# ENGL M14: INTRODUCTION TO POETRY

**Originator**
ssims

**Co-Contributor(s)**

| Name(s) |
| --- |
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**College**
Moorpark College

**Discipline (CB01A)**
ENGL - English

**Course Number (CB01B)**
M14

**Course Title (CB02)**
Introduction to Poetry

**Banner/Short Title**
Introduction to Poetry

**Credit Type**
Credit

**Start Term**
Fall 2022

**Catalog Course Description**
Introduces the study of poetry, emphasizing theme, imagery, figurative language, symbolism, rhythm, and diction. Includes poetry in English and in translation.

**Taxonomy of Programs (TOP) Code (CB03)**
1501.00 - English

**Course Credit Status (CB04)**
D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**
A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**
N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**
E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**
N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**
Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**
N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**
Y - Not Applicable

**Course Noncredit Category (CB22)**
Y - Credit Course

**Funding Agency Category (CB23)**
Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**
1 - Program Applicable

**General Education Status (CB25)**
Y - Not Applicable

**Support Course Status (CB26)**
N - Course is not a support course

**Field trips**
Will not be required

**Grading method**
(L) Letter Graded

**Alternate grading methods**
(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**
No

**Repeatable for Credit**
No

**Is this course part of a family?**
No

## Units and Hours

**Carnegie Unit Override**
No

## In-Class

**Lecture**
**Minimum Contact/In-Class Lecture Hours**
52.5
**Maximum Contact/In-Class Lecture Hours**
52.5

**Activity**

**Laboratory**

## Total in-Class

**Total in-Class**
**Total Minimum Contact/In-Class Hours**
52.5

**Total Maximum Contact/In-Class Hours**
52.5

## Outside-of-Class

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

## Total Outside-of-Class

**Total Outside-of-Class**
**Minimum Outside-of-Class Hours**
105.0
**Maximum Outside-of-Class Hours**
105.0

## Total Student Learning

**Total Student Learning**
**Total Minimum Student Learning Hours**
157.5
**Total Maximum Student Learning Hours**
157.5

**Minimum Units (CB07)**
3
**Maximum Units (CB06)**
3

**Prerequisites**
ENGL M01A or ENGL M01AH

## Entrance Skills
**Entrance Skills**
ENGL M01A OR ENGL M01AH

**Prerequisite Course Objectives**
ENGL M01A-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.
ENGL M01A-demonstrate critical thinking skills in oral and written discussion of assigned readings.
ENGL M01A-analyze a variety of essays and at least one book-length work.
ENGL M01A-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.
ENGL M01A-compose several expository papers from 2 to 10 pages long, totalling 8,000 words, employing such skills as: --use of the stages of the writing process: generating ideas, drafting, revising, and editing. --awareness of audience and purpose. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.
ENGL M01A-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.
ENGL M01AH- HONORS: interpret and present the results of research and/or close, careful reading of primary texts, perhaps centered on one particular focus or theme. Findings may be presented in a public forum such as a lecture, Internet posting or literary magazine.
ENGL M01AH- HONORS: demonstrate critical thinking in class participation and expository writing assignments related to substantial readings in select primary sources, perhaps involving book-length selections of non-fiction centered on one particular focus or theme.
ENGL M01AH-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.
ENGL M01AH-analyze a variety of essays and at least one book-length work.
ENGL M01AH-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01AH-compose several expository papers from 2 to 10 pages long, totaling 8000 words, employing skills such as: --use of the stages of the writing process (generating ideas, drafting, revising, and editing). --awareness of purpose and audience. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01AH-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01AH-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01AH- HONORS: take a leadership role in class discussions, oral reports, peer groups, panel presentations, and similar projects.

ENGL M01AH- HONORS: exhibit independent and creative thought by successfully completing assigned class projects and written work.

ENGL M01AH- HONORS: demonstrate an increased sensitivity to issues of ethnicity, culture, gender, sexual orientation, and age in accordance with the theme of the course.

## Requisite Justification

**Requisite Type**
Prerequisite

**Requisite**
ENGL M01A OR ENGL M01AH

**Requisite Description**
Course in a sequence

**Level of Scrutiny/Justification**
Required by 4 year institution

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**Student Learning Outcomes (CSLOs)**

|   | **Upon satisfactory completion of the course, students will be able to:** |
|---|---|
| 1 | identify the form and features of a poem and explain how these impact the poem's meaning on its own and in relation to its biographical, historical, and cultural contexts. |

**Course Objectives**

|   | **Upon satisfactory completion of the course, students will be able to:** |
|---|---|
| 1 | describe the forms and variety of poetic expression. |
| 2 | apply critical thinking skills to the understanding, interpretation, and analysis of poetry. |
| 3 | identify the form and content of a poem and recognize how they shape the poem's meaning. |
| 4 | recognize the significance of particular works in their biographical, historical, and cultural context. |
| 5 | assess the significance of particular works to contemporary culture and to the student's own experience. |
| 6 | demonstrate understanding of the works and a mastery of composition and critical thinking skills by writing approximately four analytical essays totaling at least 5,000 words. |

