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Spring 2-1-2022

### LIT 120L.01: Poetry

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## **LIT 120L 01C – INTRODUCTION TO POETRY – CRN 31042**

Instructor: Jessica Dougherty-McMichael

Email: Jessica.Dougherty@mso.umt.edu

MW 3:00-4:20

Missoula College 232

Office: MC 404 Office Hours: Monday 12:00-2:00, Thursday 11:00-12:00 & by appointment (f2f & Zoom).

Link for Zoom Office Hours

<https://umontana.zoom.us/j/97632622255?pwd=aDZ3clVJR3dUVWdpMG94Wk9pRnJlZz09>

### **COURSE DESCRIPTION**

Poetry occupies a complex position in histories and cultures. It invokes and evokes great love and great disdain, inspiration and indifference. Poetry has been and is used to define people, nations, beliefs. It can oppress just as much as it can give voice to the oppressed. For all its historical and cultural specificity, poetry translates the poet's humanity to the reader and because of this poetry written four hundred years ago affects a reader today and the experiences of today's poet will reach across the boundaries of time and culture. In this introduction to poetry we will experiment with different ways of reading poetry and explore a variety of poetry from Anglophone traditions.

### **LEARNING OBJECTIVES AND GOALS**

As a literature course and in keeping with the general education requirements, this course is designed to develop your skills in the following areas:

- analyze works of art with respect to structure and significance within literary and artistic traditions, including emergent movements and forms
- develop coherent arguments that critique these works from a variety of approaches, such as historical, aesthetic, cultural, psychological, political, and philosophical.

We will read a wide range of literature through a variety of relevant critical lenses, including historical, cultural, political, social and aesthetic perspectives. You will be asked to develop coherent critiques of literature both in class and in your written work. As this course also fulfills the Writing Course requirement a significant amount of time will be focused on the writing process and the use of writing in developing critical evaluations of literature. We will focus on developing the following areas:

- Use writing to learn and synthesize new concepts
- Formulate and express opinions and ideas in writing
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

### **INFORMATION LITERACY**

As we explore literature we will engage in a semester-long discussion of information production. We will consider how to find and utilize information effectively and ethically and we will analyze how information is made – what rhetorical, political, and social forces influence the construction of information. We will also consider the construction of information specific to the discussion of literary works.

You will be required to conduct library research for your final paper. While doing such research, we will consider how information is constructed and how rhetorical, political and social forces influence the construction of information.

### **COURSE MATERIALS**

The majority of readings will be available on Moodle.

For the Poet Journal assignment, you may choose to purchase the book you explore. These will typically cost \$5-18.

As this is a writing course, be prepared to print out drafts of your papers to workshop.

### **COVID-19 SAFETY PROCEDURES**

**The University of Montana is requiring mask usage in all classrooms and laboratories regardless of vaccine status.** New cases of COVID-19, predominately caused by the Omicron variant of coronavirus, are increasing in Missoula County and across Montana. The University of Montana in following the Missoula City-County Health Department guidance recommends all individuals (regardless of vaccine status) also wear a mask indoors and get vaccinated to help slow the spread of COVID-19. Because the conditions, rules, guidance, and recommendations surrounding the COVID-19 pandemic continue to evolve rapidly, these guidelines are subject to change. You are encouraged to stay up-to-date with the most current COVID-19 guidance using the resources listed at the end of these guidelines.

- Mask use is required within the classroom or laboratory.
- If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at **(406) 243-4330**.
- If you are required to isolate or quarantine, you will be supported, and it is the hope to ensure continued academic progress.
- UM recommends students get the COVID vaccine and booster. Please direct your questions or concerns about vaccines to the Curry Health Center.
- Drinking liquids and eating food is discouraged within the classroom.

Please refer to UM's [Coronavirus student information](#) page for more information and resources.

### **REQUIRED TECHNOLOGY: CAMPUS E-MAIL ACCOUNT, MICROSOFT WORD, MOODLE, ZOOM**

Please activate your campus e-mail account right away. Every student is issued a university e-mail account, and there is no cost.

This course requires essential computer skills so that you can access email and negotiate Moodle and Zoom. **Early in the semester, UM offers a number of Moodle workshops. If you are unfamiliar with Moodle, Zoom, or if you have limited computer experience, please attend these workshops. You can also find information at [Keep on Learning](#).** You will be expected to work with computers for appropriate class assignments, and most correspondences will be conducted via email/Moodle. Most class materials and instructions will be posted in Moodle. *With the exception of some initial explanations during our first classes, please do not expect extra time in class for any learning curve you might face with technology.* Likewise, please do not expect any extensions on due dates for an assignment because of any technical difficulties you have not conquered. Backup all work.

