



Department of Literature, Journalism, and  
Modern Languages

LIT 200 -- Section 5; Great Works: Poetry

2 Units

Spring Semester, 2017

<b>Meeting days:</b> Tues., Thurs. Quad 1	<b>Professor:</b> Dr. Carl Winderl
<b>Meeting times:</b> 12:30-2:15 pm	<b>Phone:</b> 619-849-2417
<b>Meeting location:</b> BAC 103	<b>E-mail:</b> cwinderl@pointloma.edu
<b>Office location and hours:</b>	Bond 122, T-Th 2:30-4:30 and other times by appointment
<b>Final Exam:</b> Tues., 2/28, 12:30-2:15 pm	

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

LJML DEPARTMENT MISSION STATEMENT

Welcome to the Department of Literature, Journalism and Modern Languages. Embodying the core values of a Christian liberal arts education in the Wesleyan theological tradition, and focusing on the power of language and story to shape us and our world, the LJML Department and programs will provide students with knowledge, skills, and experiences to equip them to understand, interpret, analyze, evaluate, and create texts as linguistic and/or artistic expressions of diverse human experiences. We value reading, writing, researching, speaking, and discussing as profound means of participating in the redemptive work of God in all of creation. The following document will provide the student with the information sources and information guidelines to University and Departmental policies that apply to all courses taken in this Department.

COURSE DESCRIPTION

This particular Great Works in a Literary Genre course is designed to provide a survey of and analyze major representative poetry written in English from the early Middle Ages into the late 20<sup>th</sup> Century. Further-more, this course meets a general education requirement in the Great Works section under the category "Seeking Cultural Perspectives." The course also meets requirements for majors in Literature, Journalism, and Liberal Studies.

COURSE OBJECTIVES

The diligent student will seek to achieve an understanding and awareness of:

- 1 – selected great masterpieces in the body of English poetry;
- 2 – poetic schema, traditions, movements, techniques, and terms;
- 3 – poetry as an art form;
- 4 – universal themes and issues: e.g., MEN AND WOMEN AND THEIR VALUES;
- 5 – human nature, to thereby understand one’s self and others’;

6 – how to write and talk “about” literature by expressing one’s critical reactions.

**COURSE LEARNING OUTCOMES :**

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This course will enable students to experience the Institutional Learning Outcomes as Members of the PLNU Community; they will:

display openness to and mastery of foundational knowledge & perspectives; think critically, analytically, and creatively; communicate effectively; demonstrate God-inspired development and understanding of self and others; live gracefully within complex professional, environmental and social contexts; engage in actions that reflect Christian discipleship in a context of communal service and collective responsibility; serve both locally and globally in a vocational and social setting.

Furthermore, this course will also enable students to experience the General Education Program Learning Outcomes as members of this class; they will achieve:

**Learning: Informed by our faith in Christ**

Students will

demonstrate effective written & oral communication skills, both as individuals and in groups;  
use quantitative analysis, qualitative analysis, & logic skills to address questions & solve problems;  
demonstrate effective & responsible use of information from a variety of sources.

**Growing: In a Christ-Centered Faith Community**

Students will

examine the complexity of systems in the light of the reconciling work of God in Christ;  
demonstrate a respect for the relationships within and across diverse communities.

**Serving: In a Context of Christian Faith**

Students will

engage in acts of devotion and works of mercy informed by Christian scriptures and tradition, rooted in local congregations, and expressed as love of God and neighbor.

Finally, because of this course, students will be able to:

closely read (**comprehension, analysis**) and critically analyze (**analysis**) texts in their original languages and/or in translation;  
recall (**knowledge**), identify (**knowledge**), and use (**application**) fundamental concepts of literary study to read and discuss texts with standard literary terminology in modes/genres of literature aware of elements of literary genres and literary periods (dates, writers, characteristics, and important developments) aided by extra-literary research;  
connect (**synthesis**,) the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

**COURSE SCHEDULE AND ASSIGNMENTS**

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DATE	TOPIC	READING DUE	ASSIGNMENT
R1/12	Introduction and Overview of the Course	<i>Beowulf</i>	
T1/17	Middle English Poetry	“The Seafarer” <i>Canterbury Tales</i> selections	
R1/19	Elizabethan Era Poetry	Queen Elizabeth; Isabella Whitney	

		Christopher Marlowe; Wm. Shakespeare
T1/24	17 <sup>th</sup> & 18 <sup>th</sup> Century Major Poets	John Milton; William Blake; Anne Bradstreet; Edward Taylor; <i>Massachusetts Psalm Book</i>
R1/26	English Romantic Poetry	William Wordsworth; Robert Burns; John Keats; Percy Bysshe Shelley; Lord Byron
T1/31	19 <sup>th</sup> Century Victorians & Free Thinkers	Alfred Lord Tennyson; Edgar Allan Poe; Emily Dickinson; Christina Rossetti; Walt Whitman <b>1<sup>st</sup> AB Due by 5:00 P.M.</b>
R2/2	Anti-War Poets & Friends	Wilfred Owens; e.e. cummings; W.H. Auden; Ezra Pound; T.S. Eliot; Randall Jarrell; <i>et al.</i>
T2/7	Mid-Term	<b>Mid-Term</b>
R2/9	The Confessionals	John Berryman; Robert Lowell; Ted Hughes; W.D. Snodgrass; Anne Sexton; Sylvia Plath
T2/14	the "Daddy" Poems	Anne Sexton; Sylvia Plath; Carolyn Kizer; Robert Hayden; Langston Hughes; <i>et al.</i>
R2/16	The "Real" <i>Hipsters</i>	Lawrence Ferlinghetti; Allen Ginsberg; <i>et al.</i> <b>2<sup>nd</sup> AB Due by 5:00 P.M.</b>
T2/21	African-American Poets	Gwendolyn Brooks; Wole Soyinka; Immau Amiri Baraka; Sterling Brown; <i>et al.</i>
R2/23	Sonneteers & Formalists	Elizabeth Bishop and "Friends" -- TBA
T2/28	Final Test	<b>Final-Test</b>

## REQUIRED TEXT

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***The Norton Anthology of Poetry, (Shorter Fifth Edition).*** Edited by Margaret Ferguson, Mary Jo Salter, and Jon Stallworthy. New York: W.W. Norton & Company, 2005.

## ASSESSMENT AND GRADING

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The Final Grade for this course will be determined on the following basis:

Mid-Term Examination .....	40
Final Examination .....	40
Annotated Bibliographies – 20 points each .....	40
Formal Essay .....	40
Quizzes and Class Participation .....	60
Possible Total Number of Points .....	220

In addition, the Final Grade can be affected positively or negatively by the following factors:

- + + + + faithful attendance in class and active participation in discussions and "activities";
- - - - - excessive absences, inattention in class, general lack of interest and punctuality.

If students wish to master the course material, **CLASS ATTENDANCE** is necessary – imperative if they wish to pass the course with any kind of respectable grade. Rest assured there is an inexplicable correlation between class attendance and grade performance. N. B.: I will take Attendance daily.

The daily **READING ASSIGNMENTS** should be considered as minimum requirements. Read as widely as possible for this course. Individuals differ in reading ability, and some students might be able to read much more than the minimum requirements. Warning!!! Occasional **POP QUIZZES** will be given at the discretion of the instructor.

**COURSE SCHEDULE AND ASSIGNMENTS** list all the authors to be read this Quad and can be found in the text, *The Norton Anthology of Poetry*. The assigned reading for any given day should be read **prior to** attending class on that given day. Keep in mind also that the syllabus is a contract between the student and the instructor. The student is responsible for keeping this document and for referring to it for daily assignments. Losing the syllabus or failing to consult it is no excuse for being unprepared for class. Finally, the **COURSE SCHEDULE AND ASSIGNMENTS** is subject to change for a variety of reasons, at the instructor's discretion.

A: Indicates excellent work that reflects thinking, creativity, individuality, and a very high level of intellectual application.

B: Indicates good work that reflects a thorough understanding of theory but is lacking in individual thinking and creativity.

C: Indicates work that reflects a satisfactory completion of the assignment as directed, but is lacking in thoroughness, individual thinking, and creativity.

D: Indicates work that reflects a lack of understanding of theory and/or fails to fulfill the assigned tasks.

F: Indicates work that reflects an inability or unwillingness to do the assigned task.

Each student will be required, during this Quad class, to compile a body of work known as **ANNOTATED BIBLIOGRAPHIES**. Briefly, this assignment will be a one-page synopsis of any given work and your critical reaction to a theme; “idea”; cultural or cross-cultural application; character analysis, comparison, or contrast, etc. You will receive in class the required form to use and further instructions for how to compile this body of work. Be it known here, though, that you must complete and hand in two (2) of these reading responses, and the due date is listed in the Course of Study; please be aware that all AB's must be turned in by 5:00 P.M. on those two due dates. N.B.: I will accept No Late Papers. So, be sure to plan ahead. A student could also turn in an AB early . . .

