

English 210: Introduction to Poetry

Fall (2) 2016 / Alyse Bensele / alyse.bensele@ku.edu

Course Description. English 210 is a college writing course designed to further your development as a reader and writer. This course will focus on the critical thinking, reading, and writing skills you will need to interpret poems and other texts and to write critically, appreciatively, and reflectively about poetry. We will spend the majority of our time reading, discussing, and writing about individual poems. We will also read a number of essays written about poetry, considering various critical approaches to the study of literature and connections to larger cultural issues. Ultimately, this exploration of poetry will help to demystify the specter of "hidden meanings" and "obscure symbolism" in poems. Instead, there is a world of poetry very much alive and thriving.

Although this course is an 8-week "mini-mester" course, we will still be covering the same amount of material as a traditional semester-long course. Just because this is an online course doesn't mean that the workload is any less or has been made "easier." It is important that you carefully plan ahead for this condensed workload so that you can complete all minor and major assignments on time. If you ever have any questions about the assignments for this course, please email me as soon as possible so that we can work together to find a solution.

Goals and Objectives. Based on national standards, the writing program at KU has established a set of objectives for students in English 210 (elaborated in the *Composition and Literature* pamphlet). By working independently and collaboratively to interpret readings and draft original essays, you will cultivate the critical thinking and analysis skills that can successfully take you from our classroom to other academic, public, and professional scenes of communication. By the end of this course, you should be able to do the following:

1. Read consciously and contextually to develop interpretations of texts
 - a. Analyze textual details to develop an interpretation of the overall text
 - b. Identify the generic features and structures of a text
 - c. Identify and explain the relationships among writers, readers, genres, and contexts
2. Demonstrate the ability to use English studies methodologies to think critically about language, texts, and experience
 - a. Demonstrate development of deeper understanding of course concepts
 - b. Form judgments about the assumptions or claims presented in the texts
 - c. Make evidence-based arguments to support conclusions
 - d. Analyze contemporary issues in language, texts, and experience based on English studies methodologies
3. Write in ways appropriate to the course subject
 - a. Compose in at least three different types of writing for different purposes, audiences, or media (e.g. creative, analytical, evaluative, or digital)
 - b. Address multiple perspectives (scholarly and otherwise) on a topic while clearly voicing your own
 - c. Effectively use critical terminology relevant to the course subject
 - d. Incorporate evidence, following the citation style particular to the course subject
 - e. Make conscious choices about language patterns, diction, and style
 - f. Use feedback appropriately to improve their writing through revision

You should use all aspects of this course, including readings, research, assignments, discussions, and feedback as opportunities to develop your skills and expand your knowledge.

Required Materials

- Meyer, Michael. *Poetry: An Introduction*. 7th ed. Boston: Bedford/St. Martin's, 2013.
- Purdue OWL (<https://owl.english.purdue.edu/owl/>)
- Department of English. *Composition and Literature*. Lawrence: University of Kansas, 2016-2017.

Course Requirements. In this course, you will complete three individual writing projects,* along with various less formal writing assignments and exercises. Each project will build on the skills and understanding you have gained from the previous assignments. Together, the projects will allow you to write about poetry using a range of genres and approaches, from personal, to academic, to professional, to creative. More information regarding each project will be provided when the project is assigned.

*Students are required to complete *every major project* in order to receive a passing grade, even if the assignment is so late it will have earned an F.

Formatting Guidelines. Unless otherwise specified, *every document for this class must be formatted according to MLA guidelines* (12 pt. Times New Roman font, double-spaced, 1-inch margins, and proper headers). Failure to adhere to MLA formatting guidelines will affect your overall grade for the assignment.

Learning Activities and Discussion Board. In addition to the formal projects for this course, you will also complete learning activities and discussion board posts, which will help prepare you for the major writing projects.

The quizzes included in each lesson are not graded but *must be completed correctly* before you can attempt the learning activities that follow.

All initial discussion board posts are due Wednesdays by 11:59pm. All activities, quizzes, and follow-up discussion board posts are due by 11:59pm on Sundays.

Peer Review. Every major assignment has a peer review component. You will be assigned into small groups of your peers and will have a deadline to upload a *complete* rough draft of your assignment. At least two of your peers will then download your rough draft and complete peer review, which also has a deadline. Please do not upload a final draft of your assignment until the deadline for peer review has passed, as it is important to read through your peers' comments during the revision process.

If you require additional assistance, please utilize the **KU Writing Center** (writing.ku.edu). I suggest making an in-person appointment if possible, or a videoconference appointment if you are unable to meet with a consultant in person. I do not recommend using the email consultation service, not because it isn't an excellent service, but because those consultations can take a few days for a response. While I am happy to answer specific questions pertaining to an assignment, I am unable to review entire essays before they are due.

Grading. In this course, we will be using the +/- grading scale, approved by the College of Liberal Arts and Sciences, to describe intermediate levels of performance between a maximum

of A and a minimum of F. Intermediate grades represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade.

Your final grade for the course will be based on the percentages below:

Writing Project 1: Poem Explication and Analysis	20%	Due Monday, Nov 14
Writing Project 2: Literary Theory Research Paper	20%	Due Monday, Dec 5
Writing Project 3: Reader-Response Essay	20%	Due Friday, Dec 16
Discussion Boards	20%	Due Weekly
Learning Activities	20%	Due Weekly

COURSE AND DEPARTMENT POLICIES

Civility Statement. At KU, students and faculty are afforded an academic environment that allows for intellectual expression; challenging issues and ideas may arise, but none should be expressed in an inappropriate manner either verbally or in writing. One of the goals of a university is to challenge us to think again about what we know (and all that we do not know). This demands that we all share responsibility for creating and maintaining a democratic and civil learning environment within the community of the classroom. Any comments, questions, and opinions about the topics covered in class should be expressed with respectful and appropriate language. Offensive, intimidating, disruptive, racist, sexist, or otherwise malicious language, comments, or behaviors are not permitted.

