

Course ID:	Course Title:	Winter 2024
EN 232	Reading Poetry	Prerequisite: 3 cr. EN
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In-class	Instructor:	Jonathan Goossen, PhD	First Day of Classes:	January 9
Days:	Wed. & Fri.	Email:	JGoossen@ambrose.edu	Last Day to Add/Drop:	January 21
Time:	9:45-11:00 am	Phone:	403-407-9468	Last Day to Withdraw:	March 28
Room:	RE 146-RE 110 (for now)	Office:	L2065	Last Day to Apply for Extension:	April 2
Lab/Tutorial:	N/A	Office Hours:	Wed. & Fri. 11:00 am-12:00 pm	Last Day of Classes:	April 11
Final Exam:	9:00 am April 17 RE 146				

Course Description

An introductory survey of the various kinds of poetry written in English, with examples from the fourteenth to the twentieth centuries, this course develops the basic principles of formal poetic analysis through the close reading of poems.

Learning Outcomes

Diligent students of the course will:

1. Understand the nature of poetry as a unique mode of writing distinguished by its imaginative use of and attention to figurative language, symbol, and the structural, rhythmic, and sensory patterns of language.
2. Demonstrate understanding of major metrical systems and poetic forms.
3. Be able to interpret the meaning of these systems and forms.
4. Develop the skill of writing clear, compelling, and correct prose in essays that logically argue a claim on the basis of literary-textual evidence.
5. Learn, in the words of the Book of Common Prayer, to “reverence truth, desire goodness, and rejoice in beauty,” particularly as these qualities are manifested in poetry.

Required Textbooks

Adams, Stephen. *Poetic Designs*. Peterborough: Broadview, 1997. ISBN 9781551111292

Ferguson, Margaret, et al, eds. *The Norton Anthology of Poetry*. Shorter 5th ed. Norton, 2005. ISBN 9780393979213

Steele, Timothy. *All the Fun's in How You Say a Thing*. Ohio UP, 1999. ISBN 9780821412602

Recommended Textbooks (on reserve in library)

- Finch, Anne and Alexandra Oliver, eds. *Measure for Measure: An Anthology of Poetic Meters*. Knopf, 2015.
- Greene, Roland, et al., eds. *The Princeton Encyclopedia of Poetry and Poetics*. 4th ed. Princeton UP, 2012. (*Reference section of library*)
- Hollander, John. *Rhyme's Reason: A Guide to English Verse*. 4th ed. Yale UP, 2014.
- Lennard, John. *The Poetry Handbook*. 2nd ed. Oxford UP, 2005.
- Pinsky, Robert. *The Sounds of Poetry: A Brief Guide*. Farrar, Strauss, Giroux, 1998.
- Snodgrass, W. D. *De/Compositions*. Graywolf Press, 2001.

Requirements

Class sessions

- Class sessions will largely be devoted to considering the assigned readings. Therefore:
 - Read all assigned texts **before** the class for which they are assigned.
 - Always **bring the relevant texts to class**.
- Any additional short texts introduced in class will be made available on Moodle.
- In addition to the assigned readings, **you are responsible for the content of all lectures** on these readings, including their historical and literary backgrounds. In other words, **attend class**.

Assignments

- All assignments are due at the time specified on the course schedule.
- Assignments are to be submitted in **several different forms**: consult assignment sheets for details.
- **Late Assignments:**
 - **The penalty for late assignments** is one refined letter grade per class day (Tues.-Fri.) late. Late assignments may also be graded and returned later than on-time submissions.
 - **Extensions** may be granted on written assignments in extraordinary circumstances, but they must be requested in advance. Plan ahead: busyness is not an extraordinary circumstance.
- **All assignments must be submitted** to be eligible for a passing final grade.

Attendance

- Because learning how to read literature and write essays is not simply a matter of memorizing facts from Powerpoint slides, **class attendance is mandatory**. Attendance will be taken daily and will affect your participation grade.
- **Any student who misses more than 8 class sessions (1/3 of the course) without legitimate excuse will automatically fail the course**. Students are responsible to report legitimate absences to the professor.

Communication

- I will use a combination of Moodle announcements and direct email messages to communicate with you about the course, and I will assume that you are receiving these messages. **Therefore, check your Ambrose email regularly**.
- I will do my best to reply to your emails promptly. However, **I do not typically check email on weekends or after 6:00 pm on weekdays**.
- Read the syllabus and relevant assignment sheets **before emailing me** with a question.

Evaluation

Participation – 15%

Participation includes attendance, contributions and attentiveness to class discussion and lecture, individual consultation about the course and assignments with your professor, and your completion of and performance on occasional **quizzes and exercises**. Submit assigned exercises as docx, PDF, or image files by email to EN232-1@outlook.com.

