

University of Montana

ScholarWorks at University of Montana

Syllabi

Course Syllabi

1-2015

LIT 120L.01C: Introduction to Poetry

Jessica M. Dougherty-McMichael

University of Montana - Missoula, Jessica.Dougherty@mso.umt.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Dougherty-McMichael, Jessica M., "LIT 120L.01C: Introduction to Poetry" (2015). *Syllabi*. 2885.

<https://scholarworks.umt.edu/syllabi/2885>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

LIT 120L 01C – INTRODUCTION TO POETRY

Instructor: Jessica Dougherty-McMichael
MW 2:10-3:30

Email: Jessica.Dougherty@mso.umt.edu
Griz House 09B

Office: Griz House 6/Writing Trailer Office Hours: M/W 1-2, T 11:30-12:30 & 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 poetry 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

Poems, Poets, Poetry 3rd Edition, Helen Vendler

Additional reading available on Moodle

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

I recommend that you use [UM box](#) (or other online storage) and/or USB drive storage to back up your 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. **20% 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 2 poems 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. **20% 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. 6-9 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**

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. The rubric that will be used to assess your assignment can be found on Moodle.

PLAGIARISM AND ACADEMIC HONESTY

Plagiarism is unacceptable in this class and at the university. According to University policy,

Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. [...]

Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas.

Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.

<http://www.umt.edu/catalog/academic/policy.htm>

OTHER CONSIDERATIONS

In keeping with University policy please remember –

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/disability>.

WEEK ONE

1/26 FIRST DAY OF CLASS – INTRODUCTIONS

1/28 Chapter 1: “Poem as Life” 3-16
 “Theme for English B” 19-20
 “Facing It” 24-25
 “Reading the Poem” Moodle (20-22, 29)

WEEK TWO

2/2 Chapter 2: “The Poem as Arranged Life”
 “The Private Life” 27-51
 “Footnote to the Amnesty Report on Torture” 73-75
 “Morning Song” 558

2/4 Chapter 2: “The Poem as Arranged Life”
 “The Public Life” 51-57
 “Nature and Time” 57-66
 “The Spring Poem” 59
 “The Convergence of the Twain” 71-72

JOURNAL ENTRY 1 DUE**WEEK THREE**

2/9 Chapter 3: “Poems as Pleasure” 77-99
 “Sonnet 130” 101
 “The Season of Phantasmal Peace” 109

2/11 Chapter 4: “Describing Poems” 111-138
 “Ode to a Nightingale” 144-146
 “From the Frontier of Writing” 150

WEEK FOUR

2/16 NO CLASS – PRESIDENT’S DAY

2/18 Writing About Poetry Moodle
 Chapter 11” Writing about Poems 323-340
 “Ars Poetica” 523

JOURNAL ENTRY 2 DUE**WEEK FIVE**

2/23 Chapter 5: “The Play of Language” 153-167
 “My Last Duchess” 170
 “in Just –” 5-6
 “Poema para los Californios Muertos” 176

WORKSHOP PAPER 1

2/25 Chapter 6: “Constructing Self” 179-196

	“Heritage”	207-210
	“Her Kind”	210
	PAPER 1 DUE	
WEEK SIX		
3/2	“This Is a Photograph of Me”	380
	“The Writer”	631-632
	“Autobiography in Red and Yellow”	643-645
3/4	NO CLASS – WRITING CONFERENCES	
WEEK SEVEN		
3/9	Chapter 12: “Studying Groups of Poems”	341-368
	“Dulce et Decorum Est”	47
	“Epitaph on an Army of Mercenaries”	Moodle
	“Base Details”	Moodle
	JOURNAL ENTRY 3 DUE	
3/11	“From <i>Song of Myself</i> ”	627-629
	“I, too”	501-502
	“Supermarket in California”	Moodle
	“Defending Walt Whitman”	Moodle
	MIDTERM REVIEW	
WEEK EIGHT		
3/16	Midterm	
3/18	Chapter 7: “Poetry and Social Identity”	213-227
	“A Litany in Time of Plague”	229-230
	“An Argument: On 1942”	234-235
WEEK NINE		
3/23	Chapter 8: “History and Regionality”	239-253
	“Kubla Khan”	256-257
	“Easter 1916”	263-265
3/25	“Harlem, Montana: Just Off the Reservation”	624-625
	“Making Certain It Goes On”	Moodle
	WORKSHOP PAPER 2	
WEEK TEN NO CLASS – SPRING BREAK		
WEEK ELEVEN		
4/6	Chapter 9: “Attitudes, Values, Judgments”	281-290
	“Sunflower Sutra”	300-302
	“Whatever you say, Say Nothing”	Moodle

	“For a Coming Extinction”	532
	PAPER 2 DUE	
4/8	“Helen”	486
	“Ulysses”	613-615
	“Ulysses Embroidered”	Moodle
	“Siren Song”	Moodle
	WEEK TWELVE	
4/13	The Sonnet	Moodle
	“On the Sonnet”	Moodle
	“In an Artist’s Studio”	Moodle
	“Yet Do I Marvel”	Moodle
	“Not marble, nor gilded monuments”	Moodle
	“Not only marble, but the plastic toys”	Moodle
	“I will put Chaos into fourteen lines”	Moodle
4/15	Ekphrasis	
	“Landscape with the Fall of Icarus”	632
	“Musée des Beaux Arts”	383
	“Not My Best Side”	Moodle
	JOURNAL ENTRY 4 DUE	
	WEEK THIRTEEN	
4/20	“Poets on Poetry”	307-320
	“A Trenta-Sei of the Pleasure We Take in the Early Death of Keats”	Moodle
	“White Poems”	Moodle
4/22	“The Garden by Moonlight”	Moodle
	“Epilogue”	Moodle
	Discuss Research Essay	
	WEEK FOURTEEN	
4/27	Presentations	
	JOURNAL ENTRY 5 DUE WITH PRESENTATION	
4/29	Presentations	
	WEEK FIFTEEN	
5/4	Presentations	
5/6	Final Exam review	
	Workshop Final Paper	
	WEEK SIXTEEN	
5/11	(Monday) 3:20-5:29 Final Exam	