In addition to the Annotated Bibliographies an occasional Spot Quiz, each student will be required to write a **FORMAL ESSAY** (approximately 550 to 700 words in length). The instructor will provide a list of possible topics, but students desiring to write an essay on a topic not listed must first consult with the instructor. These essays should, of course, follow the principles of good writing and thinking that was learned in WRI 110, 115, 116, or 120 (or their equivalent).

Some suggestions for earning a “Good Grade” on the Formal Essay and the Annotated Bibliographies:

Papers must be typed or printed out by a computer. Please consider your instructor's eyes and see to it that the type is dark and legible and that the font is simple.

**AVOID PLAGIARISM!!!** Students must not copy from any popular or critical source, on-line or otherwise. The instructor reserves the right to challenge or reject any assignment which he suspects is not the student's original work. Any plagiarized work will result in an **AUTOMATIC “F”** for the Course! (Also, see the departmental and institutional policies below.)

## **DEPARTMENTAL STATEMENT INTERPRETING CAMPUS ACADEMIC HONESTY POLICY:**

The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity to be critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others, which includes but is not limited to borrowing another student's work, buying a paper, or using the thoughts or ideas of others as if their own (using information in a paper without citation), commit plagiarism. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and area dean. The dean will review the report and submit it to the provost and the vice president for student development. It will then be placed in the student's academic file.

### **ELECTRONIC DEVICES:**

With regard to technology in the classroom, if students choose to use their laptop, tablet, or some other electronic device in class to take notes, they must be sure that they are sitting in the front row with their screen readily and easily available to my sight line; if they're not in the first row and if their screen is not accessible to me when I stand next to them, then I will assume they are surfing, e-mailing, I-Ming, text-messaging, or playing solitaire or some other mindless activity counterproductive to academic enlightenment. Should that be the case, the students will receive a Zero for the Day; 3 Zeroes for the Day will result in a snail-mail letter from me to them and copied to their parents in which I will recommend that the students drop out of school and stop stealing their parents' money. In addition, a cell phone that "rings" in class will also earn a Zero for the Day.

### **COURSE CREDIT HOUR INFORMATION**

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In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

### **ATTENDANCE AND PARTICIPATION**

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Regular and punctual attendance at all classes is essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

### **WITH REGARD TO LATE ASSIGNMENTS**

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Essay assignments and Annotated Bibliographies are to be submitted ANY TIME before 5:00 P.M. on the day of the class session when they are due. No LATE Papers Accepted. **N.B.: Plan Ahead.** Again, any assignment can always be turned in early.

### **ACADEMIC HONESTY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

## ACADEMIC ACCOMMODATIONS

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While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

## FERPA POLICY

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In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the (undergrad/ graduate as appropriate) academic catalog.

## FINAL EXAMINATION POLICY

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Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

## COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

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## INCLUSIVE LANGUAGE

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings.

Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

Information from the [MLA Handbook](#): "Because good scholarship requires objectivity, careful writers of research papers avoid language that implies unsubstantiated or irrelevant generalizations about such personal qualities as age, economic class, ethnicity, political or religious beliefs, race, or sex." (*MLA Handbook*, Sections 1.10 and 1.11—on pp. 60-63 in the 6<sup>th</sup> ed.)

Information from the [Chicago Manual of Style](#): "Biased Language—language that is either sexist or suggestive of other conscious or subconscious prejudices that are not central to the meaning of the

work — distracts and may even offend readers, and in their eyes makes the works less credible.”  
(*Chicago Manual of Style*, Section 5.203, p. 233 of the 15<sup>th</sup> ed.)

*APA Manual*: <http://www.apastyle.org/>

*Inclusive Language Handbook: A Practical Guide to Using Inclusive Language* by Don Thorsen & Vickie Becker, Wesleyan/Holiness Women Clergy:

[http://www.whwomenclergy.org/booklets/inclusive\\_language.php](http://www.whwomenclergy.org/booklets/inclusive_language.php)

### **PUBLIC DISCOURSE**

Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

### **MAINTAINING YOUR OWN CLASS SCHEDULE THROUGH ONLINE REGISTRATION**

Students are responsible to maintain their own class schedules. Should the need arise (personal emergencies, poor performance, etc.) to drop this or any course, students are responsible to drop (provided the drop date meets the stated calendar deadline established by the university) their own course(s) and to make sure that all necessary forms (online or paper) are completed. Simply ceasing to attend a course or failing to follow through to arrange for a change of registration (drop/add) may result in a grade of F on the official transcript.

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