

**Text**

Mason, David, and John Frederick Nims. *Western Wind: An Introduction to Poetry*, 5th ed.

**Learning Outcomes**

1. Students will practice oral presentations of poetry to increase their practical appreciation of the rhythm and sound of poetry.
2. Students will learn to identify the basic techniques of poetry: typical forms, rhythms, and figures.
3. Students will learn to write a short explication essays on a specific poem and explore their personal response to poetry in an essay on the value of poetry.
4. Students will become familiar with the work of at least one recognized poet and lead a discussion on that poet.

**Course Outline**

<b>Class Week</b>	<b>Text Coverage</b>	<b>Assignment</b>
<b>January</b>		
9-13	WW, Intro and Chap. 1	
18-20	<b>MLK Day</b> , WW, Chap. 1	In Class Reading
23-27	WW, Chap. 5	
<b>February</b>		
Jan. 30-Feb. 3	WW, Chap. 5	Draft, Essay #1
6-10	Conferences	<b>Essay #1</b> (“The Value of Poetry”)
13-17	WW, Chap. 6	<b>Test #1</b>
20-24	WW, Chap. 2	

**March**

Feb. 27-Mar. 2	WW, Chap. 3	Essay 2 Draft
5-9	<b>Spring Break</b>	
12-16	WW, Chaps. 3-4	<b>Essay #2</b> (Explication of a Poem)
19-23	WW, Chap. 4	
26-30	WW, Chaps. 4, 7	<b>Test #2</b>

**April**

2-6	WW, Chaps. 7-8	
9-13	WW, Chap. 13	
16-20	WW, Chap. 13	<b>Test # 3 (16<sup>th</sup>)</b> Presentations
23		Presentations
April 30 (Exam Day)		Presentations (If necessary)

**Policies and Procedures**

**Essays:** You will write two essays for the course. The **first** will be a general essay on “The Value of Poetry.” The **second** will be the explication of a specific poem, in which I will be asking you to show how the technical elements of poem contribute to the main idea or impression that the poem conveys to the reader. I will provide written guidelines for each of these assignments. Your essays should be 400-600 words, typewritten or double-spaced in ink. Although I grade primarily on content, I will penalize your grade for grammar and punctuation errors.

**Tests:** Tests will consist of identification and short essay answer, to include definitions. The grading scale is as follows: A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, below 60. I will use the letter grades you receive on the tests to compute your final average: A+=4.0; A=3.75; A-=3.5; B+=3.25; B=3.0; B-=2.75; C+=2.5; C=2.25; C-=2.0; D+=1.75; D=1.5; D-=1.25; F+=1.0; F=0.0. There will be three tests.

**Oral Presentations: (1)** Poetry is a medium employing both ideas and sound. Very often, a poem will only reveal its significance when it is read. We will read nearly all the poems that we study out loud. I will do a good bit of reading myself, but I expect each student in the class to read several poems aloud. Some oral readings will assigned, but I will also call upon students for spontaneous performances. Your

good humor and enthusiasm as a speaker and your courtesy and insight as a listener are the prime requirements for this aspect of the course. **(2)** In addition, each student will become familiar with at least one recognized poet and make a presentation on that poet's work. The presentation should be thoroughly researched, presented with some form of audio-visual support (PowerPoint is most commonly used, but posters, video, audio tape or disks, or exhibits are also acceptable) and include the student's reading of at least one representative poem by the poet. Part of your grade will be determined by the quality of your response to other students' presentations.

**Teamwork:** When we work on the technical elements of poetry—figurative language, sound devices, and rhythm—I will divide the class into teams for in-class practice on identifying these various techniques. Some of the exercises will be competitive, and winning teams will receive rewards, but I will not penalize anyone who participates conscientiously in a teamwork activity.

**Anthology:** Each student will have the **option** to compile a collection of poems, known as an **anthology**. The grade on the anthology may be substituted for the lowest test or essay grade. This anthology will be organized around a **theme** of the student's own choosing and presented in a suitable and consistent written format. Creativity and originality, both in the choice of theme and in the method of presentation, will greatly enhance a student's chance of a good grade on the anthology project.

**Attendance:** I subscribe to the 10% Rule described in the USC-L *Bulletin*. If you miss more than 10% of class meetings I can exact a grade penalty. Also, I will count absences double during the time that the presentations are being given.

**Academic Honesty:** All tests will be administered under an honor system. To help the honor system work, the following policies are in effect: (1) On test days do not bring any books, notes, or paper to the classroom-- only your pen. I will provide all paper. (2) If you observe dishonesty of any kind during the test, please report it to me. I will protect your anonymity. (3) I will investigate any evidence of dishonesty, to include plagiarism on out of class papers, and if such dishonesty is proved, I will impose sanctions. These sanctions may involve failure for the test or essay, failure for the course, or dismissal from the course. In addition, the Academic Dean will be notified, and he may choose to impose further sanctions.

**Academic Disturbance Policy:** Disturbances in classes, labs, during field trips, lectures, presentations, and other academic activities may result in one or more of the following sanctions: verbal reprimand, written warning, permanent dismissal from the class, suspension from the University for a period of time, or permanent suspension from the University. If a student is dismissed from a class after the last day to withdraw from classes, the student will receive an F grade in the class. A student may appeal verbal reprimand, written warning, or permanent dismissal from the class to the Academic Dean. A student may appeal suspension from the University for a period of time or permanent suspension from the University to the Vice Provost for Regional Campuses.

**Grade Weighting**

Tests	40%
Essays	40%
Presentation	20%

**Office Hours (218 Bradley)**

MW: 10:00-11:45 am; 2:00-3:00 pm

T\*Th: 11:00-11:45 am; 2:00-3:30 pm

F: 10:00-11:30 am

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