

## ENG 243 70 2: Poetry

Cedar Crest College

Summer Session I

MW 6-9 p.m.

ALH 211

Prof. Mary H. Snyder

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### Texts

Knorr, Jeff. *An Introduction to Poetry: The River Sings*. Upper Saddle River, NJ: Pearson Education, Inc., 2004.

Oliver, Mary. *Dream Work*. New York: Atlantic Monthly Press, 1986.

Oliver, Mary. *A Poetry Handbook*. New York: Harcourt Brace & Company, 1994.

Rilke, Rainer Maria. *Letters to a Young Poet*. 1934. New York: W. W. Norton & Company, Inc., 2004.

Strand, Mark and Eavan Boland. *The Making of a Poem: A Norton Anthology of Poetic Forms*. New York: W. W. Norton & Company, 2000.

### Course Description

Poetry offers insight into our lives and the world in a way that helps us see with fresh eyes. This course will focus on different aspects of the genre, including point of view, diction (word choice), syntax (word order), tone, figures of speech, symbolism, irony, sound, rhythm, and form. The course will stress close critical reading and discussion of selected poems written by 19<sup>th</sup> and 20<sup>th</sup> century authors from around the world, with special emphasis on works by American writers.

English 243: Poetry is designed to facilitate the following educational outcomes:

- Students will demonstrate knowledge of the history, development, elements, and forms of the poem through time and around the world
- Students will demonstrate understanding of how individual works of poetry fit into larger critical, cultural, and historical contexts
- Students will demonstrate reading and analytical/critical thinking skills through oral presentations of ideas and responses and through writing activities, including exams
- Students will demonstrate competency in basic writing skills
- Students will demonstrate knowledge of basic literary terms

To attain these outcomes, English 243 pursues the following course objectives:

- At the completion of this course, students will have an overview of historical developments in poetry around the world
- Students will have knowledge of works of poetry and their historical and cultural contexts
- Students will be able to analyze a poem, considering both its formal qualities and its various contexts
- Students will be able to devise approaches to teaching a similar course on the high school level
- Students will be able to write effective literary essays
- Students will have gained an appreciation of poetry and of the connections to be made among literary works in various times and by writers of diverse cultures, races, etc.

English 243 achieves its intended educational outcomes through the following forms of assessment:

- Students will demonstrate knowledge of course content through the writing of an analytical paper or original poems (a writing project), a group project of analytical work, completion of two exams, informal writing assignments, and regular and informed contributions to class discussion
- Students will demonstrate analytical/critical thinking ability through class discussions and writing assignments
- Students will demonstrate the ability to write clearly and effectively through completion of analytical essays and short answer/essay exams

**Honor Philosophy:** The Cedar Crest Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. It is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

**Classroom Protocol:** Appropriate classroom behavior is implicit in the Cedar Crest Honor Philosophy. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations, and any other behaviors that might disrupt instruction or compromise students' access to their Cedar Crest College education.

A special note is appropriate here regarding the tone of our classroom discussions. An important strategy for producing more thoughtful writing is to approach ideas with an attitude of skepticism, whether those ideas come from readings, professors, or classmates. In order to better understand a way of fashioning the world, we must probe the basis for that point of view and examine what reasons and evidence may or may not support it. This is especially critical when it comes to our most closely held beliefs, beliefs that we might feel uncomfortable with placing them under too much scrutiny. As we engage in this process of inquiry, please remember that, while we should

question and challenge each other's opinions, a sign of intellectual maturity is that we do so respectfully.

As we live in an age of increasing technological diversion, it becomes easy to forget the good manners of paying attention to those immediately around us. Please remember to shut cell phones off and refrain from checking your email or any wayward browsing of the Internet during class. ***Let me reiterate this: no cell phone, laptop, or Internet use – or any technological item use for that matter – during class, or I will ask you to leave.***

**Academic Honesty and Plagiarism:** Plagiarism is the act of using someone else's ideas or words and passing them off as your own without giving credit to the original source. Since a key goal of a college education is to develop and express your own ideas, plagiarism is an extremely serious academic offense.