**Papers will be submitted in Microsoft Word.** If you do not currently have Microsoft Word, be sure to access your free UM version. Directions can be found [here](#).

### **USB DRIVE AND/OR ONLINE STORAGE**

You will be working with multiple drafts throughout the semester and will need to save each draft. While it is important to save these drafts to your personal computer/laptop/tablet it is not always possible to access these drafts, therefore you will need either a USB storage device (flash drive, jump drive, USB drive, thumb drive, memory stick) and/or online storage (while most online storage services are sufficient, the university offers [UM box](#) for free).

### UNIVERSITY-WIDE PROGRAM-LEVEL WRITING ASSESSMENT

This course requires an electronic submission (via Moodle) of an assignment stripped of your personal information to be used for educational research and assessment of the university's writing program. Your paper will be stored in a database. A random selection of papers will be assessed by a group of faculty and staff using a rubric developed from the following Writing Learning Outcomes.

- Compose written documents that are appropriate for a given audience or purpose
- Formulate and express opinions and ideas in writing
- Use writing to learn and synthesize new concepts
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
- Demonstrate appropriate English language usage

This assessment in no way affects either your course grade or your progression at the university. Here's the [rubric](#) that will be used to score the papers.

### GRADING AND COURSE WORK

**CLASS PARTICIPATION:** Central to any literature course is classroom discussion. Our own readings are informed and enhanced through critical and thoughtful discussion with others. As such, **participation and attendance** cannot be stressed enough. **CLASS PARTICIPATION:** Central to any literature course is classroom discussion. Our own readings are informed and enhanced through critical and thoughtful discussion with others. As such, **participation and attendance** cannot be stressed enough.

- You are allowed **two** absences. Further absences will result in a 5 point **deduction** from your grade per absence.
- You are allowed **four** Zoom classes. This option is to be used if you cannot attend the f2f class but are able to attend via zoom. It is intended for days when you may have to isolate due to COVID concerns, if you are feeling unwell due to the flu, cold, or other seasonal ailment but are still able to participate in class, if you have to care for someone who is unwell, if you have to travel for a family emergency/event, etc. **For Zoom access email me at least three hours before the class begins and I will send you a zoom link.**
- If you have any extenuating circumstances such as significant illness or emergency that will affect your attendance or will require additional zoom classes, please inform me and arrangements can be made.

Frequent late arrivals and early departures will count against the participation grade as will the use of any messaging device during class. Participation also includes bringing the relevant text(s) to class and being prepared for discussions, workshops, etc.

The participation grade includes writing conferences, workshops, as well as general participation during class and small group discussions. **15% of grade**

**POET JOURNAL:** One way to understand poetry is to explore the work of a single poet. With this in mind, you will be assigned a book of poetry by a single author. You will be expected to write 4 “journal” entries on the collection. These 1-2 page writing assignments will respond to different aspects of the poems, questions and prompts. While not a formal paper, you will be expected to turn in typed copies during the semester. **20% of grade**

**POET PRESENTATION/POST:** After spending the semester exploring a collection of poems by a single author you will be asked to present the collection to the class. The will be posted online and there will be a few different options as to the form the presentation/post takes. **5% of grade**

**CRITICAL CONTEXT PAPER:** This short context paper (**1-2 pages**) asks you to look at the historical/cultural/critical context and respond to the connections. The paper will require active engagement of all relevant texts. **5%**

**SHORT PAPERS:** There are two short papers. These papers are close readings and analytic arguments. They are 3-4 pages in length. You are required to revise one paper and are encouraged to revise the remaining paper by the end of the semester. **30% of grade**

**FINAL PAPER:** The topic of this paper is your choice but must actively engage two outside sources. As with the short papers, this paper is an analytic argument. 5-8 pages. **20% of grade**

**Annotated Bibliography:** Annotated Bibliography for your Research paper. **5% of grade**

#### **PAPER AND FILE FORMAT**

Papers will be submitted electronically via Moodle. All papers must use appropriate MLA format including, Times New Roman 12 pt font, standard double space, and one inch margins. Electronic files will be uploaded to the appropriate Moodle Assignment drop. The file must be in a doc or docx format and titled using the following format:

lastnameassignmentname.docx (for example, DoughertyMcMichaelJournalI.docx).

**Documents submitted that do not use the proper format will not be graded and the assignment will receive a zero.**

#### **ACADEMIC INTEGRITY**

The most clear and concise definition of plagiarism I have found comes from Neil Baird. I quote it at length below:

“Plagiarism is defined as representing another person’s words, ideas, data, or work as one’s own. Plagiarism includes, but is not limited to, the exact duplication of another’s work and the incorporation of a substantial or essential portion thereof. Other examples of plagiarism include the acts of appropriating the artistic or musical composition of another and Internet documents, or portions thereof, presenting them as your own.