Group Poem Recitation – 5%

Memorize and recite the same poem as three of your peers. Discuss the significance of your interpretive choices in relationship to those of your peers. **March 8.**

Literalizations – 5% x 2 = 10%

“Literalizing” a poem helps one to understand not only that poem’s meaning, but how its figurative language and imagery work to convey that meaning. **Due January 19 & 26.**

Explication Essays – 15% and 25% = 40%

Each essay will be written on one poem. Essay 1 (1000 words) will focus on particular prosodic categories; Essay 2 (1500 words.) will require you to determine which analytical categories are most necessary to your subject poem. **Due February 19 and April 12.**

Midterm Examination – 10%

Focused on scansion and prosodic analysis. **March 1.**

Final Examination – 20%

The exam will be comprehensive of the entire course. **April 17.**

Classroom Etiquette

The university classroom is a formal venue to which students and professor alike bring their best selves to the earnest discussion of serious ideas. To help you do that, observe the following guidelines:

- Address the professor by his title: “Professor” or “Dr Goossen.”
 - As an extension of the classroom, email communication should also be formal: don’t email like you text.
- Arrive on time. Attendance will be taken at the beginning of class.
- Do not talk compulsively. Be self-aware and leave space for others’ voices.
- Do not be silent. Speaking is a crucial aid to formulating your thoughts on a topic.
- Eating in a formal venue like a classroom is brutish; since university education is meant to humanize you, don’t do it. Unslurped beverages are fine.
- Texting or having your phone beep, ring, or rumble during class is not quite brutish (animals don’t use phones), but it is certainly crude. Since university education is meant not only to humanize but to civilize you, **turn your phone off and put it away.**
- Despite frothy claims to the contrary by scholars often addicted to it, technology does not usually aid learning. Therefore, **students may not use any device more complex than pen and paper in our classroom.** Contact the professor if you need special accommodation.

Communication

- I will use a combination of Moodle announcements and direct email messages to communicate with you about the course. **Therefore, I am assuming that you will check your Ambrose email regularly; do so.**
- I will do my best to reply to your email messages promptly. However, **I do not typically check or reply to email on weekends or after 6:00 pm on weekdays.**

Grade Summary

Letter Grade	Percentage	Description
A+	96-100	Excellent
A	91-95	Excellent
A-	86-90	Excellent
B+	82-85	Good
B	75-81	Good
B-	72-74	Good
C+	68-71	Satisfactory
C	63-67	Satisfactory
C-	60-62	Satisfactory
D+	56-59	Poor
D	50-55	Minimum Pass
F	0-49	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously. Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Academic Policies

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.

Course Schedule – EN 232 – Winter 2024

Wednesday	Friday
<p>January 10 – Course Introduction</p>	<p>January 12 – Reading – Literally Read: Wordsworth, “On the Extinction...” (Moodle) Frost, “Nothing Gold Can Stay” (Moodle) Millay, “I, being born a woman” (NAP p. 887) Livesay, “Bartok and the Geranium” (Moodle) Assignment: Literalizations</p>
<p>January 17 – The Poetic Line and Syntax I Read: Ferguson, “Poetic Syntax” (NAP pp. 1277-98) Shakespeare, Sonnet 66 (Moodle) Dickinson, “On a columnar self...” (p. 728) Blake, “The Lamb” (p. 441)</p>	<p>January 19 – The Poetic Line and Syntax II Read: Blake, “The Tyger” (NAP p. 446) Frost, “After Apple Picking” (p. 799) Williams, “Between Walls” (Moodle) Exercise: <i>Punctuation in Dickinson, “On a Columnar Self” (p. 728)</i> Literalization 1 due</p>
<p>January 24 – Metre: A Defense Metre I Read: Steele, Introduction (pp. 1-14) and Chapter 1 (pp. 27-42) Keats, “To Autumn,” (NAP p. 587)</p>	<p>January 26 – Metre II: Scansion Read: Steele, Chapter 2 (pp. 52-79) Jonson, “Still to be Neat” (NAP p. 216) Herrick, “Upon Julia’s Clothes” (p. 229) Sidney, <i>Astrophil & Stella</i> 1 (p. 157) Exercise: <i>Four-level mark-up of Shakespeare, Sonnet 66</i> Literalization 2 due</p>
<p>January 31 – Metre II: Scansion continued Exercise: <i>Write five lines of iambic pentameter verse</i></p>	<p>February 2 – Metre III: Metrical Variation Read: Steele, Chapter 2 (pp. 79-93) Dunbar-Nelson, “I Sit and Sew” (Moodle) Yeats, “When You are Old” (Moodle) Wilbur, “The Ride” (Moodle) Exercise: <i>Scan “I Sit and Sew”; 4-level mark-up of “When You are Old”</i></p>
<p>February 7 – Metre IV: Rhythmical Modulation; Elision Read: Steele, Chapter 3 (all) and Ch. 4 (pp. 116-34) Marlowe, “The Passionate Shepherd” (NAP p. 168-69) Raleigh, “The Nymph’s Reply” (p. 121) Rich, “Aunt Jennifer’s Tigers” (Exercise: <i>Scan King Lear 3.2.1-2; first 3 stanzas of “The Ride”</i></p>	<p>February 9 – Metre and Scansion Review Read: Jonson, “Still to be Neat” (decomposed; Moodle) Herrick, “Upon Julia’s Clothes” (decomposed; Moodle) Blake, “Ah Sunflower” (decomposed; Moodle) Blake, “The Tyger,” (decomposed; Moodle) Various Review Poems (Moodle) Exercise: <i>Write five lines in trochaic tetrameter</i></p>

