

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:

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:

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