The key to avoiding plagiarism is to give proper credit whenever the following are used:

- Another person's ideas, opinions, or theories
- Facts, statistics, graphs or other drawings or any pieces of information that are not common knowledge
- Quotations of another's actual spoken or written words
- Paraphrases of another's spoken or written words
- Organization patterns or structures of another's spoken or written work

*Worth noting is the fact that ignorance does not excuse plagiarism.* Intentional plagiarism consists of knowingly copying or using another's work without giving proper credit. Unintentional plagiarism, on the other hand, may result from a lack of familiarity with citation standards, poor research methods, or careless "cutting and pasting" of Internet and other electronic sources. In either case, both intentional and unintentional plagiarism constitute violations of the policy on Academic Dishonesty. Please see me if you have *any* questions or concerns, for plagiarism results in a failing grade on a particular paper to failure of the course." (Baird, Course Syllabus)

Plagiarism of any sort will result in a course grade of F. Please look over the University/College's [Student Code of Conduct](#).

### **STUDENT DECORUM**

Missoula College is designed as a space to share ideas and learn from one another. It is not a space for disrespectful behavior including antagonistic or bigoted language, consistent late arrivals to class, or disruptive behavior in class, including the use of cell phones. We will discuss issues that may result in disagreement and dialogue, but that dialogue should be conducted in a professional and respectful manner, one that respects the dignity of all participants.

### **DIVERSITY, EQUITY, AND INCLUSIVITY**

Missoula College values the diversity of its students, faculty, and staff as an essential strength that contributes to our shared educational mission. Students of all backgrounds and perspectives are recognized and respected in this class. Course content and activities are intended to honor diversity of gender, sexuality, ethnicity, race, culture, religion, age, disability, socioeconomic status, and all dimensions of diverse human experiences and their intersection. Please notify your instructor if components of this course present barriers to your inclusion. Students can also reach out to Dr. Salena Beaumont Hill in the [Office of Inclusive Excellence for Student Success](#), which provides student support for BIPOC and LGBTQ+ students and student groups. To explore making a formal report about discrimination or harassment, please visit the [Equal Opportunity / Title IX office](#). For counseling or advocacy related to discrimination, please visit [SARC](#).

### **ACADEMIC SUPPORT SERVICES**

We believe that all students can succeed if they put their minds to it. The Learning Center offers a variety of services to help students reach this goal. Learning Center staff tutor in many subject areas, provide academic counseling, and assist students in the transition to college. The best news is that all of these services are free and available to all students. For more information, please call 406.243.7826. The Learning Center is located in MC 022.

The Mansfield Library and the Writing and Public Speaking Center are also both excellent resources for researchers and writers.

### **OFFICE FOR DISABILITY EQUITY (ODE)**

In keeping with University policy please remember –

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please contact ODE in Lommasson 154. I will work with you and ODE to provide an appropriate accommodation.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult [ODE](#).

### **BEAR NECESSITIES AND UM FOOD PANTRY AND GRIZZLY CUPBOARDS**

Students who are experiencing basic needs insecurity are encouraged to contact ASUM Bear Necessities through their [webpage](#) or phone, 243-2017, or stop by UC 118. For students experiencing food insecurity, contact the UM Food Pantry at [umpantry@mso.umt.edu](mailto:umpantry@mso.umt.edu) for support. The UM Food Pantry is located in the ASUM offices in the southwest corner on first floor of the University Center. In addition to the UM Food Pantry, Grizzly Cupboards can currently be found on the Missoula College Campus in room 430, Trio Student Support Services in Lommasson Center room 180, and at AISS in suite 113 of the Payne Family Native American Center. You can follow the Food Pantry on Instagram at [um\\_pantry](#), like them on Facebook, and follow the blog at [umpantry.substack.com](http://umpantry.substack.com).

### **CURRY HEALTH CENTER COUNSELING**

Curry Health Center Counseling addresses the personal, behavioral, and mental health needs of UM students. They have licensed counselors and psychologists, as well as advanced graduate students. Individual appointments are \$25.00 and your initial consultation is free if you have paid the health fee for the semester. (If you have not paid the fee, you can pay at any time in the semester to access Curry.) You can call them at **243-4711**, and you can visit their website: <http://www.umt.edu/curry-health-center/Counseling/default.php>.

### **STUDENT ADVOCACY RESOURCE CENTER (SARC)**

SARC provides **free** and **confidential** support and brief counseling services for students who have experienced gender-based discrimination (e.g. sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through SARC. SARC is located in Curry Health Center, Room 108, their number is **243-4429**, and their website is <http://www.umt.edu/student-advocacy-resource-center/>. Students are also welcome to call their 24-hour support line (406) 243-6559.