Wednesday	Friday
<p>February 14 – Sound Read: Harmon, from <i>The Poetry Toolkit</i> (Moodle) Collins, Chart of Verbal Sound Values (Moodle) Dryden, “A Song for St Cecilia’s Day” (<i>NAP</i> pp. 310-11) Pope, from <i>Essay on Criticism</i> ll. 364-83 (<i>NAEL</i> p. 2677/C498); Stevens, “Bantams in Pine Woods” (Moodle)</p>	<p>February 16 – Rhyme Read: Steele, Chapter 6 Herbert, “Easter Wings” (<i>NAP</i> p. 236) Dickinson, “I reason earth is short” (Moodle) Frost, “An Old Man’s Winter Night” (Moodle)</p> <p style="text-align: right;">Explication Essay 1 due Monday, Feb. 19</p>
TERM	BREAK
<p>February 28 – Forms I: Stanzas Read Steele, Chapter 7 “Stanzas” Wordsworth, “A Slumber Did My Spirit Seal” (<i>NAP</i> p. 472) Dickinson, “There’s a certain slant of light” (p. 723) Williams, “The Red Wheelbarrow” (p. 829)</p>	<p>March 1 – Scansion and Prosody Exam</p>
<p>March 6 – Reading Poetry Aloud Read: Yeats, “Lake Isle of Innisfree” (<i>NAP</i> p. 768) Wilbur, “The Ride” (Moodle); “Love Calls Us...” (p. 1021) Moore, “What are years?” (p. 859) Gunn, “Dancing David” (Moodle) Thomas, “Do Not Go Gentle” (p. 991)</p>	<p>March 8 – Group Recitations</p>
<p>March 13 – Voice Read: Williams, “Danse Russe” (<i>NAP</i> p. 825) Shelley, “Ozymandias” (p. 541) Blake, “A Poison Tree” (p. 446) Cunningham, Epigrams (Moodle) Bradstreet, “The Author to her Book” (p. 285) Roethke, “My Papa’s Waltz” (p. 955)</p>	<p>March 15 – Diction Read: Hamilton, from <i>Essential Literary Terms</i> (pp. 74-83; Moodle) Lennard, from <i>The Poetry Handbook</i> (pp. 222-26; Moodle) Keats, “To Autumn” (<i>NAP</i> p. 587) Millay, “I, being born a woman” (p. 887) Exercise: Consider various categories of diction in Cairns, “Idiot Psalm 1” (Moodle)</p>
<p>March 20 – Figures I Read: Adams, “Figures of Speech” (pp. 105-32) Additional examples on Moodle</p>	<p>March 22 – Figures II Read: Adams, “Figures of Speech” (pp. 132-47) Exercise: Identify figures in Shakespeare, <i>Sonnet 129</i> (<i>NAP</i> p. 177)</p>
<p>March 27 – Open Verse I Read: Adams, from <i>Poetic Designs</i> (pp. 149-67) - carefully read the short poems Adams discusses Whitman, “Beat! Beat! Drums!” (<i>NAP</i> pp. 690-91) Exercise: Identify structuring elements in Whitman’s poem</p>	<p>March 29 – Good Friday – classes cancelled</p>

Wednesday	Friday
<p>April 3 – Open Verse II Read: Adams, from <i>Poetic Designs</i> (pp. 167-88) Eliot, “The Love Song of J. Alfred Prufrock” (<i>NAP</i> pp. 862-66) Exercise: <i>Identify how Eliot uses metre</i></p>	<p>April 5 – Forms II: The Sonnet</p>
<p>April 10 – Forms III: Rondeau, Sestina, Villanelle Read Thomas, “Do Not Go Gentle” (<i>NAP</i> p.991) McCrae, “In Flanders Fields” (Moodle) Bishop, “Sestina” (p. 963)</p>	<p>April 12 – Last Class Exam Review <p style="text-align: right;">Explication Essay 2 due</p></p>
<p>Final Examination: 9:00 am April 17</p>	