

ENG 106
INTRODUCTION TO LITERATURE: POETRY
Winter 2018

Instructor: Robin Havenick
Office: NSH214
Office Hours: Mondays and Wednesdays 1:30 – 2:30; Tuesdays 12:00 – 1:00
Poetry Club Meets Tuesdays @ 3:00 – 4:00 in Diversity Achievement Center (DAC)
Telephone: 917-4574
E-Mail: robin.havenick@linnbenton.edu
Course Info: CRN: 31361 Monday and Wednesday 2:30 – 3:50 NSH206
Text: *An Introduction to Poetry*, 13th edition, X.J. Kennedy and Dana Gioia

**“Poems activate our secret worlds,
interior realms.
There is another world
and it is in this one.”**

Paul Eluard

Course Description

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. We'll come to understand the elements of a poem: *sound* (musical devices, rime, rhythm, meter, patterns) and *sense* (voice, figurative language, allusion, imagery, form). We'll listen to music, look at paintings and photography, collect our favorite poems and create our own anthology as well as write our own poems, individually and collaboratively, as we understand the poets we are drawn to. We'll have a chance to read our own work and works from our favorite poets.

We'll sharpen our conscious and unconscious perceptions of poetry through patient reading and analysis. The lines of the great poet W.H. Auden will resonate for us: **“Language is the mother. . . . of thoughts: words will tell you things you/ Never thought or felt before.”** We'll learn how poetry reflects, deepens, and enhances our own lives.

Learning Outcomes: When you successfully complete ENG 106, you should be able to:

- ◆ Recognize how poetry helps in understanding the human condition.
- ◆ Interpret poems through critical reading, analysis, and evaluation.
- ◆ Demonstrate how poetry enhances your personal awareness and creativity.
- ◆ Write and speak confidently about your own and others' ideas.

**“For poems are not as people think, simply emotions (one has emotions early enough).
They are experiences.”**

Rilke

<p>A Note on Writing and Reading Skills: Succeeding in this class will require that you have college-level writing and reading skills (write at the WR121 level). If you have not yet taken WR121 (or aren't taking it this term), please see me.</p>
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COURSE ASSIGNMENTS / ASSESSMENTS / The Work We'll Do

Discussions/Class Writings and Discussion/Participation (40 points)

Class participation is a vital part of this poetry class. (Every class will contribute points toward your grade.) **Plan to prepare well before class** and to participate in readings, activities, and discussions during class. Read the assignments before class: reflect on and examine the meanings and your connections. Annotate: Mark-up the pages in your text. Begin the reading well in advance. And please always be *present* for class! You – your consistent presence and participation – contribute to the integrity of our classroom community. More than three absences will negatively affect your final grade for the course.

Weekly Writing (60 points: six at 10 points each)

In a writing focused on the weekly key ideas, you'll be practicing your critical reading, interpretive, and analytic skills each week as well as doing the initial stages of compiling your *Favorite Poetry Anthology*. These writings are designed for you to identify and apply what you are learning and enjoying in each chapter as well as to give you an opportunity to develop your own style in reading. Full Credit: turned in on time, represents clear understanding and critical thinking, well-developed. Partial Credit: not turned in on time, or does not represent a clear understanding or clear critical thinking, or is not well developed. Format: one full page (about 500 words) word-processed, single-spaced.

Favorite Poetry Anthology (100 points)

You'll gather your favorite poems, your introductions to the poems, and write a cover essay that introduces your readers to your own strategies for "how to read a poem and fall in love with poetry." See *Favorite Poetry Anthology Guidelines*.

By Heart / Recitation (20 points)

Here's your opportunity to learn a poem *by heart*. Your selection should be from our text, or at least the poet should be represented in our text (see me for other considerations). You may choose one long poem (at least 3 stanzas of at least 5 feet per line) or two or three shorter poems. Of course, feel free to learn more, recite more – we will be an appreciative audience. You may choose anytime during the term for your recitation. Please let me know when you'd like to schedule your recitation (in front of our class, in small groups, individually).

Group/Individual Project OR Two Enrichment Events (30)

- **Project:** Individually or in groups, *perform* a chosen poem for our class. Consider the many ways to bring a poem to life – music, drama, visuals (art, photography).
- **Enrichment Events** (2 @ 15 points each): Choose your own poetry events, on or off campus and write a summary and response. Format: one full page (500 words), include word count in header, word-processed, single spaced.

Reading Strategies

- ◆ Read the poem out loud. Read carefully. Read the poem many times.
- ◆ Identify the plain sense of the poem/the literal sense of the poem.
- ◆ Understand and enjoy the words. Use a dictionary often.
- ◆ Be aware of patterns (imagery, sound, rhyme schemes).
- ◆ Listen for the rhythms.
- ◆ Appreciate the power and beauty and mystery of the language: "Language can do more than it can say" (William Stafford).
- ◆ Find out what is implied by the traditions behind the poem.
- ◆ Make connections to your own life, your own feelings, and thoughts, and perceptions.
- ◆ Enjoy

