

Point Loma Nazarene University  
 Department of Literature, Journalism, Writing, and Languages  
**Literature & Culture**  
**Special Topic: Poetry**  
**LIT 2000 (2 units)**

**Section: 07**

**Time: MWF, 10:55 a.m. – 12:05 p.m.**

**Fall 2022 (Quad 1)**

**Location: Bond 103**

Instructor: Dr. Katie Manning, [kmanning@pointloma.edu](mailto:kmanning@pointloma.edu)

Phone: 619-849-2432

Office: Bond 124

Office Hours: Tues, 9 a.m.-noon, and other times by appointment

Course Website: <https://canvas.pointloma.edu>

**\*Please turn off your cell phone, laptop, and other devices when you enter the classroom. Thanks!\***

**Catalog Entry:** A study of representative works of literature and cultural contexts.

**Course Description:** Poetry has been used to convey and preserve all sorts of human experience—from the most abstract ideas of love to the most physical details of how it feels to eat a plum. Poems may contain accounts of history, autobiography, fantasy, or some mix of these. They are both visual and auditory creations. They grapple with faith and doubt, love and hate, life and death. Throughout the semester, we will be studying poetry in English from 1599 to the present. We will learn some literary terms to help us speak and write about poetry, and we will work together as a class to understand the mechanics of these texts and to understand our own approaches to analyzing them. We will also take time to enjoy the artistry of the writing that we read together.

### **Required Materials**

Schakel, Peter and Jack Ridl. *250 Poems: A Portable Anthology*. 3<sup>rd</sup> ed. (ISBN: 9781457636929)

Fueston, Jen Stewart, *Madonna, Complex*, Cascade Books, 2020 (ISBN: 9781725260818)

Additional readings and resources will be available in class and/or posted on Canvas.

The obvious things: pen/pencil, loose-leaf paper, folder for storage, etc.

### **Digital Statement**

Neuroscience confirms that students process and retain information better and are less easily distracted when handwriting notes than with using a screen. However, if students have a demonstrable need to take notes digitally, they may make special arrangements with the instructor.

**Diversity Statement:** Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the Department of Literature, Journalism, Writing, and Languages is committed to taking a leadership position that calls for promoting a

commitment to diversity in and out of the classroom and in the practices of writing, journalism, and the study of literature and languages.

### Course Learning Outcomes

*Students who complete LIT2000 will be able to:*

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use 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. Contemporary critical approaches
  - f. Extra-literary research
3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.
4. Create detailed and informed textual analysis of literary works that examine several of the fundamental concepts of literary study.

### CLASS POLICIES

**\*NOTE:** I'm aware that we are still experiencing a pandemic, so please take my policies with a grain of salt and a spoonful of sugar. tl;dr Please don't disappear. Talk to me if you're struggling, and I will help you make a plan. I want you to complete this course successfully.

Grade Distribution: In order to receive credit for the course, all of the following must be completed.

Creative Analyses (2 x 25 each)	25% - 50 pts
Reflection (25)	12.5% - 25 pts
Recitation	10% - 20 pts
Attendance & Participation	12.5% - 25 pts
Midterm Exam	20% - 40 pts
<u>Final Exam</u>	<u>20% - 40 pts</u>
<i>Total (approximate)</i>	100% - 200 pts

### Grading Scale & Definitions:

A: 93-100%	B-: 80-82	D+: 67-69
A-: 90-92	C+: 77-79	D: 63-66
B+: 87-89	C: 73-76	D-: 60-62
B: 83-86	C-: 70-72	F: below 60

A = Phenomenal work that far exceeds the minimum requirements of the assignment; excellent logic, structure, and organization; virtually no grammar and punctuation errors.

B = Good work that exceeds the minimum requirements of the assignment; no major problems with logic, structure, and organization; very few grammar and punctuation errors.

C = Average work that meets the minimum requirements of the assignment; may have minor problems with logic, structure, and organization; may have some grammar and punctuation errors.

D = Poor work that does not fully meet the minimum requirements of the assignment; may have some problems with logic, structure, and organization; grammar and punctuation errors may hinder meaning.