It is dishonest to present oral or written work that is not entirely the student's own, except as may be approved by the instructor. Students must follow the requirements of the instructor regarding when and how much collaboration with other students is permitted. Any language taken from another source, whether individual words or entire paragraphs, must be placed in quotation marks and attributed to the source, following the citation format specified. Paraphrased material from an outside source must also be attributed. In addition, if the student is indebted to another source for a specific perspective or a line of argument—regardless of whether the student has directly quoted the source or not—that debt must be acknowledged.

In this class, the penalty for plagiarism and other forms of academic dishonesty is a grade of F either on the individual assignment or for the entire course, to be determined by the instructor based upon the severity of the offense.

For an extended description of what constitutes plagiarism, please consult *Writing at Cedar Crest College: A Student's Guide*.

**Attendance:** Simply put, you are expected to attend and participate in each class meeting. Improving your college writing skills requires sustained practice in class discussions and exercises, and missing class means that you're missing activities that cannot easily be made up. For each absence beyond one penalty-free absence during the session, your final course assessment will be lowered one letter grade (e.g. A- to B+). There is no distinction between "excused" and "unexcused" absences. If you miss a class, you remain responsible for the material covered. Missing more than 1/4 of the class meetings (3 classes in a session) will result in a final grade of F.

**Class Cancellation:** If Cedar Crest's campus is open, you should expect our class meetings to be held. If troublesome weather threatens to close the campus and thus cancel class, however, you should refer to Cedar Crest's Inclement Weather Hotline at 610-606-4629 for notification. If I cancel class independently of the campus closing, due to weather or for other reasons, I will send a class-wide email to your Cedar Crest account.

**College Policy Regarding Learning Disabilities:** Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the

first two weeks of class. Students with disabilities who wish to request accommodations should contact the Learning Center.

**My Policy Regarding Late Assignments:** I DO NOT accept late assignments. If you experience extenuating circumstances that prevent you from completing an assignment on time, you will need to have documentation of that circumstance and I reserve the right to make my decision. If it is an extenuating circumstance, you have 24 hours past the due date to hand in the assignment, both through email and a hard copy. Thus, no late assignments will be accepted unless proper documentation of an extenuating circumstance is provided and approved by me, and then only by getting the late assignment to me, both through email and hard copy, within 24 hours of the due date. A penalty for lateness will apply.

**My Policy Regarding Email:** I will not accept writing assignments over email, especially due to the new version of Microsoft. Also, I will only respond to emails that I deem necessary to do so. I recommend that you bring any concerns or questions to me before/after class or during my office hours.

**Modern Language Association (MLA)** format is required for the group and writing projects. The work must be typed (double-spaced) and stapled, with one-inch margins all around. Please use 12 point, Times New Roman font. Do not include a cover page or plastic cover; instead, place your name, the course information (my name and the course/section numbers), and the due date in the upper left corner of page one. A title for the work is required, and should be centered on page one. Subsequent pages must include your name and the page number at upper right. For the writing project, these requirements apply whether you choose to write an analytical paper or an original short story.

Please familiarize yourself with the MLA format as soon as possible. Any good college writing manual will contain what you need. If you write an analytical paper, you must use in-text citations rather than footnotes or endnotes; a Works Cited page must also be included in accordance with the MLA style.

**Important Note:** In writing a college level analytical paper, sources such as *Sparks Notes*, *Cliffs Notes*, *gradesaver.com* and the like **are not acceptable**; articles in reputable literary journals (find them via EBSCOHost and other databases – library reference staff can help you), book-length works by literary scholars and biographers, and published interviews with writers and literary scholars relevant to the paper are appropriate sources. If at any time you have a question regarding the appropriateness of a source, please ask me. (And, stay away from Wikipedia!)

## **Grading**

Your work will be evaluated as follows:

Informal writing assignments -	10%
Exams -	30% (two exams, 15% each)
Group project -	20%
Individual writing project -	20%
Participation -	20%

Informal writing assignments: These will include any assignments that I assign in class or for out-of-class work. Such assignments are designed to enhance your understanding of the material, and also your performance on the exams and projects.

Exams: Two exams will be given, which will reflect your understanding of the material thus far. I will let you know what to expect on each exam. The exams will be comprised of short answer and essay questions, primarily testing your ability to analyze works of poetry by relying on your knowledge of the literary terms we've studied.