### **TITLE IX**

Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

*No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.*

In accordance with Title IX laws, all employees at The University of Montana are considered “Responsible Employees,” which requires me to report incidents of gender-based discrimination (e.g. sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking) to the Title IX Coordinator, Alicia Arant (243-5710, [eoaa@umontana.edu](mailto:eoaa@umontana.edu), University Hall, Room 006). Please know, I will work with you when I do this. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.



Due to the nature of this course assigned readings may change throughout the semester to better cater to the needs of the class. Be sure to pay attention in class and check email/Moodle for modifications.

### **WEEK ONE – INTRODUCTIONS AND SPEAKER, SYNTAX, AND DICTION**

1/19 Introductions

### **WEEK TWO – SPEAKER, SYNTAX AND DICTION**

1/24 “Reading the Poe” *Sound and Sense*

“Speaker: Whose Voice Do We Hear?” *The Norton Introduction to Literature*

“We Real Cool”

1/26 “Those Winter Sundays”

“love poem”

“How to Write about a Poem – and Why”

“Quotation, Citation, Documentation”

### **WEEK THREE – CREATING IMAGES**

1/31 “Song”

“in Just-“

“Facing It”

2/2 “Song”

“in Just-“

“Facing It”

“Literary Analysis”

### **Poet Journal I due**

### **WEEK FOUR SOUND I**

2/7 “Rhyme”

“Dulce et Decorum Est”

2/9 “Rhyme”

“Dulce et Decorum Est”

### **Poet Journal II due**

### **WEEK FIVE – FIGURATIVE LANGUAGE AND SYMBOL**

2/14 “Symbol and Figurative Language”

“Barbie Doll”

“Morning Song”

“Kind of Blue”

\*

2/16 “Symbol and Figurative Language”

“Barbie Doll”

“Morning Song”

“Kind of Blue”

\*

### **WEEK SIX – SETTING**

2/21 **PRESIDENTS’ DAY – NO CLASS**

2/23 “Digging”

\*

**Short Formal Paper I due**

### **WEEK SEVEN – SOUNDS II**

#### **WRITING CONFERENCES**

2/28 reading from Keats’ letters  
“Ode to a Nightingale”

3/2 “Ode to a Nightingale”

### **WEEK EIGHT – SOUND III**

3/7 On Meter

“Delight in Disorder”

“When I have fears that I may cease to be”

3/9 On Meter

“Delight in Disorder”

“When I have fears that I may cease to be”

**Short Formal I Revision Due**

### **WEEK NINE – SONNET**

3/14 The Sonnet

3/16 The Sonnet

**Poet Journal III due**

### **SPRING BREAK 3/21-3/25**

### **WEEK TEN – EKPHRASIS**

3/28 **POETIC CONVERSATIONS PAPER DUE**

3/30 “Ekphrasis” Poets.org

“Aubade with Burning City”

“Dinosaurs in the Hood”

“Landscape with the Fall of Icarus”

“Musée des Beaux Arts”

“Not My Best Side”

“Translation Class”

## **WEEK ELEVEN – POETIC FORMS**

4/4 Poetic Forms  
“Villanelle”  
“Do Not Go Gentle into that Good Night”  
“One Art”  
“Sestina”  
“Bilingual Sestina”  
“l(a)”

4/6 Poetic Forms  
“Villanelle”  
“Do Not Go Gentle into that Good Night”  
“One Art”  
“Sestina”  
“Bilingual Sestina”  
“l(a)”

### **Short Formal Paper II due**

## **WEEK TWELVE – TRADITIONS**

4/11 “Ulysses Overview”  
“Ulysses”  
“Sea Grapes”  
“Ulysses, Embroidered”  
“Siren Song”  
“Penelope”  
Chapter 28 “The Literary Research Paper”

4/13 “Ulysses Overview”  
“Ulysses”  
“Sea Grapes”  
“Ulysses, Embroidered”  
“Siren Song”  
“Penelope”

## **WEEK THIRTEEN – CONVERSATIONS**

4/18 From *Song of Myself*  
“I, Too”  
“A Supermarket in California”  
Adrienne Rich  
“Defending Walt Whitman”

4/20 From *Song of Myself*  
“I, Too”

“A Supermarket in California”

Adrienne Rich

“Defending Walt Whitman”

**WEEK FOURTEEN – CLASS CHOICE**

4/25 Poet TBD Class Choice

**Poet Journal IV due**

4/27 Poet TBD Class Choice

**WEEK FIFTEEN – ARS POETICA**

5/2 **Poetry Presentations**

5/4 “Ars Poetica”

**Annotated Bibliography Due**

**WEEK SIXTEEN – FINALS WEEK**

5/10 Tuesday 3:20-5:20

**Final Paper and Optional Revision Due**