

M: Course Objectives / Learning OutcomesReading

The successful student should be able to

- 1) read attentively and receptively;
- 2) read with a sensitivity to language, including a recognition and understanding of the difference between denotation and connotation;
- 3) recognize and understand the device of irony;
- 4) recognize and understand elements such as
 - A) figurative language, including metaphor, simile, imagery, and symbolism;
 - B) sonnet structure;
 - C) prosody, including sentence rhythms, voice accent, and rhyme;
 - D) sentence level details;
 - E) persona; and
 - F) allusion.

Writing

The successful student should be able to

- 1) pre-write by using devices such as informal and formal outlines;
- 2) develop an essay through multiple drafts and respond effectively to commentary on his or her written work;
- 3) develop and use a thesis;
- 4) develop a unified and coherent essay;
- 5) comprehend the nature of literary evidence and use this type of evidence effectively and correctly; and
- 6) write with a thematic focus.

N: Course Content:

Selected literary texts (see sample list)

A significant portion of the course will be devoted to instruction in writing critical essays on literary subjects.

O: Methods of Instruction

Some or all of the following methods will be used:

- reading aloud of poetry by students, with at least the instructor as audience
- lecture/discussion
- interviews
- group work and peer editing
- instructor feedback on students' written work

P: Textbooks and Materials to be Purchased by Students

Sample Reading List:

Dickinson, Emily Dickinson

Hunter (ed.), The Norton Introduction to Poetry

Yeats, Selected Poems

Q: Means of Assessment

A minimum of two academic essays, with a combined value of at least 40% of the course grade.

At least three other evaluations, such as writing assignments, tests, and oral reports.

At least 15% of the course grade will be based on in-class writing.

Writing Competency Bar

A student must achieve a grade of C- or better (on first submission) on at least one of the academic essays in order to achieve a grade of better than P for the course.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar