

COURSE SYLLABUS

Course Title:	Poetry	Date submitted:	Spring 2014 (AAC: 14-25)	
Department:	Humanities			
Curriculum:	Literature			
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101) <input type="text" value="ENG* 213"/> Course Type: <input type="text" value="L/D"/> A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio	Prerequisites:		
	Elective Type: <input type="text" value="E/G/HU/LAS"/> E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science	C- or better in Composition (ENG*101)		
	Credit Hours: <input type="text" value="3"/> Developmental: (yes/no) <input type="text" value="No"/> Lecture: <input type="text" value="3"/> Clinical: <input type="text" value="0"/> Lab: <input type="text" value="0"/> Studio: <input type="text" value="0"/> Other: <input type="text" value="0"/> CONTACT HOURS: TOTAL: <input type="text" value="3"/>	Corequisites:		
	Class Maximum: <input type="text" value="23"/> Semesters Offered: <input type="text" value="F/Sp"/>	None		
		Other Requirements:		
		None		
	Ability Based Education (ABE) Statement:	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.		
	Catalog Course Description:	Explores the nature and variety of poetry. Poems from a wide range of periods, origins, and viewpoints provide material for a study of the concepts which are a part of reading, appreciating, and writing about poetry. Students study narrative, lyric, and dramatic poetry, as well as poetic elements such as diction, tone, images, figures of speech, symbols, rhythm, and meter.		
	Topical Outline: List course content in outline format.	1. Introduction to poetry: A. History and tradition B. Reading and writing about poetry 2. The elements of poetry: A. Diction, word order, and tone B. Imagery C. Figures of speech: simile and metaphor		

- D. Symbol, allegory, and irony
- E. Rhythm and sound
- F. Rhyme
- 3. Open and fixed form in poetry:
 - A. Narrative
 - B. Lyric
 - 1. Ballad
 - 2. Elegy
 - 3. Epigrams
 - 4. Ode
 - 5. Sonnet
 - C. Dramatic
- 4. Critical strategies for thinking, reading, and writing about poets and poetry:
 - A. Formalist
 - B. Biographical
 - C. Psychological
 - D. Historical
 - E. Gender
 - F. Mythological
 - G. Reader-response

Upon successful completion of this course, the student will be able to do the following:
COURSE:

1. Literary Genre: the ability to identify, define, and describe the attributes and significance of the primary genres and their subgenres
 - 1.1. Level 1: identifies major genres of Poetry
 - 1.2. Level 1: identifies and describes historical development of Poetry genres
 - 1.3. Level 2: identifies and describes historical and cultural influences on Poetry
2. Literary History: the ability to identify major periods and associated styles of literature and relate them to social history and how each affects the works created at that time
 - 2.1. Level 1: identifies significant characteristics of prominent authors and literary period.
 - 2.2. Level 1: describes the development of Poetry and recognizes that development as a product of historical forces
 - 2.3. Level 2: relates individual works to literary history
3. Literary Aesthetics: the ability to identify traditional and developing aesthetic terminology and standards and apply them to critical readings of subject works
 - 3.1. Level 1: identifies and defines aesthetic elements and their descriptive terminology
 - 3.2. Level 2: analyzes contribution of aesthetic elements to the overall effect of a work
 - 3.3. Level 2: articulates shifts in aesthetics within literary and cultural history
4. Critical Theory: the ability to identify critical approaches, recognize their use by others either in criticism or in the creation of literature, and to apply them to their own critical readings
 - 4.1. Level 1: is aware of a critical approach in any reading
 - 4.2. Level 1: identifies and defines major critical approaches (e.g. classical rhetoric, naturalism, psychological, feminist, Marxist, New Criticism).
5. Literary Analysis the ability to synthesize the acts of analysis in the preceding abilities and communicating that analysis – primarily via the essay but can also be through oral presentations, performances, or other media
 - 5.1. Level 1: critically reflects on their reading of Poetry
 - 5.2. Level 1: evaluates the significance of specific literary passages using appropriate terminology

Outcomes:

Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

	<p>PROGRAM: <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i> N/A</p> <p>GENERAL EDUCATION: <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p>1. Aesthetic Dimensions - Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.</p> <p>Demonstrates: Identifies and describes formal aspects, historical or cultural context, and aesthetic elements of the genre with clarity and appropriate vocabulary.</p> <p>Does Not Demonstrate: Unable to clearly identify and describe the formal aspects, historical context, and aesthetic elements of the genre.</p> <p>11. Written Communication (embedded) - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</p> <p>Demonstrates: Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.</p> <p>Does Not Demonstrate: Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.</p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p> <ol style="list-style-type: none"> 1. exams 2. short response papers 3. essays 4. oral presentations <p>Students will demonstrate they have met course and General Education abilities by producing, evaluating, and sharing critical readings and analyses of literary works in a variety of communication modes, presentations, exams, quizzes, but emphasizing the written essay.</p>
<p>Instructional Resources:</p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: Current Library and technological resources are adequate for this course.</p> <p>Desired:</p>
<p>Textbook(s)</p>	<p>Refer to current academic year printout</p>