

Spring 1-2016

LIT 120L.01C: Introduction to Poetry

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LIT 120L 01C – INTRODUCTION TO POETRY

Instructor: Jessica Dougherty-McMichael

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MW 2:10-3:30

GrizHouse 9B

Office: Griz House 6

Office Hours: M 11:15-12:45, W 12:30-2:00 & by appointment

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.

COURSE OBJECTIVES AND GOALS

As a literature course and in keeping with the general education requirements, this course is designed to help you develop your analytical skills as well as an understanding of and appreciation for literature. We will read a wide range of poetry through a variety of relevant critical lenses, including historical, cultural, political, social and aesthetic perspectives. You will be asked to develop coherent critiques of poetry 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

250 Poems: A Portable Anthology 3rd Edition. Eds. Peter Schakel and Jack Ridl.

ISBN 978-1-4576-3692-9

Additional reading available on Moodle

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

REQUIRED TECHNOLOGY: CAMPUS E-MAIL ACCOUNTS AND MOODLE

Please activate your campus e-mail account right away. Every student is issued a university e-mail account, and there is no cost. Go to any technology help desk on campus for assistance on either campus.

This course requires essential computer skills so that you can access email and negotiate Moodle. *Early in the semester, UM offers a number of Moodle workshops. If you are unfamiliar with Moodle or if you have limited computer experience, please attend these workshops.* 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.

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. You are allowed **two absences**. Further absences will result in a **5% deduction** from your grade per absence. If you have any extenuating circumstances such as significant illness or an emergency that will affect your attendance 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 occasional **reading response papers**, writing conferences, as well as general participation during class and small group discussions. **5% 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 5 “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. **10% of grade**

POET PRESENTATION: 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 presentation can take multiple forms (thematic, biographic, focused on specific poems) but should last 8-10 minutes and incorporate at least 1 poem from the collection. **5% of grade**

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. 5-9 pages. **20% of grade**

MIDTERM EXAM: This exam will cover all reading up to the exam date. It will consist of short answer, identification and short essay questions. **15% of grade**

FINAL EXAM: The final exam will cover all reading in the course. It will consist of short answer, identification and essay questions. **15% of grade**

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](#). The Mansfield Library's "[Plagiarism and Academic Honesty](#)" page is also quite useful.

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.

DISABILITY SERVICES

In keeping with University policy please remember –

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS 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 Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://www.umt.edu/dss/>

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

1/25 Introductions

1/27 *Sound and Sense*: Chapter 2 Moodle
“Those Winter Sundays” 156
“love poem” 193

WEEK TWO – SYNTAX AND DICTION

2/1 “We Real Cool” 165
“Digging” 211-212

2/3 “She Had Some Horses” 250-252
“in Just-“ 134-135
“Much madness is divinest Sense” 91
“How to Write about a Poem – and Why” 304-318
“Quotation, Citation, Documentation” Moodle

WEEK THREE – SOUND I

2/8 “The Second Coming” 98-99
“homage to my hips” 207
Poet Journal 1 due

2/10 “Daddy” 195-197
“Literary Analysis” Moodle

WEEK FOUR – CREATING IMAGES

2/15 No Class – Presidents’ Day

2/17 “Thirteen Ways of Looking at a Blackbird” 110-111
“Garden” 119-120
“Facing It” 238
Poet Journal 2 due

WEEK FIVE – FIGURATIVE LANGUAGE AND SYMBOL

2/22 “Symbol and Figurative Language” Moodle
“Out, Out—” 108-109
“Barbie Doll” 205-206

2/24 “Coal” 200-201
“Morning Song” 195
Short Formal Paper 1 due

WEEK SIX – SOUNDS II

2/29 “Rhyme” Moodle
“Dulce et Decorum Est” 133-134

3/2 “One Art” 155
“My Last Duchess” 68-69

WEEK SEVEN – SOUNDS III

3/7 Writing Conferences

3/9 On Meter Moodle
“Delight in Disorder” Moodle
“When I have fears that I may cease to be” 57
Midterm Review

WEEK EIGHT – MIDTERM AND POETIC FORM

3/14 **Midterm Exam**

3/16 The Sonnet Moodle

WEEK NINE – POETIC FORMS AND SETTING

3/21 Poetic Forms Moodle
“Do Not Go Gentle into that Good Night” 161-162
“Villanelle” 228
“Sestina” Moodle
“l(a)” Moodle
Revision Due

3/23 “at the cemetery” 208-209
“Kubla Kahn”
Poet Journal 3 due

WEEK TEN – TRADITIONS

3/28 “Ulysses” 65-67
“Sea Grapes” 190
“Ulysses, Embroidered” Moodle
“Siren Song” Moodle
“Penelope” Moodle

3/30	“Ulysses”	65-67
	“Sea Grapes”	190
	“Ulysses, Embroidered”	Moodle
	“Siren Song”	Moodle
	“Penelope”	Moodle
	Short Formal Paper 2 due	

WEEK ELEVEN – SPRING BREAK

WEEK TWELVE – CONVERSATIONS

4/11	From <i>Song of Myself</i>	69-91
	“I, Too”	Moodle
	“A Supermarket in California”	176
	Adrienne Rich	Moodle
	“Defending Walt Whitman”	Moodle
4/13	From <i>Song of Myself</i>	69-91
	“I, Too”	Moodle
	“A Supermarket in California”	176
	Adrienne Rich	Moodle
	“Defending Walt Whitman”	Moodle
	Chapter 28 “The Literary Research Paper”	Moodle
	Poet Journal 4 due	

WEEK THIRTEEN – A POET’S WORK

4/18 Poet TBD

4/20 Poet TBD

WEEK FOURTEEN -- PRESENTATIONS

4/25 Poetry Presentations

Poet Journal 5 due

4/27 Poetry Presentations

WEEK FIFTEEN

5/2 Poetry Presentations
Workshop final paper

5/4 Finish Poetry Presentations
Final exam review
Final paper due

WEEK SIXTEEN – FINAL EXAM WEEK

5/9 Final exam 3:20-5:20