F = Poor work that does not fulfill the assignment; may have serious problems with logic, structure, and organization; grammar and punctuation errors may obscure meaning.

Attendance & Participation: Because discussion will be an important part of our class, your regular attendance and participation are required for you to be successful. You'll earn a small number of points for each class by actively engaging (doing the reading, coming prepared with notes, speaking up in discussions, listening attentively, taking notes in class, etc.); if you are sick or have an excused absence, talk to me for an alternative participation assignment. Your first two absences will not count against your grade, but use them wisely. For each additional absence, your total grade will be lowered by 5%; if you miss class more than 6 times (over 2 weeks), you will automatically fail this course. Coming to class unprepared, staring at a screen, or being disruptive in class will also count as an absence. If you already know that you'll be missing many classes due to some pre-existing schedule conflict, you should not take this course at this time. Also, since arriving late to class is distracting to your classmates (and to me), you are expected to arrive on time. Two late arrivals will count as one absence. **If you're struggling with attendance for any reason, please talk with me so we can make a plan.**

Readings: Readings are due on the date they're listed in the course outline. Be sure to get copies of your books ASAP. Read each poem 2-3 times and make notes directly on the text and/or on the side (print and/or make notes on the side about the bonus handouts on Canvas). You should also make notes about the terms, especially those that you were not familiar with before this course, and actively try to use this vocabulary in discussions and written assignments.

Reading Quizzes: On days when reading assignments are due, I will give brief quizzes at the very beginning of class. They will often require short answers to a few questions, but they might occasionally require a longer answer to one question. They might ask about poems or terms. They are extra motivation to do the assigned reading and extra incentive to get to class on time. These will not be collected and graded; they will be for your own practice and will help you prepare for the exams. You should save all quizzes in a notebook or a folder, along with all of your class notes and other assignments. **Save everything** throughout the semester so that you can look back on previous work and build upon it.

Reflection: During this quad, you will complete one reflection that will serve as a springboard for class discussion. This reflection will contain the following:

1. Copy one poem from that day's reading *twice by hand*.
2. Type a 2-3 page reflection: What stood out to you or changed for you when you slowed down and wrote by hand? What features of literary artistry are important in this poem? How does this poem connect to your life experiences and to things you're learning in other classes? Read the author's bio in the back of the book. Look up any words or cultural references that you don't know. This should

mostly be your own thoughts and observations, but be sure to give credit if you use any outside sources.

3. Type up three final questions that might be useful for us to discuss together in class.

You will sign up for a reflection due date at the beginning of the quad. This assignment should be printed and brought to class in hard copy. *Please plan in advance; do not try to print this assignment in the 15 minutes before class begins.*

Creative Analyses: You will turn in a creative analysis on one assigned text of your choice twice during this quad. Each creative analysis will have two distinct parts:

1. *Creative Response:* Create an original poem that somehow responds to one of our assigned poems. Include a 1-paragraph artist's statement that discusses your writing process and choices.
2. *Analysis:* Write a focused 2-page analysis of the assigned poem that you chose for part 1. Make an interesting claim (thesis) about the text with your *first sentence*, and then back up your claim with evidence (quoted lines and specific details) from your chosen text.

*Bad thesis* (just a fact): Shakespeare's Sonnet 130 is a sonnet.

*Good thesis* (arguable claim): Although Shakespeare's Sonnet 130 might appear to criticize an imperfect woman, Shakespeare actually uses this sonnet to criticize the unrealistic portrayals of women in other love poems.

Due dates for each creative analysis are listed on the syllabus. All components should be typed.

Paper Format: All papers must be typed, double-spaced, in 12-point Times New Roman font, with one-inch margins, and in MLA format. (The only exception is the handwritten portion of your reflections.) See the MLA Format handout on Canvas for specific formatting guidance.

Recitation: Because poems especially demand to be heard and remembered, you will memorize and recite for the class one of our assigned poems (or two very short poems; or see me to make arrangements for reciting part of an especially long poem). Your recitation should be practiced and verbatim. After your recitation, turn in a 1-2 page write-up about the poem and your experience of memorizing and reciting it: What new things did you notice? How did memorizing the poem affect your understanding, interpretation, and/or appreciation of the poem or poetry in general?

