

1. COURSE TITLE

Poetry and Poetics

2. COURSE CODE

ENGL3417

3. NO. OF UNITS

3 units

4. OFFERING DEPARTMENT

English Language and Literature

5. PREREQUISITES

ENGL2007 Literary and Comparative Studies

6. MEDIUM OF INSTRUCTION

English

7. AIMS & OBJECTIVES

- 1) Introducing the students to the creative, formal, and critical traditions of Western poetry and poetics;
- 2) Introducing students to Western poetry in its historical contexts, including the specific interests and techniques of significant poets.

8. COURSE CONTENT

- I. Introduction: What is Poetry? What is Poetics?
- II. Criticism and Interpretation
- III. Theories of Poetry
- IV. History and Tradition of Poetry
- V. An Anthology of Poems and Critical Readings

9. COURSE INTENDED LEARNING OUTCOMES (CILOS)

CILO	By the end of the course, students should be able to:
CILO 1	Apply knowledge of the historical development of poetry in English to analyse different texts
CILO 2	Examine specific passages, styles, and structures of poetry in English
CILO 3	Evaluate English poetry
CILO 4	Critique the historical concerns and contexts of specific poets
CILO 5	Achieve a critical foundation in English poetry

10. TEACHING & LEARNING ACTIVITIES (TLAs)

CILO No.	Type of TLA
CILO 1	<ul style="list-style-type: none"> Identify the major movements and trends in English-language poetry from antiquity to the present Compare and contrast interests and social values as reflected in the poetry of different epochs
CILO 2	<ul style="list-style-type: none"> Identify different formal characteristics of poetic techniques (e.g. use of alliteration, caesura, enjambment, apostrophe etc) Practice such techniques in targeted assignments (in-class or on-line) Present group or individual presentations on poetic application of a given technique(s)
CILO 3	<ul style="list-style-type: none"> Acquire knowledge of elementary meter (including types of feet and number of feet per poetic line) Write metered lines of verse with an ear toward a given style or effect Complete assignments assessing their ability to scan poems in English
CILO 4	<ul style="list-style-type: none"> Participate regularly in class discussions on individual poems, including sharing background research on specific poets' biographies and eras Complete a thesis-driven academic prose essay, which combines formal analysis of a poem with the poem's interpretive or ideological "content"
CILO 5	<ul style="list-style-type: none"> Assert/disprove the relevance of English poetry in the modern world Demonstrate a present facility in English writing and speaking while acquiring historical knowledge about past practices of English poetry

11. ASSESSMENT METHODS (AMS)

Type of Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
Coursework	20%	1,2	Individual assignment (may include in-class or on-line scansion, sonnet writing or other exercises to test students' facility with basic poetic techniques of a formal nature.
Coursework	20%	1,2,4	Group assignment to allow students to share their findings about a specific poet or poetry in its historical context.
Term essay	30%	3,4,5	An academic essay to combine formal analysis of a poem with the poem's interpretive or ideological "content."
Examination	30%	1,2,3,5	The examination will assess students' ability to offer the analysis of an unseen poem's form and its historical or ideological content. The exam may also invite the student to write an impromptu poem on a given topic or theme.

12. TEXTBOOKS / RECOMMENDED READINGS

- Bond, Bruce. *Immanent Distance: Poetry and the Metaphysics of the Near at Hand*. Ann Arbor: University of Michigan Press, 2015.
- Buchbinder, D. *Contemporary Literary Theory & the Reading of Poetry*. South Melbourne: Macmillan, 1991.
- Cixous, Hélène. *Poetry in Painting: Writings on Contemporary Arts and Aesthetics*. Eds. Marta Segarra and Joana Masó. Edinburgh: Edinburgh University Press, 2012.
- Culler, J. *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*. London: Routledge & Kegan Paul, 1975.
- Eagleton, T. *Literary Theory: An Introduction*. Oxford: Basil Blackwell, 1983.
- Finch, A. *The Body of Poetry: Essays on Women, Form, and the Poetic Self*. Ann Arbor: University of Michigan Press, 2005.
- Forché, C., ed. *Against Forgetting: Twentieth-Century Poetry of Witness*. New York: Norton, 1993.
- Fussell, P. *The Great War and Modern Memory*. Rev. ed. New York: Oxford University Press, 2000.
- Harmon, W., ed. *Classic Writings on Poetry*. New York: Columbia University Press, 2003.
- Hobsbaum, P. *Metre, Rhythm, and Verse Form*. London: Routledge, 1995.
- Lerner, L. *An Introduction to English Poetry*. London: Edward Arnold, 1975.
- Nims, J., ed. *Western Wind: An Introduction to Poetry*. 4th ed. New York: McGraw-Hill, 1999.
- Robinson, Peter. *Poetry and Translation: The Art of the Impossible*. Liverpool: Liverpool University Press, 2010.
- Steele, T. *Missing Measures: Modern Poetry & The Revolt Against Meter*. Fayetteville: University of Arkansas Press, 1990.
- Tambling, J. *Re-verse: Turning Towards Poetry*. New York: Pearson-Longman, 2007.
- Williams, J. *Reading Poetry: A Contextual Introduction*. London: Edward Arnold, 1985.

ENGL3417 Poetry and Poetics CILOs/ PILOs		PILO1 <i>Effective Scholarship</i>	PILO2 <i>Academic Literacy</i>	PILO3 <i>English Proficiency</i>	PILO4 <i>Research Skills</i>	PILO5 <i>International Perspective</i>	PILO6 <i>Teamwork/ Employability</i>
CILO 1	Students should be able to apply knowledge of the historical development of poetry in English to analyse different texts	✓		✓			
CILO 2	Students should be able to examine specific passages, styles, and structures of poetry in English		✓				
CILO 3	Students should be able to evaluate English poetry	✓	✓				
CILO 4	Students should be able to critique the historical concerns and contexts of specific poets	✓		✓			
CILO 5	Students should be able to achieve a critical foundation in English poetry	✓	✓				
Total		4	3	2	0	0	0