

Syllabus - ENGL 3362 Summer 2003

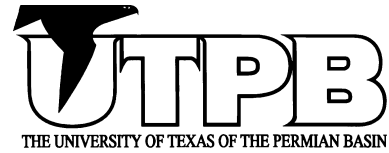
Poetry Forms and Themes

M-W 10:30-12:50

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Overview

This course aims to introduce students to the fundamental elements of poetry, enhancing their ability to enjoy and comprehend the genre. Significant attention will be paid to close reading of individual poems and to the development of a precise vocabulary for making observations about poetry. Ultimately, students should acquire such skills as will allow them to read, interpret, analyze and even teach poems independently. Part of the method for gaining comfort with poetry will be through saturation: we will often focus on one poem for an extended period of time, perhaps even a poem that you have listened to and read repeatedly at home. Each day, you should spend at least fifteen minutes reading/listening Poetry Speaks; the course will count on these explorations and the poems that we treat deeply may be those you discover and propose through your daily "devotions". On the calendar, you will find a rough sequence of topics for discussion; at times we may work on two or three poems that exemplify a topic. Other days, your comments and questions about a given poem may lead us to unpredicted explorations of new terms and possibilities. Our reading will thus need to be open to modification, digression, and improvisation--as the poems, and your various interests and needs dictate.

Texts

Poetry Speaks (anthology w/ CDs)

The New Princeton Handbook of Poetic Terms

Other Resources

Internet usage will constitute part of this course; please make arrangements to access course web pages from home or schedule time to do so on campus.

Requirements

Preparation (reading, annotation, quizzes, homework, and Web Posts)	20%
Participation etc. (active involvement in class discussion; and may also include class presentations, group work, informal writing, etc.)	20%
Formal Writing (three essays, including peer revision; 15, 15, 20%)	50%
Final Exam	10%

Attendance is assumed. Each student is allowed three absences, beyond which the student's final average will be reduced 5% points per absence. Students who anticipate missing more than the allowed classes for health, family, or other personal reasons should consider taking the class at another time. UTPB requires that students attending sponsored events (eg. athletes) be given the opportunity to make up work; a typed, 350-word discussion of assigned material will be expected within one week of such absences. Fairness requires that no exceptions be made.

Cheating, Plagiarism, and Collusion

UTPB Policy on Scholastic Dishonesty

Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. 'Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.' Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22. *Since scholastic dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced--Student Discipline for Scholastic Dishonesty: A Guide for Administrators, Faculty, and Hearing Officers (28).*

See also:

www.utpb.edu/UTPB_Student/Students/StudentLife/StudentService_Other/StudentGuide/main_student_guide.htm

Scholastic Dishonesty is a serious matter. I am savvy and vigilant in detecting students who use unattributed web sources, "collaborate" with fellows students, or utilize other "clever" methods to enhance their grades. Take the grade you honestly earn on an assignment. Should a classmate attempt to use your work, refuse; I make no distinction between cheaters and those who aid them. A plagiarized assignment will earn you a zero for the assignment and referral to the Vice President for disciplinary action.

Expectations, Workload, and Help

Each semester credit hour at UT Permian Basin represents a commitment on an average of three hours of 'out of class' preparation and one hour of class attendance (or its equivalent) per week. For example, enrolling in a three semester credit hour class commits the student to a total of twelve hours of work per week. Students who are employed or who have family responsibilities are especially encouraged to bear this commitment in mind and to seek guidance from their academic advisors in determining a suitable academic schedule

(UTPB Undergraduate Catalog 2001-2003; 57).

This will be a challenging college course; ENGL 1302 and 3300 are prerequisites. We will discuss all major texts during class, but I expect that you will have closely read and reflected on them in advance. As in all literature courses, you must make the effort to draw your own inferences about the texts you read and

be prepared to learn how to articulate and justify your interpretations. Make sure you schedule time for reflective reading; falling behind in the reading diminishes what you can gain from each class. I will expect that your written work, if not "original," will do more than simply reprocess what our class discussions and lectures presented. Also, it is assumed that you are familiar with the basics of composition. If you have not satisfied your general education requirements in writing, you must postpone this class until you have done so. I encourage you to meet with me for extra help or to discuss ways to enhance your learning. Please keep track of your grades. I prefer substantive discussions about the course content or your growth (strengths and weaknesses) to talk of your GPA and the generation of 'progress reports,' which is not the most efficient use of our time together.

