City University of Hong Kong
Course Syllabus

offered by College/School/Department of English
with effect from Semester A 2016/17

Part I   Course Overview

Course Title:	**Introduction to English Poetry**
Course Code:	**EN2319**
Course Duration:	**1 Semester**
Credit Units:	**3**
Level:	**B2**
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**Nil**
Precursors: *(Course Code and Title)*	**Nil**
Equivalent Courses: *(Course Code and Title)*	**Nil**
Exclusive Courses: *(Course Code and Title)*	**Nil**

Part II   Course Details

1. **Abstract**
   (A 150-word description about the course)

This course aims to provide participants with the theories, concepts and methods they need to analyse and, ultimately, appreciate English poetry. Participants will learn about poetic devices and their historical development, applying that knowledge to critical reflection on English. Through readings, classroom activities and coursework, participants will develop the ability to communicate with other scholars and teachers about issues in poetry using standard concepts and notation systems in the field.

2. **Course Intended Learning Outcomes (CILOs)**
   (CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Identify some basic concepts needed for the analysis of poetry (poetics);		X		
2.	Describe the basic organizational principles of English poetry using appropriate meta-language;		X		
3.	Analyze how the different elements of English poetry function in creating a successful poem;			X	
…	Apply the analysis and exploration of English poetry from various countries and backgrounds to the production of poetry;				X
	* If weighting is assigned to CILOs, they should add up to 100%.	100%			

A1:   Attitude
   Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   Ability
   Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
   Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. **Teaching and Learning Activities (TLAs)**
   (TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
	Reading the course book and other assigned readings, and reading/using Web & media resources. Students should show active participation in the course by reading assigned chapters of the course textbook (and using Web	X	X					

	resources to access additional materials) before each class in order to facilitate classroom discussions and exercises. The course book contains information related to concepts and notion systems dealt with in the course and will be supplemented by Web and other audio-visual media resources. All the readings and resources will focus on the identification of periods of poetry, analysis of the functions of the different elements of English poetry, and application of poetry analysis skills to critical thinking skills on a range of personal and social issues.							
	Completing Homework, Analysing Poems & Listening to Poetry Recitations Students will be given work to complete at home. Some of this will involve reading & analysing poems and/or listening to recitations of them, and will require critical thinking on social issues as well as on the relationship of poetic devices and themes to other text genres in social life. Students will show active participation in the course by taking part in these activities that are designed to help them to analyze poetry, apply the analysis and exploration of poetry to the enhancement of critical thinking skills on a range of personal and social issues, and relate the workings of English poetry to the successful mastery and use of English in non-poetic genres and contexts for various effects.	X	X	X				
	Interactive lectures, in-class discussions & exercises The lectures will review what students are expected to have already read, and will be interactive, with class activities interspersed, because poetry is not a subject that can be passively learned—it requires active participation and practice. Classroom time will be used to provide participants with the opportunity to interact with the instructor and each other in group discussions and exercises, to	X	X	X	X			

	identify basic poetic concepts, describe the basic organizational principles of English poetry using appropriate metalanguage, analyse the functions of the different elements of English poetry, apply analytical skills to critical thinking skills on a range of personal and social issues, and relate the workings and themes of English poetry to contemporary social life, in both poetic and non-poetic genres and contexts.							
…	**Writing poetry and providing feedback on classmate's poetry** Students will write their own original poetry as a way to experientially understand the inner workings of rhythm and rhyme in English poetry. Classroom time will be used to provide students with guidance and encouragement as they seek to write poems in iambic pentameter, in sonnet forms, and in free verse. Students will work (together and individually) to consider a poem's organization and themes in an effort to produce an original poem expressing their own related personal and social concerns. By engaging the writing process and giving comments on at least two poems written by fellow classmates, students will better understand the close attention to language inherent to poetry and the beats and rhymes enacted by combining various English syllables.			X	X			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: _100 %								
In-Class Poetry Evaluation A one-hour evaluation (as a mid-term) designed to help students clarify and consolidate concepts related to the study of metrical poetry. Student performance	X	X	X				20%	

will be assessed individually according to how well they are able to 1. Describe organizational principles of English poetry (the constructs of metrical poems) using appropriate meta-language; 2. Analyze how the different elements of a poem function in making it successful;								
Poetry Collection with Meta-Analysis and Classmate Feedback Students will write their own original poems for several metrical and free verse forms covered in class. Each poem (4 in total) should mirror an example discussed in class. All original poems will be coupled with a one-page critical reflection essay that points out how the metrical features/devices highlight or emphasize the meaning of the poem and make it successful. In class, students will also be asked to share two of their four poems with two class members and receive feedback that should be included in the final collection. Student performance will be assessed individually according to how well they are able to 1. Express an understanding of the rhythmic features of the example poem through writing their own original		X	X			25%		

poem (10%); 2. Meta-analyse how their own poem uses rhythm and rhyme to generate an emotion or theme similar to the example poem (10%); 3. Offer constructive feedback and analysis on two of their class members' poems and revise in response to their classmates' notes (5%);								
Poetry Appreciation Paper Students will choose to analyse either a collection of poems that have something in common (e.g. theme, form, meter, symbolism) or a selection from the works of a single poet and develop an argument about the relevance of the poems to contemporary life. Students will describe how different elements of the poems function in making them successful and demonstrate the application of critical thinking skills on a range of personal and social issues by relating the workings and themes of the poems to contemporary social life. Students might, for example, explore how Ezra Pound's imagist poetry uses scenes of nature to create an epiphany about the difficulty of living in an industrialized city; students might then relate the interpretation to Hong	X	X	X	X			30%	

