ENGL 3 Course Outline as of Summer 2010

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:

				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:
Major Applicable Course

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 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. Each student will write 2 to 4 analytical or response papers on selections of poems either assigned by the teacher or chosen by the student.
4. Each student will demonstrate the ability to recognize the basic elements of poetry (e.g., figurative language) through writing, essay exam, or an oral presentation on poetry with emphasis on the ability to critically analyze the poetry.
5. Students may be asked to read and recite from memory a poem of his or her choice.
6. Quizzes and 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.

Oral presentation based on analysis of poems or a poetic movement

Skill Demonstrations 0 - 20%

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

Other Category 10 - 20%

Representative Textbooks and Materials:
Poetry: A Pocket Anthology, 4th ed. Gwynn, R. S., ed.
   New York: Penguin, 2008.
An Introduction to Poetry, 13th Ed. Kennedy, X.J., and Dana Gioia, eds.
    Boston: Longman, 2009.
Poetry: An Introduction. Meyer, Michael, ed., Bedford, 2009.
The Norton Anthology of Poetry. Booth, Hunder, Mays, eds. New York: Norton, 2006.

Instructor prepared materials