Exams: You will take a midterm exam and a final exam to demonstrate your knowledge of important authors, works, terms, and ideas covered in our class. If you read poems closely, study terms, and take notes in class regularly, you should have no problem passing. If you do not take both of these exams, you will automatically fail the course.

Due Dates: Dates when assignments are due are listed on the attached course outline; all written assignments are due at the beginning of class unless otherwise specified. I highly encourage you to visit with me one-on-one during office hours to run topics, thesis statements, or drafts by me. Once an assignment receives a grade, there will be no further opportunities to revise for a new grade. *Late work is not acceptable.* If unusual circumstances will keep you from completing an assignment on time, please make arrangements with me for an extension BEFORE the due date

if possible (or if you wake up sick, please email me as soon as you're able to make a new plan). Please complete all readings on time as well. All coursework must be completed by the end of our final exam period. Incompletes will only be assigned in extremely unusual circumstances.

Extra Credit: Writing events go on frequently at PLNU and in our larger San Diego community. Attend an author lecture, reading, or workshop and write a 1-2 page critical reflection over what was said and how you can apply it to your reading and/or writing of literature. Due within one week of the event. This will earn you a 1% grade boost in the class (up to 2 times).

Canvas: A copy of this syllabus and assignments for our course are online at <https://canvas.pointloma.edu>. You can access these course materials through the portal using your PLNU username and password.

PLNU Email: Your PLNU email account should be checked daily. This is the way that I will most frequently communicate with you outside of class, and it's also the way the university distributes important information.

Inclusive Language Statement: Because language is powerful and shapes the way we think, 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. See "[Appropriate Language](#)" at *The Purdue OWL* and CSU's [Diversity Style Guide](#).

Public Discourse: Much of the work we will do in this class is cooperative. 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.

*This syllabus is a contract. If you continue in this course, then you agree to comply with the class policies as stated here.*

### COURSE OUTLINE<sup>1</sup>

T Aug 30	In Class: Introductions and syllabus MLA Format Scavenger Hunt Assigned
W Aug 31	DUE: Bring a printed copy of a poem you enjoy! Read full syllabus (on Canvas) In Class: Poetry? Culture?
F Sept 2	DUE: "How to Read a Poem" (1-5) "How to Write about a Poem—and Why" (304-318) <b>Ryan Library Scavenger Hunt</b> In Class: How to Fall in Love (and Read a Poem) Sign up for reflection due dates

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<sup>1</sup> This schedule may be changed at the instructor's discretion.

- M Sept 5                    LABOR DAY - NO CLASS
- W Sept 7                    DUE: Marlowe<sup>2</sup>, Shakespeare (116 and 130), Donne (“The Flea” and “Death”), Herrick, Herbert (“Easter-wings”), Milton, Bradstreet, Marvell, Burns  
 Terms: *Accent, Ambiguity, Carpe diem, Conceit, Concrete poem, Couplet, Exact rhyme, Foot (Iamb), Sonnet (English & Italian sonnets), Hyperbole, Line, Metaphysical poetry, Meter, Paradox, Pastoral, Pentameter, Poem, Poetic diction, Rhyme scheme, Scansion, Stanza, Syllable, Understatement*  
**Reflection 1**
- F Sept 9                    DUE: Blake, W. Wordsworth (“I wandered” and “The world”), Byron, Shelley (“Ozymandias”), Keats (“When I”)  
 Terms: *Apostrophe, End rhyme, End-stopped line, Run-on line, Image/Imagery, Lyric, Narrative, Ode, Persona, Personification, Irony (Dramatic Irony, Situational Irony, and Verbal Irony)*  
**Reflection 2**
- M Sept 12                    DUE: *Bonus handout*: Where have all the women gone? Baillie, Barbauld, Hemans, Smith, D. Wordsworth  
 Terms: *Ballad, Ballad stanza*  
 In Class: Elizabeth Bishop’s response to Felicia Hemans  
**Reflection 3**
- W Sept 14                    DUE: E.B. Browning, Poe, R. Browning, Whitman (from *Song*: 1, 6, 21, 24, 48, 51, 52), Arnold, Rossetti, Dickinson (“Much Madness,” “I heard,” and “Because”), Hopkins, Yeats (“The Second” and “Leda”)  
 Terms: *Anaphora, Cacophony, Dramatic monologue, Euphony, Internal rhyme, Onomatopoeia, Slant rhyme, Synesthesia*  
**Reflection 4**
- F Sept 16                    DUE: **Creative Analysis**  
 In Class: Midterm Review
- M Sept 19                    MIDTERM EXAM
- W Sept 21                    DUE: Robinson, Dunbar, Stein, Frost (“The Road,” “Out,” “Stopping”), Williams, Pound, Moore, Ransom, Eliot (“The Love”)