Kong's fast urbanization, using Pound's poetry as a way to suggest the need for nature experiences or green space in the city.							
Poetry Recitation/Performance and Short Historical Reflection Students will choose a poem of suitable length to recite/perform out loud in-class. Prior to the recitation, students will give a short verbalized reflection on the poem (relating its poetic devices and its themes to its historical period or relevance). In doing so, students will demonstrate their ability to analyze the different elements of English poetry and discuss the events and social issues important to a historical understanding of the poem.		X	X	X			25%

Examination: ____% (duration: , if applicable)

The weightings should add up to 100%. 100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Poetry Evaluation		Able to critically analyze the poetry in the context of the theories and genre conventions learnt. Demonstrate accurate, original and detailed interpretation of the passage, applying appropriate principles, providing ample arguments and evidence in clear and accurate English.	Able to critically analyze the poetry in the context of the theories and conventions learnt. Demonstrate good, original interpretation of the passage, applying principles, providing arguments and evidence in clear and accurate English.	Able to critically analyze the poetry, drawing upon some theories and concepts learnt in class. Demonstrate some insight into the passage in clear and moderately accurate English.	Able to analyze the poetry in vague detail, demonstrating little original insight, and application of learnt theories and concepts in unclear, inaccurate English.	Unable to analyze the poetry and/or to express ideas in accurate English.
2. Poetry Appreciation		Able to explicate passages clearly	Able to explicate the passage	Able to explicate the passage,	Able to identify some literary	Unable to accurately summarize meaning

Paper		and insightfully, identify key literary devices, accurately summarize meaning, relate the passage to the genre as a whole and synthesize points into a coherent argument expressed in clear and accurate English.	clearly, identify some key literary devices, accurately summarize meaning, relate the passage to the genre as a whole and express a defendable but not entirely compelling or original argument in accurate English.	identify some literary devices, summarize the poem's meaning, express points in moderately accurate English but lacking a clear and/or strong argument.	devices and summarize meaning with uneven or poor accuracy, lacking a cohesive or convincing argument using moderately accurate English.	and/or identify relevant literary devices and/or build an argument.
3. Poetry Performance		Able to explicate passages clearly and insightfully, identify key literary devices, accurately summarize meaning, relate the passage to the genre as a whole and	Able to dramatically render poetry with appropriate phrasing, pronunciation, gestures and movements in a way that demonstrates thoughtful	Able to render poetry with phrasing, pronunciation, gestures and movements in a way that demonstrates some understanding of text and some	Able to render poetry with phrasing, pronunciation, gestures and movements. Able to introduce the poem, but the reading and/or the introduction are uninviting,	Unable to dramatically render poetry or introduce the poem.

		synthesize points into a coherent argument expressed in clear and accurate English.	interpretation of text and connects to the poem's verbal introduction.	dramatic emphasis. The student delivers a verbal introduction to the poem, but the reading of the poem and the introduction are not clearly connected.	disconnected, or dispassionate.	
4. Poetry Collection		Able to accurately express forms of English poetry in an original voice, using the devices and genre conventions suited to each poem and the corresponding example. The attached analytical paper demonstrates an accurate	Able to accurately express forms of English poetry using the devices and genre conventions learnt. Demonstrate a good description of the poem and its devices in the analytical paper, provide some discussion in clear and	Able to accurately express some forms of English poetry using the devices and genre conventions learnt in class. Demonstrate some insight into the form of each poem and provide some discussion in the analytical paper in moderately accurate English.	Able to express some aspects of English poetry but does so unevenly or not always accurately. Demonstrate little insight into the form of each poem or the devices learnt and use moderately accurate and/or inaccurate English.	Unable to express forms of English poetry and/or to express ideas in accurate English.

		description of the student's poem (for each poem included), provides excellent discussion of the form and explains how the poem's devices make it successful in achieving a particular effect. The poem and the analytical paper are written in clear and accurate English.	accurate English.			

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   Keyword Syllabus
   (An indication of the key topics of the course.)

Free Verse, Meter, Poetic Periods, Poetry, Rhyme, Sound, Style, Symbolism, Writing

2.   Reading List
2.1   Compulsory Readings
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Oliver, Mary (1998). *Rules for the Dance: A handbook for writing and reading metrical verse*. New York, NY: Houghton Mifflin.
2.	Polonsky, Marc. (1998). *The poetry reader's toolkit: A guide to reading and understanding poetry*. Lincolnwood, Ill., USA : NTC Pub. Group.
3.	
…	

2.2   Additional Readings
   (Additional references for students to learn to expand their knowledge about the subject.)

1.	Curricular resources in poetry: http://www.cln.org/subjects/poetry_cur.html
2.	Poetry archive: http://www.poetryarchive.org/poetryarchive/home.do
3.	Poetry resources: http://wisdomportal.com/CPITS/PoetryResources-1.html
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