Group project: This project will involve the analysis of a selection of poems assigned to your group. Your group will present your work on these poems and each member will write an explication/analysis of one of the poems assigned to your group.

Writing project: You will have the choice to work on either an in-depth examination of one poet's work in the genre or a collection of original poetry written by you (which will need to be accompanied by an in-depth examination of your writing process). The writing project must be at least six full pages in length (not including your poetry if you choose to do the creative writing project).

Participation: Your participation grade will be determined according to the following criteria.

<b>Grade</b>	<b>Criteria</b>
<b>A</b>	Regularly demonstrates excellent preparation: has clearly read the assigned material and thoughtfully considered any suggested questions, etc. Brings original thought and perspective to discussion, making significant contributions that expand and extend our collective understanding and appreciation of the literary work. Listens attentively to class members and instructor and responds constructively. Maintains active involvement throughout the semester.
<b>B</b>	Regularly contributes to class discussions and has clearly read the assigned material, considering any suggested questions, etc. Brings original thought and perspective to discussion. Listens attentively to class members and instructor. Maintains consistent ongoing involvement throughout the semester.
<b>C</b>	Contributions to discussion show that the assigned materials have been read. Listens attentively to class members and instructor. Level of involvement variable, but can contribute when called upon.
<b>D</b>	Doesn't often contribute without being called upon. Completion of assigned reading sometimes in doubt. Level of involvement consistently unsatisfactory.
<b>F</b>	Does not contribute to discussion unless called upon. Contributions when called upon indicate that assigned materials have not been read.

## Assignment Schedule

**Have assignments ready for specified day. I reserve the right to change the schedule should I feel it necessary for any reason, including both additions and/or subtractions. Also, further details will be given in class for assignments listed; this is a general guide.**

Monday, May 18<sup>th</sup>: Introduction(s) / syllabus

Wednesday, May 20<sup>th</sup>: Introduction to poetry

Knorr's *An Introduction to Poetry* – Chapters 1, 2  
Strand and Boland's *The Making of a Poem* – introductory sections, pp. xiii-xxix

Monday, May 25<sup>th</sup>: No class

Wednesday, May 27<sup>th</sup>: Elements of poetry

Knorr – Chapters 4, 5

Monday, June 1<sup>st</sup>: Poetic forms; group work assignment

Knorr – Chapters 6, 7  
Strand and Boland – The Villanelle (pp. 5-7), “The Waking” (11), “One Art” (11-12), “Do Not Go Gentle Into That Good Night” (12), Elizabeth Bishop (19-20)  
The Sonnet (pp. 55-9), “Shall I Compare Thee...” (59), “How do I love thee...” (63),  
“What lips my lips have kissed” (64), Edna St. Vincent Millay (71-2)  
The Elegy (pp. 167-8), “On My First Son” (172), “Child Burial” (204-5)

Group project assignment handed out

Wednesday, June 3<sup>rd</sup>: Analyzing poetry

Group work and presentation of project

Monday, June 8<sup>th</sup>: Exam 1 on elements of poetry, poetic forms, and analyzing poetry

Group project paper due  
Exam 1

Wednesday, June 10<sup>th</sup>: Learning to think like a poet (and try writing like one)

Selections from Rilke (to be assigned)  
*The Poetry Handbook* – pp. 1-34

Monday, June 15<sup>th</sup>: Writing poetry

*The Poetry Handbook* – pp. 35-111

Wednesday, June 17<sup>th</sup>: Exam 2 on writing poetry

Review *The Poetry Handbook*  
Exam 2

Monday, June 22<sup>nd</sup>: Mary Oliver; beginning the writing project

*Dream Work*

Wednesday, June 24<sup>th</sup>: Writing Project Workshop

Monday, June 29<sup>th</sup>: Writing Project Reading / Presentations

Writing Project due

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Grades for this course will be issued according to the following percentages:

94-100%	A	74-76.99%	C
90-93.99%	A-	70-73.99%	C-
87-89.99%	B+	67-69.99%	D+
84-86.99%	B	64-66.99%	D
80-83.99%	B-	60-63.99%	D-
77-79.99%	C+	0-59.99%	F

Please note: A D- cannot be given as a final grade according to university policy. If your final quantitative grade falls in the D- range, I will make a decision as to your letter grade based on my judgment of your work and effort in the class.