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<sup>2</sup> Unless specific poem titles are on the syllabus, please read ALL of the anthology selections by each poet listed here. Biographical notes and terms are in the back of your book.

*Bonus handout:* Edna St. Vincent Millay  
 Terms: *Allusion, Blank verse, Epigram, Epigraph, Refrain*  
**Reflection 5**

F Sept 23 DUE: McKay, Owen, Cummings, Hughes, Cullen, Auden (“Musee”),  
 Roethke, Bishop (“One”), Hayden, Nims, Stafford, Thomas (“Do  
 not”)  
*Bonus handout:* Mae Cowdery  
 Terms: *Archetype, Villanelle, Voice*  
**Reflection 6**

M Sept 26 DUE: Lorde, Strand, Berry, Zimmer, Oliver, Piercy, Willard, Clifton,  
 Heaney (“Digging”), Pinsky, Garcia, Olds (“I Go Back”),  
 Waldman  
 Terms: *Juxtaposition, Rhythm, Satire*  
**Reflection 7**

W Sept 28 DUE: Komunyakaa, Kenyon, Hogan, AI, Alvarez, Harjo, Gonzalez, Lee,  
 Hicok, Duhamel, Trethewey, Hong, Joseph, Hayes, Mann  
*Bonus handout:* Miller Williams  
 Terms: *Antithesis, Sestina*  
**Reflection 8**

F Sept 30 DUE: Brooks, Levertov, Ginsberg, Merwin, J Wright, Sexton, Rich, Plath  
 Terms: *Alliteration, Assonance, Confessional poetry, Consonance,*  
*Parallelism, Pun, Syllabic verse, Symbol*  
**Reflection 9**

M Oct 3 DUE: *Bonus handout:* Prose Poetry & Flash Fiction  
 Terms: *Prose poem* (revisit *Poem, Elements of poetry*)  
 In Class: Discuss Genre Collisions

W Oct 5 DUE: *Madonna, Complex* (read the whole book by this date!)  
 In Class: Discuss Book, Generate Questions for the Author

\*Th Oct 6 *Bonus Event:* Poetry Day with Jen Grace Stewart!  
 Workshop with Q&A, Fermanian, 11 a.m.-noon  
 Reading with Q&A & Signing, ARC, 7-8 p.m.

F Oct 7 NO CLASS (Attend at least one event on Thursday!)

M Oct 10            **Recitation Party!**

W Oct 12            **DUE: Creative Analysis**  
In Class: Recitation After-Party!

F Oct 14            **DUE: Recitation Write-up**  
In Class: Final Exam Review

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**FINAL EXAM**  
Monday, Oct 17  
10:55 a.m. – 12:05 p.m.

*Mandatory attendance*<sup>3</sup>

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<sup>3</sup> 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.

## Important Statements & Policies

### **PLNU Mission Statement**

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.

### **FE (Foundational Explorations) Mission Statement**

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

### **Final Examination Policy**

Successful completion of this class requires being present to participate in the final assignment **on the scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early presentations or alternative days will be approved.

### **PLNU 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.

### **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

**PLNU Attendance and Participation Policy**

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 can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.