

LIT 200 – Great Works in a Literary Genre: Poetry

Fall, 2017 / Carl Winderl, Ph.D. / T - TH – 10:20 - 11:10 Garden Room & 9:00 – 9:50/10:20 - Noon TBA

Text

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.

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 20th Century. Further-more, this course meets a general education requirement in the Great Works section under the category “Seek-ing 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.

In addition, 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

- A. Demonstrate effective written & oral communication skills, both as individuals and in groups
- B. Use quantitative analysis, qualitative analysis, & logic skills to address questions & solve problems
- C. Demonstrate effective & responsible use of information from a variety of sources

Growing: In a Christ-Centered Faith Community

Students will

- A. Examine the complexity of systems in the light of the reconciling work of God in Christ
- B. 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:

1. Closely read (**comprehension**, **analysis**) and critically analyze (**analysis**) texts in their original languages and/or in translation.
2. Recall (**knowledge**), identify (**knowledge**), and use (**application**) fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Extra-literary research
3. Connect (**synthesis**,) the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

Course Requirements

If you wish to master the course material, **CLASS ATTENDANCE** is necessary – imperative if you 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.

Each student will be required to compile a body of work known as **ANNOTATED SITE REPORTS**. Briefly, this assignment will be a one-page synopsis of any given work and your real-world connection to it by visiting a site that reveals its literary history; you may pursue a specific connective “idea” by noting cultural or cross-cultural applications through character analysis, plot relevance, setting, tone, site “relevance,” and 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 four (4) of these literary “visitation” responses, although I will accept up to five (5) of them during the course of the semester; however, I will drop the lowest. You may hand in one (1) and only one (1) per week, and the due date for each is Tuesday at the beginning of class. N.B.: I Do NOT accept Late Papers. So, plan ahead.

In addition to the Annotated Site Reports and occasional Spot Quiz, each student will be required to write a **FORMAL ESSAY** (approximately 500 to 600 words in length) or to make a 10- to 15-minute in-class **LITERARY LANDMARK PRESENTATIONPRESENTATION** (a one-page outline must, however, be handed in at the time of the presentation). The instructor will provide a list of possible topics, but students desiring to write an essay or make a presentation on a topic not listed must first consult with the instructor. The 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) or should follow the principles of good speech making/presenting learned in COM 100 (or its equivalent).

Some suggestions for earning a “Good Grade” on the Formal Essay or the Literary Landmark Presentation and the Annotated Site Reports:

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 story which he suspects is not the student’s original work. Any plagiarized work – in-class writings, pop quizzes, or poetic or prose pieces – will result in an AUTOMATIC “F” for the Course! (Also, see the institutional policy below*.)

Finally, **NO LATE PAPERS** will be accepted. All Formal Essays are due in class on Tuesday, November 31st, or all Literary Landmark Presentations must be made in class on or before Tuesday, November 7th. N.B.: Students may always hand in a Formal Essay or Annotated Site Report **early!**

Electronic Devices

Cell phones must be disabled during class (no texting, I-M-ing, etc.), and laptops can only be used for note-taking (in the front row and visible to the instructor, with *wi-fi disabled*). Other inappropriate use will heavily impact the class participation portion of students’ grades.

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center during the first two weeks of class. The ASC will contact professors with suggested classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester. These qualified students should also discuss available options and alternatives with the instructor during the first two weeks of the semester and provide approved documentation and verification of need. In addition, the Academic Support Center is available to students for a variety of tutorial and curricular needs.

*LJML Department Policy on Plagiarism: The Department of Literature, Journalism, and Modern Language 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 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.

Assessments and Measurements

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

Mid-Term Examination – 40 points	40
Final Examination – 40 points	40
Annotated Site Reports – 10 points each	40
Formal Essay / Literary Landmark Presentation	40
Quizzes and Class Participation – 40 points	<u>40</u>
Possible Total Number of Points	200

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.

[For THE SCHEDULE OF ASSIGNMENTS listed below under the **Course of Study**, all page authors 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 of Study** is subject to change for a variety of reasons, at the instructor’s discretion.]

Course of Study

Tuesday, August 8th Introduction to the Course; Beowulf; and “The Seafarer”

Thursday, August 10th Geoffrey Chaucer

Tuesday, August 15th Queen Elizabeth and Isabella Whitney

Thursday, August 17th Christopher Marlowe and William Shakespeare

Tuesday, August 22nd John Milton

Thursday, August 24th The Massachusetts Bay Psalm Book; Edward Taylor; and Anne Bradstreet

Tuesday, August 29th Phillis Wheatley and William Blake

Thursday, August 31st William Wordsworth and Samuel Taylor Coleridge

Tuesday, September 5th Robert Burns; George Gordon, Lord Byron

Tuesday, September 12th Percy Bysshe Shelley and John Keats

Thursday, September 14th Edgar Allan Poe and Alfred, Lord Tennyson

Tuesday, September 19th **Mid-Term**

Tuesday, October 3rd Walt Whitman and Robert Frost

Thursday, October 5th Emily Dickinson and Christina Rossetti

Tuesday, October 10th Ezra Pound, T.S. Eliot, and e.e. cummings

Tuesday, October 17th Wilfred Owen, W.H. Auden, and D.H. Lawrence

Tuesday, October 24th Dylan Thomas, Denise Levertov, and Elizabeth Jennings

Tuesday, October 31st Ted Hughes and Sylvia Plath
Formal Essay due IN CLASS

Tuesday, November 7th Seamus Heaney, Derek Walcott, and Wole Soyinka
Literary Landmark Presentation due IN CLASS

Tuesday, November 14th **FINAL EXAMINATION . . . Noon to 2 P.M.**

Instructor: **Carl Winderl, Ph.D.** E-mail: cwinderl@pointloma.edu

Office Hours: **Monday & Wednesday 1:30 - 2:30 . . . and by appointment**