Late Work. Because your classmates are depending on your input and feedback, peer review assignments *must be completed on time* to earn credit. Major writing projects will be penalized one letter grade for each calendar day they are late. Activities and discussion board posts will not be accepted late. If you have a legitimate problem with the due date of an assignment, and feel that you might be unable to meet the assignment deadline, please contact me *beforehand* about a possible extension. Do not wait until the day before an assignment is due, as I will be unable to help.

Policy on Student Academic Creations. Since one of the aims of this course is to teach students to write for specific audiences, ungraded student-authored work may be shared with other class members during the semester in which you are enrolled in the class. Please do not submit materials on sensitive subjects that you would not want your classmates to see or read, unless you inform the instructor in advance that you do not want your work shared with others.

Other uses of student-authored work are subject to the University's Policy on Intellectual Property and the Family Educational Rights and Privacy Act. If your instructor desires to use your work outside of this class (e.g. as a sample for another class or future classes), you will be asked to fill out and sign a written form authorizing such use.

Plagiarism and Academic Misconduct. Cheating or academic dishonesty of any kind will not be tolerated. Plagiarism is a serious offense and may constitute grounds for failure and/or may result in further disciplinary action according to university policy.

Stealing and passing off as your own someone else's ideas or words, or using information from another's work without crediting the source, is called "plagiarism." Some specific examples of actions that constitute plagiarism include pasting together uncredited information or ideas from the Internet or published sources, submitting an entire paper written by someone else, submitting a paper written for another class (and thus not original work), and copying another

student's work (even with the student's permission). In order to avoid unintentional plagiarism and to represent your work honestly, you will need to be meticulous about giving credit to any and all sources, whether directly quoted (even a few words) or paraphrased.

Because one of the goals of this course is to help you improve your writing, plagiarism hurts you as much as it does anyone. If you plagiarize another's work, you will not be receiving the needed feedback to improve your own writing. There will be a zero tolerance policy for any type of plagiarism in this class. All incidents of plagiarism will be penalized, reported, and kept on file in the English Department, the College of Liberal Arts and Sciences, and the University Provost's Office.

Students with Disabilities. The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064.

Information about their services can be found at <http://disability.ku.edu>. Please contact me privately in regard to your needs in this course.

English 210: Introduction to Poetry / Fall (2) 2016 Course Schedule

*All activities and quizzes are due by 11:59pm on the Sunday of each week. All initial discussion board posts are due by 11:59pm on the Wednesday of each week; responses are due on Sunday by 11:59pm.

Lesson 1 (October 24-November 13): Understanding, Reading, and Responding to Poetry

Week 1 (October 24-30)

Readings: Assignment Information for Writing Project 1; *Poetry: An Introduction*, Ch. 1 (pp. 19-47); Ch. 2 (pp. 57-64); Ch. 3 (pp. 65-104); cummings (p. 162); Roethke (p. 233); Ch. 4 (pp. 105-129); Ch. 5 (pp. 130-152)

Activities Due: Introductions Discussion Board; Quiz 1; Activity 1; Quiz 2; Discussion Board 1; Quiz 3; Activity 2; Discussion Board 2

Week 2 (October 31-November 6)

Readings: *Poetry: An Introduction*, Ch. 7 (pp. 181-97, 210); Ch. 8 (pp. 211-234); Brooks (p. 92); Hadas (p. 225); Sandburg (p. 229); Ch. 9 (pp. 235-263)

Activities Due: Quiz 4; Activity 3; Quiz 5; Discussion Board 3

Week 3 (November 7-13)

Readings: *Poetry: An Introduction*, Ch. 27 (pp. 666-696); Nims (p. 42); Minot (p. 575); "Parameters for English Papers" and "Controlling Ideas for Analysis Papers" (on Blackboard)

Activities Due: Activity 4; Activity 5; Discussion Board 4; Go over Peer Review Discussion Board Info; Rough Draft of Writing Project 1 (11/9); Peer Review for Writing Project 1 (11/11)

Lesson 2 (November 14-December 4): Text and Context

Week 4 (November 14-20)

Readings: Assignment Information for Writing Project 2; *Poetry: An Introduction*, Ch. 17 (pp. 462-496); Ch. 26 (pp. 643-665); Ch. 27 (pp. 674-676); Literary theory PDFs (on Blackboard)

Activities Due: Writing Project 1 (11/14); Quiz 6; Quiz 7; Discussion Board 5; Discussion Board 6

Week 5 (November 21-27)

Readings: *Poetry: An Introduction*, Ch. 28 (pp. 701-721)

Activities Due: Quiz 8; "Effective Search Strategies" PDF (on Blackboard); Discussion Board 7

Week 6 (November 28-December 4)

Readings: Peer Review Discussion Board Info

Activities Due: Rough Draft of Writing Project 2 (11/30); Peer Review for Writing Project 2 (12/2)

Lesson 3 (December 5-16): Poetry and Its Impact

Week 7 (December 5-11)

Readings: Assignment Information for Writing Project 3; *Poetry: An Introduction*, Introduction (pp. 1-16); Reader-Response theory PDFs (on Blackboard)

Activities Due: Final Draft of Writing Project 2 (12/5); Discussion Board 8

Week 8 (December 12-16)

Readings: Peer Review Discussion Board Info

Activities Due: Rough Draft of Writing Project 3 (12/12); Peer Review for Writing Project 3 (12/14); Final Draft of Writing Project 3 (12/16)