

# ENG 212, Introduction to Literature: Poetry

Course Outline – Revised Spring 2008

## Course Outcome Summary

### Course Information

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|----------------------|---------------------------------|
| <b>Organization</b>  | Mercer County Community College |
| <b>Revised Date</b>  | 3/13/2008                       |
| <b>Course Number</b> | ENG 212                         |
| <b>Total Credits</b> | 3                               |

### Description

This course explores poetry as imagery, figurative language, allusion, tone, rhythm, meter, rhyme and stanza form. Students read major English and American poetry as well as verse from a variety of cultures to provide background for reading poems more incisively.

### Textbooks

X.J. Kennedy, Dana Gioia.. *An Introduction to Poetry. 11th edition..* Pearson Longman. . **Edition:** 2005.  
*Any handbook with MLA Documentation reference section..*

### Prerequisites

Minimum C grade in ENG 102 or divisional permission.

### Exit Learning Outcomes

#### Core Abilities

- A. Communicate effectively in speech and writing, and demonstrate proficiency in reading.
  - Students will read, write, and listen actively, critically, and reflectively.
  - Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.
  - Students will evaluate and revise their written and/or oral communication.
  - Students will write and speak clearly and effectively in formal American English.
  - Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.
- B. Use critical thinking and problem solving skills in analyzing information.
  - Students will distinguish among opinions, facts, and inferences.
  - Students will identify and critique underlying or implicit assumptions.
  - Students will thoughtfully evaluate diverse perspectives and alternative points of view.
  - Students will ask informed questions and make informed judgments.
  - Students will solve problems by applying discipline-appropriate methods and standards.
- C. Recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
  - Students will recognize the value of using information to strengthen arguments and articulate a research question.
  - Students will identify resources needed and develop and modify appropriate search strategies to

obtain the information required to answer a research question.

Students will recognize the factors that affect the quality of information and extract the pertinent information needed for the specific research question.

Students will integrate the information located in a cohesive manner that addresses the research question and communicate the information to the appropriate audience.

Students will respect the privacy, security, and ownership of the information they locate and use. Students will identify the ethical considerations relevant to the use of information, with a particular focus on how to prevent plagiarism.

- D. Use computers to access, analyze or present information, solve problems, and communicate with others.

Students will demonstrate proficiency in using major categories of computer software such as word processing, spreadsheet and presentation software.

Students will be proficient in using an interface and managing files.

Students will use email and communication software effectively and appropriately.

Students will use a web browser and search engines to seek information and will recognize types of information and sources.

Students will understand the impact of computers on society.

- E. Demonstrate interpersonal skills required for effective performance in group situations.

Students will demonstrate communication skills that promote effective function and interpersonal relations within group situations or settings.

Students will recognize and employ strategies and role-playing which encourage a productive and supportive group climate.

Students will employ aspects of reflective thinking to solve problems utilizing brainstorming and consensus within collaborative projects.

Students will identify leadership, task, maintenance and self-serving roles and their effect on group function.

- F. Demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Students will understand the privileges and responsibilities of being a citizen in a democratic society.

Students will demonstrate understanding of the behaviors and beliefs of different social groups within a pluralistic society, including groups based on culture, ethnicity, race, religion, creed, disability, marital status, national origin or ancestry, age, gender, economic status, and sexual orientations.

Students will utilize strategies for effective cross-cultural communication.

Students will respect and appreciate diverse points of view.

Students will use inclusive language.

## **General Education Outcomes**

- A. Goal 1. Communication. Students will communicate effectively in both speech and writing.
- B. Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- C. Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
- D. Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
- E. Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.



## **Competencies**

- 1. Identify and define poetry as a specific literary genre and compare and contrast poetry to prose and other forms of art; • paraphrase and summarize poems**

### **Linked Core Abilities**

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

### **General Education Outcomes**

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

### **You will demonstrate your competence:**

- o by writing a 1500 word essay.

### **Your performance will be successful when:**

- o you understand the difference between prose and poetry.
- o you analyze a poem, contrasting it with a work of prose.
- o you write a thoughtful, original essay using MLA-style documentation.

### **Learning Objectives**

- a. Define poetry as a literary genre
- b. Identify what distinguishes poetry from prose
- c. Identify the steps in interpreting poetry: paraphrase, summarize, analyze.

- 2. Paraphrase and summarize poems as a preliminary step to understanding the meaning of the text**

### **Linked Core Abilities**

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

### **General Education Outcomes**

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

### **Learning Objectives**

- a. Paraphrase and summarize specific poems
- b. Infer the theme of specific poems
- c. connect the theme of a particular poem to the biographical/historical/sociopolitical/theoretical context of the poet.

- 3. Identify and explain speaker, situation, and setting as elements in poetry; connect these elements to the meaning of the text;**

### **Linked Core Abilities**

Use critical thinking and problem solving skills in analyzing information.

### **General Education Outcomes**

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

### **Learning Objectives**

- a. Identify speaker, situation, and setting as elements in poetry.
- b. Use the language of the poem to identify the speaker, situation, and setting and connect those elements to the theme and specific meaning of the poem;
- c. Compare and contrast poems according to speaker, situation, and setting.

**4. Define the element of tone in poetry and connect it to the meaning of the text;**

**General Education Outcomes**

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Learning Objectives**

- a. Define the element of tone in poetry.
- b. Use using the language of a poem to identify its tone and connect tone to the theme and specific meaning of a poem.
- c. Compare and contrast poems according to the element of tone.

**5. Define imagery and figurative language as elements of poetry and use them to analyze the text.**

**General Education Outcomes**

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Learning Objectives**

- a. Define imagery and figurative language as elements of poetry.
- b. Use the language of a poem to identify the imagery and figurative language present in a poem and connect these elements to the theme and specific meaning of a poem;
- c. Compare and contrast poems according to the imagery and figurative language present in the poems.

**6. define symbol as an element of poetry and understand how it connects with meaning**

**General Education Outcomes**

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Learning Objectives**

- a. Define symbol as an element of a poem.
- b. Use the language of a poem, identify the symbols present and connect those symbols to the theme and meaning of the poem.
- c. Compare and contrast poems according to their symbolism.

**7. Define sound and rhythm as elements of poetry and understand their role in making meaning in the text.**

**General Education Outcomes**

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Learning Objectives**

- a. Define sound and rhythm as elements of poetry.
- b. Use the language of a poem to identify how sound and rhythm connect to create meaning.
- c. Compare and contrast poems according to their sound and rhythm.

**8. Define form as an element of poetry and understand how it connects with meaning.**

**General Education Outcomes**

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Learning Objectives**

- a. Define form as an element of poetry.
- b. Use the language of a poem to identify how form connects to meaning.
- c. Compare and contrast poems according to their form.

**9. Connect individual poet(s), poem(s) to specific historical/socio-political/theoretical schema to create further understanding of individual text;**

**Linked Core Abilities**

Use critical thinking and problem solving skills in analyzing information.

**General Education Outcomes**

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**10. choose a recognized poet and formulate a hypothesis around his/her work to prove and support in a 1500 word essay;**

**Linked Core Abilities**

Use critical thinking and problem solving skills in analyzing information.

**11. identify, research, and prepare an oral presentation on a recognized poet and his/her work, using credible reference/literary resources;**

**Linked Core Abilities**

Recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**12. combine and apply the informative and analytical skills acquired in this course in a final comprehensive written examination.**

**Linked Core Abilities**

Communicate effectively in speech and writing, and demonstrate proficiency in reading.