## Course Content

**Lecture/Course Content**
**5% - The variety of poetic forms**
  • The history of poetry
  • Overview of how to read and analyze poetry
**15% - Structure (form, rhythm, prosody) in poetry**
  • Representative works (may include ballads, haiku, sonnets, lyrics, chants)
**15% - Imagery, figurative language, tone**

- Representative works
- May include writers such as Gary Soto, Pablo Neruda, John Keats, Rita Dove, William Carlos Williams, Robert Hayden, John Donne, Sharon Olds.

**15% - Symbolism, allegory, and allusion**
- Representative works
- May include French symbolists, William Blake, Louise Bogan, Charles Reznikoff, William Butler Yeats.

**20% - Social and historical influences on poetry**
- Representative Works
- May include William Wordsworth, Emily Dickinson, Maya Angelou, Langston Hughes, Leslie Marmon Silko.

**20% - Various poetic movements and genres**
- Renaissance, Romantic, Modern, Beat, Women's, Harlem Renaissance, Native American, Contemporary

**10% -  Poetry in translation (representative poets may include Karin Boye, Czeslaw Milosz, Joseph Brodsky, Wislawa Szymborska, etc.)**

**Laboratory or Activity Content**
None

# Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**
Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams
Group projects
Individual projects
Objective exams
Quizzes
Reports/papers
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

# Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations
Class discussions
Distance Education
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Lecture
Small group activities

**Describe specific examples of the methods the instructor will use:**

1. Instructor-guided, theory-based interpretation and textual analysis followed by small group activities analyzing assigned portions of the texts.

2. Instructor-led comments on assigned readings to share and compare arguments in response to theme-based prompts.

3. Collaborative group work involving the analysis of themes and social theories in preparation for a seminar.

# Representative Course Assignments

**Writing Assignments**
1. Multiple revisions of drafts.
2. Written peer critiques of classmates' writing.
3. Out-of-class essays on topics such as an analysis of how a poem is shaped by its biographical, historical, or cultural context.
4. In-class midterm and final essay examinations

5. Journal assignments responding to class discussions and reading assignments on the elements of poetry.
6. Written notes, outlines, summaries, and analyses of texts.

**Critical Thinking Assignments**
1. Identifying focus or theme of readings through in-class discussion, journal, and formal essays.
2. Revising of essays for focus, support, clarity, and style.
3. Critiquing peers' arguments and writing.
4. Formulating written or oral analyses on the social and historical influences of poets such as William Wordsworth, Emily Dickinson, Maya Angelou, or Langston Hughes.
5. Participating in in-class discussions and analyses of readings.
6. Applying critical thinking skills to the understanding, interpretation, and analysis of poetry by recognizing and analyzing poetic forms and figurative devices, such as metaphor, symbolism, etc.

**Reading Assignments**
1. Close reading and annotation of representative poets.
2. Close reading and annotation of poetic movements covered in the class.

## Outside Assignments

**Representative Outside Assignments**

Attendance at poetry readings.

Cooperative group planning for oral presentations on topics such as the analysis of a particular poetic movement (Romantic, Modern, Beat, Harlem Renaissance).

Assigned readings from text and other sources.

## Articulation

**Equivalent Courses at 4 year institutions**

| University | Course ID | Course Title | Units |
|---|---|---|---|
| UC Davis | COMPLIT 14 | Introduction to Poetry | 3 |
| UC Merced | ENG 57 | Introduction to Poetry | 4 |
| UC Riverside | ENGL 12A/CRWT 57B | Introduction to Poetry | 4 |
| CSU Long Beach | ENGL 206 | Introduction to Creative Writing: Poetry | 3 |

**Comparable Courses within the VCCCD**
ENGL V15 - Introduction to Poetry
ENGL R118 - Introduction to Poetry

**Equivalent Courses at other CCCs**

| College | Course ID | Course Title | Units |
|---|---|---|---|
| College of the Canyons | 263 | Introduction to Poetry | 3 |

## District General Education

## A. Natural Sciences

## B. Social and Behavioral Sciences

## C. Humanities

**C2. Humanities**
Approved

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

**Course is CSU transferable**
Yes

**CSU Baccalaureate List effective term:**
Fall 1995

## CSU GE-Breadth

### Area A: English Language Communication and Critical Thinking

### Area B: Scientific Inquiry and Quantitative Reasoning

### Area C: Arts and Humanities

**C2 Humanities: Literature, Philosophy, Languages Other than English**
Approved

### Area D: Social Sciences

### Area E: Lifelong Learning and Self-Development

### Area F: Ethnic Studies

### CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

## UC TCA

**UC TCA**
Approved

## IGETC

### Area 1: English Communication

### Area 2A: Mathematical Concepts & Quantitative Reasoning

### Area 3: Arts and Humanities

**Area 3B: Humanities**
Approved

### Area 4: Social and Behavioral Sciences

### Area 5: Physical and Biological Sciences

### Area 6: Languages Other than English (LOTE)

## Textbooks and Lab Manuals
**Resource Type**
Textbook

**Description**

Hoover, Paul, ed. *Postmodern American Poetry; A Norton Anthology.*  2nd. ed., W.W. Norton, 2013.