Make-up Work, Computer Breakdown, and Other Exigencies

Successful mastery of course material requires students to complete assignments in a timely fashion. Make-up work does not serve the learning process and so will not be permitted, except for tests missed because of family emergency or severe illness. Writing assignments should be handed in at the beginning of class on the day due; the grade of a late paper will be reduced by a 1/2-letter-grade for each day or portion of a day it is late; after one week, a grade of F will pertain, though the student should still submit a paper in order to avoid getting a zero. Should you unavoidably miss a class, be sure to convey any assignment to me: leave it in my HFA-office mailbox; use a classmate as courier; email it (sherwood_k@utpb.edu); or fax 552-3280. Make paper and back-up copies of work done on computers. Begin work in advance of deadlines, so that you have time to troubleshoot disk errors, virus alerts, printer problems, etc. I know intimately how unreliable technology can be, but you are responsible for submitting work despite the gremlins and Murphy's Law.

Cell Phones

Please silence cell phones and beepers during class time.

Further details about policies, procedures, and assignments are available in the FAQ and Calendar.

FAQ -

What counts as good participation?

Comments sharing insights, posing questions, and responding to classmates. Your readiness to participate in class (attentive listening, informed and thoughtful contribution to class and group discussions, raising of questions) is assumed. Informed and attentive participation is the key. Verbal contributions to class should be complemented by reading of the web discussion.

What if I cannot develop my own interpretation of a literary work?

Overstressing originality can make the process of developing your own reading seem quite daunting. Please consult the Barnet Guide to Writing About Literature for tips on developing ideas. Be sure you are reading actively, with a pencil in hand. While reading and during class, be ready to jot down ideas worth further exploration.

What if my interpretation of a work is wrong?

I like to compare good interpretations to the arguments of good lawyers. Obviously, in an ideal courtroom, both prosecuting and defense attorneys make strong, informed and persuasive claims. They work with the evidence at hand to persuade a judge or jurors. Obviously, only one can have the "right" on his or her side, but both can make competent cases. The analogy is key too, because a good literary interpretation is not just an expression of a reader's feelings or intuitive response to a work; it must be expressed in a way designed to persuade others. Thus ultimately for most literature courses, exactly what your opinion is matters much less than how you arrived at it and how effectively you can communicate your reasoning.

Can I make up missed work?

Students should expect to complete tests on the scheduled date. In cases of extreme illness or family emergency only, students may, upon documentation, complete a test the following class meeting. Minor work such as quizzes will not be made up; typically a quiz will be given at the start of a class. Other assignments will be accepted late but with a penalty.

What does he expect us to do when we read these assignments by ourselves?

First, make marginal notation as you read, recording whatever observations you can on your own. It matters little whether your response is clever or confused; the first step to understanding is having a response. Second, do your best to make some sense of them; reading literature is less about getting the right answer than it is about one's experience of the text; if you wait for the professor to teach it before reading, you miss that experience.

What is marginal notation?

If you have written nothing in the margins of a text, I will assume you have not read it. Almost all good readers literally interact with the texts they read by making notes in the margin. Students sometimes tell me that they prefer not to write in their books because they want to resell them. My first response is, don't! Hold onto them and you may decide to read them again some day. If you can't resist getting \$10 for a \$50 text, then read with an erasable pencil (hi-lighting is useless anyway) or keep post-it notes handy and write on them. Yes, I'm serious about this!

How do I access the class discussion list?

Our class has an online discussion area accessible on a UTPB web server. If you have not previously used WebCT in a UTPB class, you will find it easiest to access the discussion area from my web page (www.utpb.edu/~sherwood), which will also feature links to relevant resources. The discussion is password protected; if you have trouble accessing or registered late for the class, you will need to contact Reach directly for your account information. Consider the discussion list an electronic twin to our classroom discussion, with the advantage that you can work out your thoughts before "sending". Address the texts themselves, points raised in class discussion/lecture, or the ongoing web conversation. You may make an argumentative claim or raise a thoughtful question. Work with your classmates, reading their posts and responding, and you may gain further: picking up ideas for your paper or clarifying your knowledge of a text. I will browse your postings and occasionally participate in the discussion, but I will not grade each individual post. Participate weekly; you should not expect to make up for missed postings in the final week of class.