

# LIT 207 Section 1 – Great Works in a Literary Genre: Poetry

Spring, 2014 – Carl Winderl, Ph.D. / 3:00 - 4:40 T – Th / RLC 102 . . . Quad I

## 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 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.

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, during this Quad II 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.

In addition to the Annotated Bibliographies and 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 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\*.)

### Federally required statement regarding academic accommodations:

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student’s instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

### 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.

### Statement concerning final examinations:

The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule.

### 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.whwomensclergy.org/booklets/inclusivelanguage.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.

### **PLNU MISSION STATEMENT: 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 you with the information sources and information guidelines to University and Departmental policies that apply to all courses taken in this Department.

### **MAINTAINING CLASS SCHEDULE VIA ONLINE REGISTRATION**

Students must maintain their class schedules. Should students need arise to drop a course, they are responsible to drop the course (provided the drop date meets the stated calendar deadline established by the university) and to complete all necessary official forms (online or paper). Failing to attend and/or to complete required forms may result in a grade of F on the student's official transcript.

### **COURSE CREDIT HOUR INFORMATION**

This class meets the Carnegie Unit minimum requirement of 750 minutes of instructional time + 1500 minutes of out-of-class work per 1 unit of credit. Specific details about how the class meets these requirements are included here in the course syllabus.

### **ATTENDANCE AND PARTICIPATION**

Regular and punctual attendance at all classes is considered 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 student catalog: [Policy Statements: Class Attendance](#)

### **FINAL EXAMINATION POLICY**

Successful completion of this class requires taking the final examination **on its scheduled day and time**. The final examination schedule is posted on the Class Schedules site. If a student has more than three (3) final examinations on the same day, the student is authorized to contact each professor in order to work out an alternate time for one of those examinations. See [Class Schedules](#) for the final exam schedule for your classes.

### **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 Bibliographies – 20 points each . . . . .	40
Formal Essay . . . . .	40
Quizzes and Class Participation – 40 points . . . . .	<u>60</u>
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.

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

[For THE SCHEDULE OF ASSIGNMENTS listed below under the **Course of Study**, all 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

Thursday, January 16<sup>th</sup> . . . . . Introduction to the Course; Beowulf

Tuesday, January 21<sup>st</sup> . . . . . “The Seafarer” and Geoffrey Chaucer

Thursday, January 23<sup>rd</sup> . . . . . Queen Elizabeth; Isabella Whitney; Christopher Marlowe;  
William Shakespeare

Tuesday, January 28<sup>th</sup> . . . . . John Milton; Phillis Wheatley; William Blake; Anne Bradstreet;  
The Massachusetts Bay Psalm Book; Edward Taylor

Thursday, January 30<sup>th</sup> . . . . . William Wordsworth; Samuel Taylor Coleridge; Robert Burns;  
George Gordon, Lord Byron; Percy Bysshe Shelley, John Keats

Tuesday, February 4<sup>th</sup> . . . . . Edgar Allan Poe; Alfred Lord Tennyson; Walt Whitman; Robert Frost  
**FIRST ANNOTATED BIBLIOGRAPHY DUE BY 5:00 P.M.**

Thursday, February 6<sup>th</sup> . . . . . Emily Dickinson; Christina Rossetti; and friends . . .

Tuesday, February 11<sup>th</sup> . . . . . Ezra Pound; T.S. Eliot; Wilfred Owen; e.e. cummings; W.H. Auden

Thursday, February 13<sup>th</sup> . . . . . **Mid-Term**

Tuesday, February 18<sup>th</sup> . . . . . John Berryman; Robert Lowell; W.D. Snodgrass;  
Ted Hughes; Sylvia Plath; Anne Sexton

Thursday, February 20<sup>th</sup> . . . . . the “Daddy” Poems . . .  
**SECOND ANNOTATED BIBLIOGRAPHY DUE BY 5:00 P.M.**

Tuesday, February 25<sup>th</sup> . . . . . Lawrence Ferlinghetti; Allen Ginsberg; and the “*real*” hipsters . . .

Thursday, February 27<sup>th</sup> . . . . . Gwendolyn Brooks; Wole Soyinka; Tony Harrison;  
Imamu Amiri Baraka; Derek Walcott

Tuesday, March 4<sup>th</sup> . . . . . **FINAL EXAMINATION – 3:00 - 5:30 P.M.**

Instructor: **Carl Winderl, Ph.D.** Phone: **619 – 849 – 2417**

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Office Hours: Monday, Wednesday, & Friday 4:00 to 5:00 P.M. . . . and by appointment