ENGL 114

Introduction to Poetry

ENGL 114  Introduction to Poetry  3 Units

Prerequisite: Satisfactory completion of ENGL 50.
Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Analysis and discussion of poetry. Field trips might be required. Course is applicable to the associate degree.

General Education:
CSU-GE - C2
IGETC Category: IGETC - 3B

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Elements of poetry
      1. Meter and rhythm
      2. Rhyme, alliteration, assonance, half-rhyme, etc.
      3. Figurative use of language (metaphor, simile, symbol, allegory, etc.)
      4. Allusion
      5. Voice, tone, persona
      6. Theme
   B. Methods of analyzing poetry
      1. Interrelationship of elements (e.g., effect of meter on tone, the contribution of allusion to meaning, symbolism to communicate theme, etc.)
      2. Recognition of symbol and metaphor
      3. Recognition of recurring themes and motifs
      4. Interpreting theme or idea: implied and explicitly stated themes
   C. Most common genre of poetry and poetic forms
   D. Technique, convention, and form of academic writing about literature

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

   Satisfactory completion of ENGL 50.

2. Advisories

   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. Requisite Skills

   Before entering the course, the student will be able to:
a. Comment on and analyze reading selections in directed class discussions.

b. Write compositions as assigned, employing sound rhetorical and organizational skills.

c. Write clear introductions, theses, body paragraphs, and conclusions in essays.

d. Use a variety of academic sentence structures.

e. Adhere to the conventions of standard edited English.

f. Revise and improve essay drafts.

C. HOURS AND UNITS

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tr>
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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Assign reading: poems and selections from longer poems, supplementary reading in literary criticism and commentary

2. Lecture on poems and poetry, and writing about literature

3. Direct class discussion of works of poetry

4. Assign written essays

5. Discuss model student writing as needed

6. Present recordings, films and video materials

7. Test comprehension, understanding, and ability to apply ideas presented in lecture and reading

E. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   Time spent on coursework in addition to hours of instruction (lecture hours)

   1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism.
   2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.
   3. Preparation for in-class essays, quizzes and exams, such as a mid-term and final.

2. **EVIDENCE OF CRITICAL THINKING**

   Assignments require the appropriate level of critical thinking

   The following typical out-of-class essay assignment demonstrates the appropriate level of critical thinking for this course:

   Formulate a judgment about a specific work based on the way the literary elements and artistic technique of the poet coalesce to unify the work and to communicate a theme or outlook.
The following typical in-class quiz demonstrates the appropriate level of critical thinking for this course:

State how the tone of the poem conveys the poet's attitude or meaning.

The following in-class assignment demonstrates the appropriate level of critical thinking for this course:

Offer specific evidence for the soundness of a thesis debated in class discussion of a poem.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

Read, identify, and analyze poetry; to understand its historical forms and related literary criticism; and to demonstrate skill in literary analysis.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals

   Upon satisfactory completion of this course, the student will be able to:

   a. Name major elements of poetry according to the terminology commonly used in the analysis of poetry.

   b. Identify and define correctly common verse forms and major types of poems.

   c. Read assigned works of poetry with identification of literal and implied meaning of the text.

   d. Analyze works of poetry in class discussion to determine content, the effect of metrical form and rhyme on meaning and effect, and how diction and tone contribute to thematic coherence.

   e. Write analytically and critically about assigned readings and demonstrate competence in use of the tools of literary analysis.

   f. Read poetry from anthologies that include a broad range of multicultural experiences.

   g. Present or perform poems to encourage the aural experience of poetry.
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Evaluation of homework assignments.
   2. Evaluation of written essays
   3. Evaluation of quizzes
   4. Evaluation of mid-term exam

B. SUMMATIVE ASSESSMENT
   1. Evaluation of poetry reading/performance
   2. Evaluation of final exam
   3. Evaluation of final essay