ENGLISH 106 SYLLABUS
INTRODUCTION TO LITERATURE: POETRY
Summer, 2003

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Office Hours: MTWR: 12-1 p.m.
Class time & Place: MTWR: 10 a.m. in T-205. CRN 12329
Web Page http://cf.linnbenton.edu/artcom/english/milletl/web.cfm?pgID=54

Texts required:
• Literature for Composition. Barnet et al, 6th ed.
• The Eloquent Umbrella, 2003 edition
• The Brief Penguin Handbook

Prerequisites: WR 121. It is strongly recommended that you take WR 121 before you take this or any other Literature class. If you have not, see me.

COURSE DESCRIPTION: A great poet writes that poetry has never killed anyone, but every day people die because poetry has not been read.

Hello, and welcome to all of you. The goal of this course is to bring poetry to life. We’ll read, discuss, and write about poetry, and come to understand its elements: voice, figurative language, allusion, symbol, imagery, form.

We will have the chance to read poems—our own and others’—in class. We’ll sharpen our conscious and unconscious perceptions of literature through patient reading and analysis, and learn how poetry not only reflects and enhances our own lives, but also how it relates to the world around us.

LEARNING OUTCOMES: When you’ve successfully completed ENG 106, you should be able to:
• Recognize how literature helps in understanding the human condition.
• Interpret literary works, poetry, and some visual art through critical evaluation.
• Demonstrate how literature enhances personal awareness and creativity.
• Write and speak confidently about your own and others’ ideas.

COURSE THEMES AND CONCEPTS: To demonstrate our learning outcomes, you’ll need to understand these Themes:
• Identifying author intent in poetry: the choice of message and form
• Identifying and understanding the Human/Personal significance of literature
• Applying a non-defensive posture in critical analysis
• Understanding of poetic structure, meaning, and form.

And these Concepts:
• Theme
• Audience
• Figurative language such as irony, allusion, logical, visual, and melodic aspects of poetry
• Genre and poetic form
• Form, Rhythm, and Rhyme
• Types of critical posture such as Feminist, Marxist, Freudian, etc. used in literary analysis
SKILLS: To reach our learning outcomes, you’ll need to master the following skills:
  • Reading critically
  • Analyzing literature using the above themes and concepts in writing responses
  • Researching sources and the use of MLA standards
  • Working collaboratively
  • Connecting poetry to our own lives and sharing these connections in discussions and writing
  • Understanding structure and meaning of poetry
  • Writing poetry to appreciate form and process
  • Reading and/or performing poetry in small groups or individually

COURSE ASSIGNMENTS: You will have the opportunity to demonstrate our learning outcomes by accomplishing the following tasks:

1. Writing Exercises (40 points, 4@10): These interactive creative writing exercises taken from The Eloquent Umbrella, will illustrate the connection between the creative imagination, the creation of art, and formal analysis of both the process and product of our own and others’ art. It will help us see that story and poetry is not on the page—it is in our minds.

2. Summary-Response (50 points, 2@25): There will be two summary-responses on poems to be selected. These will be given check plus, check, or check minus (√+; √; √-) out of 25.

3. Essay (100 points): This five-page essay will demonstrate an analysis of a poem or poems to be announced, revolving around the concepts we will discuss in class.

4. Writing Assignments: (50 points, 2@25) We will write a one-page Explication of a poem in class, and a one-page analysis of form in a poem of your choice.

5. Capstone Project & Presentations (100 points) Choose a topic you are interested in and would like to share with the rest of us. You may do this on your own or with a small group—whichever you presser. Your presentation may include graphics, charts, music, theater, and film. It should take about 15 minutes.

6. Memorize and recite a poem: (25 points) Pick a poem yourself and memorize it. Then recite in a time and place of your choosing—to the class, to me in the hallway, or wherever works for you.

Please read the work before class and examine its meaning closely. Do mark the pages in your texts. Allow at least two hours of outside work for each hour of class and be sure to have all assignments done before class. Your grade will reflect your preparedness. Summary-Responses are due by the beginning of class for hard copy and for email versions. Late work will not be accepted.

Please word-process and double-space your work, and include your name, the class time, the instructor’s name, and the assignment title and type at the top left of the first page of all tests and assignments.