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**Resource Type**

Textbook

**Description**

Wynne, Octavia. *Poetic Meter and Form*. Bloomsbury, 2016.

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**Resource Type**

Textbook

**Description**

Johnson, Greg, and Thomas Arp. *Perrine's Sound and Sense: An Introduction to Poetry.* 15th ed., Cengage, 2018.

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**Resource Type**

Textbook

**Description**

Poulin, A., and Michael Waters. C*ontemporary American Poetry.* 8th ed., Cengage, 2006.

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**Resource Type**

Textbook

**Description**

Ferguson, Margaret, Tim Kendall, and Mary Jo Salter, eds. *The Norton Anthology of Poetry.* 6th ed., Norton, 2018.

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**Resource Type**

Textbook

**Description**

Wolchansky, Molly, ed. *And We All Breathe the Same Air: A Poetry Anthology.*  Angie's Bookshelf, 2019.

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**Resource Type**

Textbook

**Description**

Fussell, Paul. *Poetic Meter and Poetic Form.* Rev. ed., McGraw-Hill, 1979.

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**Resource Type**

Textbook

**Description**

Cole-Dai, Phyllis, and Ruby Wilson, eds. *Poetry of Presence: Anthology of Mindfulness Poems*. Grayson, 2017.

## Library Resources

**Assignments requiring library resources**

Poetry analysis essays may require outside research using the Library's print and online resources, specifically online literary databases.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Research the biographical, historical, and cultural context of a poet's work.

## Distance Education Addendum

## Definitions

**Distance Education Modalities**

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

## Faculty Certifications

**Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.**

Yes

**Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.**

Yes

## Regular Effective/Substantive Contact

**Hybrid (1%–50% online) Modality:**

| Method of Instruction | Document typical activities or assignments for each method of instruction |
|---|---|
| Face to Face (by student request; cannot be required) | Student will have partial course time that is face to face. |
| Asynchronous Dialog (e.g., discussion board) | Discussions will provide overviews of the important poetic movements. |
| Synchronous Dialog (e.g., online chat) | Synchronous interaction will allow use of the Socratic Method in to discuss poetry. |
| Other DE (e.g., recorded lectures) | Recorded lectures will highlight key elements of poetry. |
| E-mail | Individual interaction between student and instructor. |
| Video Conferencing | Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted. |

**Hybrid (51%–99% online) Modality:**

| Method of Instruction | Document typical activities or assignments for each method of instruction |
|---|---|
| Asynchronous Dialog (e.g., discussion board) | Discussions will provide overviews of the important poetic movements. |
| Synchronous Dialog (e.g., online chat) | Synchronous interaction will allow use of the Socratic Method in to discuss poetry. |
| Other DE (e.g., recorded lectures) | Recorded lectures will highlight key elements of poetry. |
| E-mail | Individual interaction between student and instructor. |
| Video Conferencing | Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted. |
| Face to Face (by student request; cannot be required) | Student will have partial course time that is face to face. |

**100% online Modality:**

| Method of Instruction | Document typical activities or assignments for each method of instruction |
|---|---|
| Asynchronous Dialog (e.g., discussion board) | Discussions will provide overviews of the important poetic movements. |
| Synchronous Dialog (e.g., online chat) | Synchronous interaction will allow use of the Socratic Method in to discuss poetry. |
| Other DE (e.g., recorded lectures) | Recorded lectures will highlight key elements of poetry. |
| E-mail | Individual interaction between student and instructor. |
| Video Conferencing | Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted. |

## Examinations

**Hybrid (1%–50% online) Modality**
On campus
Online

**Hybrid (51%–99% online) Modality**
On campus
Online

**Primary Minimum Qualification**
ENGLISH

## Review and Approval Dates

**Department Chair**
03/05/22

**Dean**
03/06/22

**Technical Review**
03/17/2022

**Curriculum Committee**
04/05/2022

**DTRW-I**
MM/DD/YYYY

**Curriculum Committee**
MM/DD/YYYY

**Board**
MM/DD/YYYY

**CCCCO**
MM/DD/YYYY

**Control Number**
CCC000580449

**DOE/accreditation approval date**
MM/DD/YYYY