

Instructor: Dr. Jessica Tvordi
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English 2240: Introduction to Poetry
MWF 10:00-11:15 am/BU 203

This course is designed to introduce students to the practice of reading, interpreting, and writing about lyric poetry. During the semester we will explore the poetic uses of language, study meter, rhythm, and verse forms, analyze the various structures of poems, investigate different genres of lyric poetry, and examine the significance of cultural and historical contexts in both the production and understanding of poetry. At the same time, we will explore a variety of thematic subjects that have occupied poets throughout the ages.

While introducing students to the formal study of poetry, this course will further develop skills in the practice of university-level writing and academic discourse, which emphasize intellectual inquiry, the analysis and synthesis of cultural knowledge, and the writing of formal critical essays.

The writing assignments in this course are designed to prepare English majors for reading and writing tasks in upper-division English courses. This class counts toward the required lower-division coursework for English majors and minors; or, it may be used to fulfill SUU's General Education Humanities requirement. Students should have completed ENGL 1010 prior to enrolling in this course (if you have not taken this course yet, please speak with me directly after class).

Required Textbook

Meyer, Michael. *Poetry: An Introduction*. 6th Ed. Boston: Bedford/St. Martin's, 2010. ISBN 978-0-312-53919-1

Additional texts (if any) will be made available online or provided as handouts.

Required Supplies

- ❖ A college dictionary (available at the SUU Bookstore or perhaps on your smartphone or iPad?)
- ❖ A pocket folder for submitting major essays and supporting materials

Course Requirements

Reading Assignments. All reading assignments are due on the day indicated in the course schedule below. Please remember to bring your books (*Poetry* and your dictionary) to class every day.

Essays. For this course you will write two interpretive (i.e., thesis-driven) essays: a 4-5-page essay making an argument about a single text (20%) and a 7-8-page essay that develops an argument about the thematic relationship between two texts (25%). You are required to submit drafts of both essays, and for Essay 2 you are required to participate in a writing workshop with your assigned group members. 45%

Exercises. The 5 required exercises allow you to practice the analytical skills necessary for writing the longer essays. Exercises should be 2-pages, typed, and doubled spaced. 25%

Midterm Examination. The midterm examination will test your ability to scan and identify formal elements of a poem not assigned in class. 20%

Poetry Recitation. In lieu of a formal final examination, students will perform a piece of poetry during the final exam period. 5%

Participation. I will evaluate student participation in class throughout the semester, taking into account your attendance record and how often you make thoughtful contribution to our discussions. A portion of your participation grade will be used to evaluate participation in small group activities, which will include analysis, discussion, and examination review. 5%

Course Policies

Attendance. Because most of our class work will involve discussion of the readings, regular attendance is critical to the learning process and your success in this class. While there are instances in which the college will excuse absences, any missed classes will make it difficult for you to do well on the writing assignments. If you have more than **five** unexcused absences, your participation grade will automatically drop by 1/3 (for example, an A becomes an A-)—and will continue to drop 1/3 for each subsequent absence.

Any student participating in a university activity that will prevent them from attending one or more class meetings is **REQUIRED** to submit documentation to me, including dates s/he will be absent, at the **BEGINNING** of the semester.

Grading. My evaluation of your essays will consider how successfully you address the assignments in relation to purpose (which will vary and be explained in assignment guideline sheets), content, development of ideas, organization, and, in the case of essay assignments, expression and mechanics. Your final grade will be determined by the percentage of the 100 possible points earned: 93-100% A, 90-92% A-, 87-89% B+, 83-86% B, 80-82% B-, 77-79% C+, 73-76% C, 70-72% C-, 67-69% D+, 63-66% D, 60-62% D-, and 59% and below F. If you have a question about my comments or a grade be sure to make an appointment with me to discuss it.

Late Work, Extensions, and Missed Exams. All exercises and essays are due as indicated in the course schedule below. Late work will be accepted, but with a grade reduction of 5 points per day, including weekends. Please note that after 5 days (-25 points) I will not accept your work at all and a grade of 0 will be recorded. Anything handed in after the class period (or placed in my mailbox **during** the class period) will be considered late. Only occasionally will I give extensions on longer essays—and only if you meet with me to discuss the problem at least 72 hours/3 days in advance of the due date. Missed exams can only be taken with a documented excuse.

Office Hours. If you have any questions or concerns about any aspect of this course, please come see me during my office hours. If my office hours conflict with your class or work schedules, I am happy to meet with you at another time.

University Policies

Academic Integrity. Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

ADA Statement. Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Emergency Management Statement. In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the *mySUU* portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/ad/facilities/emergency-procedures.html>

HEOA Compliance Statement. The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>.

