



ENGL 2240

Division: Humanities

Department: English

Course: ENGL 2240

Title: Introduction to Poetry

Catalog Description:

This course provides a critical approach to poetry's forms and developments, including historical trends and modern movements. Emphasis is on recognizing, understanding, and responding to poetry in all its forms.

General Education Requirements: Humanities

Semesters Offered: Fall

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Justification:

An ability to read poetry well is central to understanding and experiencing the world's literature. This course teaches students to read flexibly, analytically, and imaginatively; to perceive aesthetically; and to critically assess written texts. In addition, the course helps students to apply aesthetic understanding to life experiences as well as understand and value their own language and culture.

This course devotes an entire semester to reading, studying, and understanding poetry, and also provides variety in the choices a Snow College student might make in literary studies. The course fulfills a General Education requirement in Humanities. It is traditionally offered at Snow, and reflects the ability of the faculty to teach a wide variety of courses.

Student Learning Outcomes:

Students will be able to identify major English, American, and international poets (in translation), their important works and major themes.

Students will be able to discuss the strengths of particular poets and poems in relation to their historic, social, and technical content.

Students will recognize the central position poetry maintains in studying, understanding, and participating in the world's literature.

Content:

ENGL 2240 covers methods of reading poetry that include the following approaches:

- Comprehending tone
- Understanding the speaker in the poem
- Understanding the voice in relation to the speaker
- Understanding the influence of the setting on the poem
- Understanding the situation presented in a poem
- Understanding the importance of time and place as part of setting
- Understanding precision and ambiguity in language
- Reading to identify metaphor and simile
- Reading to identify symbolic content
- Reading to respond to sound devices
- Reading to become aware of internal structure
- Reading to become aware of poetic form
- Reading to respond to poetic parody
- Reading to evaluate the artistic merit of poetry.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students read many poems and are quizzed on content. Discussion questions require students to respond to their understanding of such topics as word choice, form, and traditional poetic devices.

2) Write clearly, informatively, and persuasively.

Each student writes a paragraph response in each day's quiz and also writes one essay that analyzes a poem, supporting a thesis statement and following traditional methods of writing about literature.

5) Apply a cultural and historical awareness to a variety of phenomena.

Poems are discussed in light of the cultural and historic context in which they were written, and students are expected to consider those matters in their own interpretations of poetry. Frequently such information adds a depth of understanding not possible any other way.

9) Respond with informed sensitivity to an artistic work or experience.

Students learn to respond to the beauty of poetic language as well as the beauty of philosophical insight by reading poetry aloud; by becoming aware of meter, alliteration, assonance, repetition, and other poetic devices; by learning to observe symbolism and allusion; and by analyzing word usage to arrive at a secondary meaning.

Key Performance Indicators:

30 quizzes, including short answer paragraphs (35-40%)

3 examinations, including short essays (35-40%)

1 critical essay (10-15%)

1 oral report (10-15%)

Representative Text and/or Supplies:

There are many excellent anthologies covering an introduction to reading poetry seriously. An example would be

Hunter, J. Paul. *The Norton Introduction to Poetry*. New York: W.W. Norton, current edition.

Optimum Class Size: 15

Maximum Class Size: 30

Signatures:

I hereby submit this course syllabus:

Melanie Jenkins, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the English Department:

Melanie Jenkins, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)