoric, and its patterns of imagery.
3. Attend to and analyze their own responses to these manifold effects.
4. From them all to synthesize in a prose commentary their comprehension
   of a poem as a whole and in significant contexts (as in groupings
   of other poems or in a historical mileau) and to describe and
   evaluate the poem.
5. Become familiar with a large number of poems selected from the
   history of English and American poetry, such that they will be able
   to describe the salient features of these poems.
6. Recite from memory two poems of approximately 14 lines (a sonnet's
   length) each.

Topics and Scope:

1. Isolation and study of (and some experimentation with) such poetic
   processes as the manipulation of diction, syntax, imagery, sounds,
   rhythms, and forms as these emerge from accomplished works by major
   and minor poets 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 and ode, narrative and meditation.
3. 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.

4. Study of what writing poems means for poets, of their sensibilities and purposes.
5. Study of poems in various grouping - thematic, historical, technical- with other poems.
6. Study of such various elements of poetry as: sentences; literal meaning; images; figures; symbols; irony; emotions; words; sounds; rhythms; thought.

Assignment:

1. In addition to poems studied in class, students will read an anthology of poems, outside of class.
2. Each student will also study and present written and oral reports on selections of poems from the works of two poets chosen by the student.
3. Students will recite or transcribe in class two poems (of about 14 lines each) from memory.

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.

Essay exams, Term papers	Writing 80 - 90%

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.

ORAL REPORTS; CLASS DISCUSSION	Skill Demonstrations 5 - 20%

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

None	Exams 0 - 0%

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

Recitation of memorized poems	Other Category 5 - 10%

Representative Textbooks and Materials:
Nims, John Frederick. WESTERN WIND: AN INTRODUCTION TO POETRY, 2nd ed. 639 pages. New York: Random House, 1983.

Friebert and Young. ANTHOLOGY OF CONTEMPORARY AMERICAN POETRY.
Supplementary handouts of poems accompanying student presentations.