Disclaimer Statement. Information contained in this syllabus, other than grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice as deemed appropriate by the instructor.

Course Schedule

Please read all assignments carefully before coming to class. Note that I may assign additional short readings from our textbook as part of the exercise and essay guidelines (usually sample essays or readings addressing writing issues—e.g., developing a thesis, organization, mechanics, etc—or sample student essays).

Date	Reading Assignments	Writing Assignments
T 1/10	Introduction to Course and Course Policies; Student Introductions	
R 1/12	Read Introduction (1-7) and Chapter 1, “Reading Poetry” (19-30 and 38-40); Handout Guidelines for Exercise assignments	
T 1/17	Chapter 3, “Word Choice, Word Order, and Tone” (67-85); discuss citing poetry (in-text citations)	
R 1/19	Chapter 3 (86-89 [Hardy and Slavitt] and 96-97 [Brooks and Murray])	Exercise 1 Due (on Word Choice, Word Order, and Tone)
T 1/24	Chapter 4, “Images” (106-115 and 119-122 [read poems by Blake and Owen])	
R 1/26	Chapter 5, “Figures of Speech” (133-43)	
T 1/31	Chapter 5 continued; Margaret Atwood, “February” (145), William Wordsworth, “London” (149), John Donne, “A Valediction: Forbidding Mourning” (151-52), and Elaine Magarrell, “The Joy of Cooking” (154)	Exercise 2 Due (on Images and Figures of Speech)
R 2/2	Chapter 6, “Symbol, Allegory, and Irony” (157-67), Carl	

	Sandburg, "Buttons" (170), Mark Halliday, "Graded Paper" (174-75), and Henry Reed, "The Naming of Parts" (177-78)	
T 2/7	Chapter 7, "Sounds" (186-200)	
R 2/9	Chapter 8, "Patterns of Rhythm" (217-23); discuss scansion tip sheet and complete worksheet on John Milton's "On Time" (handout)	
T 2/14	Chapter 8 continued: William Blake, "The Tyger" (232-33) and Theodore Roethke, "My Papa's Waltz" (238-39); Discuss Guidelines for Essay 1 (and sample student essays)	Exercise 3 Due (on Sound, Rhyme, and Rhythm)
R 2/16	Robert Frost, "Mending Wall" (370-72) and Chapter 27, "Reading and the Writing Process" (684-91)	
T 2/21	Chapter 18, "Love and Longing" (510-16 [through "Ricuerdo"]); discuss Works Cited pages	
R 2/23	Chapter 18 continued (516-22 ["since feeling is first" to end of chapter])	Draft of Essay 1 Due
T 2/28	Chapter 9, "Poetic Forms" (The Sonnet, 242-53) and Chapter 11, "Combining the Elements of Poetry" (298-308)	
R 3/1	Continue discussing sonnets and begin Midterm Examination Review	Essay 1 Due: please turn in your first draft and final draft in a pocket folder at the beginning of class
W 3/6	Midterm Examination Review continued	
F 3/8		Midterm Examination: please bring a pencil!

March 12-16: Spring Break

M 3/20	Chapter 9, "Poetic Forms"—the Elegy (261-64)) and the Ode (264-68)—additional poems TBA	
W 3/22	Chapter 9: Villanelle and Sestina (253-58) and Elaine Mitchell, "Form" (270-71)	Exercise 4 Due (on Poetic Forms)
M 3/27	Chapter 10, "Open Form" (272-81)	
W 3/28	Complete open form worksheet on Walt Whitman's "Hours Continuing Long" (handout); Handout Guidelines for Essay 2 (and sample student essays)	Exercise 5 Due (on Open Form)
M 4/3	Chapter 20, "Milestones" (540-553)	
W 4/5	Chapter 21, "Crossing Boundaries" (554-70)	

T 4/10	Emily Dickinson (TBA)	
R 4/12	Discuss Guidelines for Final Exam Period Poetry Performance	Essay 2 Draft Due: please bring enough copies of your draft to class for your group members, as well as one for me.
T 4/17	Peer Review Workshop	
R 4/19	Peer Review Workshop continued: please bring a single, revised copy of your introduction to class, and be prepared to do some thesis revisions	
M 4/24	Chapter 24, “An Album of World Literature” (600-607)	
R 4/26	Today, in preparation for our own poetry readings, we’ll listen to some recordings in class	Essay 2 Due: please turn in your first draft and final draft in a pocket folder at the beginning of class.

Final Exam Period/Poetry Performances: Thursday, May 3 11:00-12:50