ATTENDANCE: It’s important that you attend all the classes. Every class will entail points towards your grade. Most of the work will be in-class writes and discussion (class participation)—and you’ll be graded on this. The revision process occurring in class is crucial to developing your skills in
writing, and your team members will depend on you. Also, material is often covered in class that is not in your texts.

CLASSROOM ATMOSPHERE: Writing is an intense process, a skill acquired through diligence and work. It is a personal act as well that demands honesty, focus, and openness. To help each other in this process, it’s important that an attitude of civility, a habit of positive suggestions, and a posture of support be the rule.

Resources:
- My Web Page (http://cf.linnbenton.edu/artcom/english/milletl/web.cfm?pgID=54) has a list resources and templates.
- See pages 18-19 in the General Catalogue for a list of campus resources. The Writing Desk is an excellent place to get professional help with your essays.

For a jump-start, review either of Pound’s books, or C. W. Mill’s, and earn 25 bonus points.

Grades:
A—90-100
B—80-89
C—70-79
D—60-69

A = You perform consistent and excellent work on time. You come to class having read the material actively and thoughtfully. Your writing makes insightful connection between the literature and the issues involved.
B = You show consistent work, but you may not have always understood the literature and your writing might not express clarity all the time. Minor errors impede the writing.
C = Also means consistent work, but you have occasionally struggled with the reading and your writing shows recurring errors. You missed an occasional assignment.
D = You fall behind, miss an assignment, and attempt to turn in work late. You attend class irregularly and do not contribute to class or group work.
F = You complete less than 2/3rds of the work. Most students fail because they stop trying or don’t seek help before it’s too late.
Y = Means you complete so little work (less than 25%) that there is no basis for a grade.

NOTE: I urge you to submit your essays electronically. E-mail them to me at terrance@peak.org as attached documents in Microsoft WORD format only and in Arial 12 font. These assignments (except the summary responses) are due by midnight on the due dates. You will get them back sooner than written work (which is also due earlier, in class), and have the opportunity to get more feedback on them. Electronic submissions must be attached files that are named with your last name, the class days, and the assignment. For example: SmithTRwr121essay#1
Tentative Schedule  
(subject to revision, with notice)  

Overview: Chapters 1-4 in review; Chapters 15, 16, 17, 18, 19, 23, 24.

**Week 1:** Chapters 1, 2, 3 for review.  
M • If you have not already taken WR 121, it is especially important that you become familiar with Chapters 2 & 3 in order to maximize your success in this course.  
T • Interactive writing exercise  
W • Chapter 24: Art & Life; pages 1194-1219: Thinking and Writing About Poems and Pictures.  
R • Writing Exercise # 1 from the *Eloquent Umbrella*. These short exercises may be begun in class, but will be developed at home and then word-processed for grading. The exercises can be found on the web site: our online syllabus.

**Week 2:** Chapter 4: Reading Literature Closely: Analysis  
• Writing Assignment #1: Explication. This exercise will be done in class. You will then take it home to type it up.

**Week 3:** Chapter 15: Reading and Writing About Poetry  
M 7/7 • **No class Monday: cancelled**  
• Summary/Response #1  
• Writing Exercise #2

**Week 4:** Chapter 16: Thinking Critically about Poetry  
• Writing Assignment #2: Analysis. This exercise will be done in class.

**Week 5:** Chapter 19: Critical Strategies  
• Summary/Response #2  
• Writing Exercise #3

**Week 6:** Chapter 17 & 18: Arguing an Interpretation; Arguing an Evaluation

**Week 7:** Chapter 23: Identity in America  
• Writing Exercise #4  
• Draft essay in class. Read Appendix B, C, & D

**Week 8:**  
8/11 Capstone Projects & Presentations. Take something from Part IV and put together something you are interested in and would like to share with the rest of us—either by yourself or in a group. Art & Life; Love and Hate; Gender Roles; Innocence and Experience; Identity in America, etc.  
R • 8/14 Essay due
Assignment Log
Check each of the following to stay current and keep track of what you have done.

Summary Responses (50 points: 25 each)
1. _____
2. _____

Essay (100 points)
   _____ Title:

Interactive Writing Exercises (40 points)
   _____ Writing Exercise #1
   _____ Writing Exercise #2
   _____ Writing Exercise #3
   _____ Writing Exercise #4

Explication (25)
1. _____

Analysis (25)
1. _____

Memorization (25)
1. _____

Capstone (100)
1. _____