HOUSATONIC COMMUNITY COLLEGE

COURSE NAME: Poetry

COURSE NUMBER: ENG*213

CREDITS: 3

CATALOG DESCRIPTION: This course examines the nature and variety of poetry to foster competence and pleasure in the reading, understanding and evaluation of poems as works of art. The course focuses on how poems work, examining elements critical to poetry, such as imagery, figurative language, symbol, diction, voice, rhythm, rhyme and structure. Elements of form, such as the employment of open, closed and traditional forms, may also be included. Close examination of poems will foster an understanding of both the historical context of some particular poems and of how understanding poetic techniques adds to the delight of reading and understanding poetry, thereby giving students the confidence and competence to approach more advanced levels of reading literature, whether formally or informally. Students will engage in the close reading and analysis of a wide range of poems written in the English language, and possibly some poems in translation from other languages. Students will be called upon to employ their skills in close reading, analysis and research in their writing assignments.

PREREQUISITE(S): ENG*102

General Education Competencies Satisfied:

HCC General Education Requirement Designated Competency Attribute Code(s):

☒ **AESX**　　　**Appreciation of the Aesthetic Dimensions of Humankind**
Additional CSCU General Education Requirements for CSCU Transfer Degree Programs:

☒ **HISX**　　　**Historical Knowledge & Understanding**
Embedded Competency(ies):

WCIII　　　**Written Communication in English III (Outcomes ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5)**
Discipline-Specific Attribute Code(s):
☒ **HUM**　　　**Humanities elective**

Course objectives:

General Education Goals and Outcomes:
☒ **Appreciation of the Aesthetic Dimensions of Humankind:** 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.
☒ **Historical Knowledge & Understanding (*for CSCU Transfer Degree Programs*):** Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.

Embedded Written Communication in English III: Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

1. ☒ Respond to Rhetorical Situations

2. ☒ Use Sources

3. ☒ Craft Logical Arguments

4. ☒ Apply Language Conventions

5. ☒ Formulate Effective Writing Strategies

Course Specific Objectives:

1. Read a substantial number of poems.
2. Identify and understand elements of poetry, and properly use terminology relating to these elements.
3. Identify and employ strategies for reading, interpreting and responding to poetry.
4. Demonstrate familiarity with a range of significant poets and their works.
5. Engage in a discussion of what constitutes poetry and how poetic techniques, such as rhyme and meter, can be employed in works other than poetry.
6. Write essays which clearly explain (analyze and possibly evaluate) works studied.
7. Demonstrate skill in the conventions of essay writing (including unity, coherence, support, sentence structure, the avoidance of plagiarism, the selection and evaluation of appropriate sources, and the proper citation of sources) and an understanding of one's audience and purposes as well as the ethical ramifications of plagiarism and other elements of writing (such as content and language choices).
8. Engage in the writing process and peer review to develop and revise essays prior to final submission.
9. Apply key concepts, terminology, and methodologies in the analysis of poems and poetry.
10. Identify works of poetry within their aesthetic contexts as well as relevant historical, social, political and cultural contexts.
11. Articulate ways in which poems and poetry respond to and influence society and culture.
11. Actively engage with works of poetry on the page (through the experience of reading) and aurally (through the experience of hearing poems read), and by responding to those works in discussions as well as in formal writing assignments.
12. Articulate, in discussion and/or writing assignments, the ethical dimensions surrounding the creation, dissemination, and/or interpretation of works of poetry, given the aesthetic, social, cultural and/or historical contexts in which they were created.
13. Identify and differentiate types of sources (including popular, academic, primary and secondary) which are relevant to understanding the historical

context as well as the any relevant socio-economic, cultural and aesthetic contexts of the works studied.

14. Recognize how works studied are products of their time in that they reflect social, cultural, economic and aesthetic conditions and attitudes of their time, and, when appropriate, recognize how interpretations of works studied have changed over time, given changing contexts.

15. Place poems studied in their historical context, considering the social, cultural and/or political realities and attitudes depicted.

16. Explain how developments in the structure and content of poetry, and the historical/cultural contexts which drive them, have an impact on subsequent developments in form and content.

17. Explain complex relationships between developments in the history, schools and movements in American poetry, and possibly in poetry from other nations.

COURSE CONTENT

1. Close reading and annotation
2. Analysis and interpretation
3. Elements of poetry, including but not limited to
    a. Imagery
    b. Tone
    c. Diction
    d. Figures of speech
    e. Symbolism
    f. Rhythm
    g. Rhyme
    h. Form
4. Brief (or expanded) history of the art form
5. Poets, their works and possibly their live and historical contexts (a wide variety of English language poems and possibly poems in translation as well)
6. Research and essay writing on poems, poets and poetry
7. OPTIONAL: Examination of the creative process of known poets
8. OPTIONAL: Student poetry writing to further examine approaches employed by the poets studied