



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

G105 English Literature I: Reading Poetry

3 credits. Prerequisites: None

**This is a U of S transferable course.*

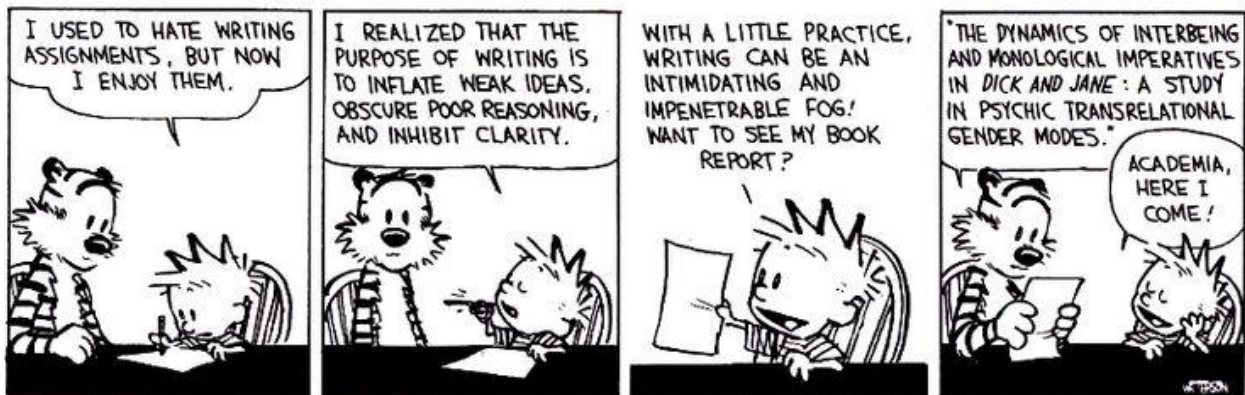
April 27-June 12, 2020

Term E

Tuesday/Thursday 1:00pm-4:00pm

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Course Content and Goals

Course Description

This course will introduce students to major forms of poetry in English, with emphasis placed on identifying and analyzing the particular features of poetic language. Students will learn to recognize various types of poems from different periods and to analyze formal and thematic elements in order to discover a poem's particular perception. In addition, students will study and practice the art of writing clearly, coherently, and persuasively.

Relationship to Horizon's Mission

Literature is the language of human experience, and Christians have produced some of the most beautiful and profound examples of literary art in the world. This course prepares students for Christian leadership by equipping them with the tools to understand and delight in that creative heritage, and to gain access to a repertoire of human experience that includes diverse expressions of the gospel across the centuries.

This is the most remarkable of the powers of Poetic language: to convey to us the quality of experiences. . . the very essence of our life as conscious beings.

-C.S. Lewis

Core Competencies and Learning Outcomes

To demonstrate competency in contextual awareness, students will

1. Identify and describe a range of poems from the English literary tradition.
 - Assessment: *Final Exam*

To demonstrate competency in skilled communication, students will

2. Use close reading and critical literary terms to interpret literary texts.
 - Assessment: *Literary Essay; Poetry Explication*
3. Compose written work using HCS Level 2 Canadian Standard English (grammar, punctuation, mechanics, syntax, organization, and style).
 - Assessment: *Literary Essay; Poetry Explication; Final Exam*
4. Compose written work using the appropriate genre for the given context, purpose, and audience.
 - Assessment: *Literary Essay; Poetry Explication*
5. Convey a clear purpose or message that is integrated with the broader theme(s) of the composition and supported by reason, evidence and illustration, style, and structural design.
 - Assessment: *Literary Essay; Poetry Explication; Final Exam*

Course Work

Required Readings

Bellamy, Leanne, ed. *English Poetry and Essays: Reading Package*. Saskatoon: Horizon College and Seminary, 2020.

Rooke, Constance. *The Clear Path: A Guide to Writing English Essays*. 3rd ed. Toronto: Nelson, 2004. ISBN-13: 978-0176415617

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Literary Analysis Essay OR Poetry Explication*. This assignment must be edited and submitted to the Skilled Communication *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): “What Goes in My Portfolio” for further information.

**If you enroll at Horizon in the fall, you will add this to your portfolio at that time.

1. *Poetry Explication.*

The first essay you will write for this course is called a *poetry explication*.

A poetry explication is a detailed analysis of a poem that identifies each of the formal and poetic devices and explains how they work together to create the poem's meaning. Although an explication will include an understanding of the poem's meaning (interpretation), the primary emphasis is on explaining how the poem works. As with a literary analysis essay, a poetry explication requires a thesis statement that is supported by argument and evidence from the text.

- Related learning outcomes: 2, 3, 4, 5
- **Assignment Length:** 6-8 pages. **Due date:** May 15, 2020

2. *Literary Analysis Essay.*

The second essay you will write for this course will be a literary analysis essay. You may choose any poem we cover in the class and use *close reading* to examine the genre, structure, devices, themes, and meaning of the text. You will then present a logical, coherent, and persuasive analysis of your interpretation of the poem in your essay, making sure to include a clear thesis statement that is supported by reasoned arguments and evidence from the text. Research is not a requirement for this assignment, but you may also include peer-reviewed secondary source material if you choose.

A list of possible topics will be provided closer to the due date. You may choose a topic from this list or you may propose a topic of your own. Please **confirm your topic choice** with the instructor no later than

- Related learning outcome(s): #. 2, 3, 4, 5
- **Assignment Length:** 8-10 pages. **Due date:** May 29, 2020.

3. *Take-home Final Exam.*

A final exam will be scheduled on Populi for the final day of class. The exam will last for two hours and be divided into two parts. In part one, you will write short, critical reflections on the poems we have covered throughout the term. In part two, you will write a full-length explication of a poem you have not seen before the exam. Assessment will be based on the quality of analysis and the clarity of the writing, and grammar and spelling will also be taken into account.

- Related learning outcomes: 1, 3, 5
- **Assignment Length:** 2 hours. **Due Date:** June 3, 2020

Estimate of Time Investment (individual time investments may vary)

Readings	10 hrs	As scheduled
Classroom time	30 hrs	As scheduled
1. Poetry Explication	25 hrs	May 15
2. Literary Analysis Essay	25 hrs	May 29
3. Take-home Final Exam	10 hrs	June 3
Total =	100 hrs	

Assessment Rubrics

You can access rubrics for each of your assignments through the *Course Rubrics* lesson on Populi. Finalized rubrics will be available a minimum of one week before the assignment is due.

Course Outline / Class Schedule

Unit 1	Introduction to Poetry	Reading, Videos, and Assignments
April 27	Introduction Syllabus Overview and Study Calendars	*Readings must be completed before class on the assigned due date.
April 29	A poem is about what it is about, and how to figure that out	Reading Package: “The Road Not Taken” “Digging” Reading Package: “The Christian Imagination” Textbook: Chapter 1
May 4	Stanza, Rhyme, Meter, Image	Reading Package: “The Tyger” “A Certain Slant of Light” “The Last Night that She Lived” Reading Package: “Introduction to Meter” “On Poets and Poetry”
May 6	Image, Persona, Tone; Lyric, Ekphrasis Essay Writing: How to craft a thesis statement	Reading Package: “Split the Lark” “The Windows” Textbook: Chapter 3
May 11	Tone, Persona; Dramatic Monologue, heroic couplet Essay Writing: planning and structuring an argument	Reading Package: “My Last Duchess” “Love”
May 13	Form and Structure; Sonnet	Reading Package: “When I Consider How My Life is Spent” “Holy Sonnet XIV” “Sonnet 130: My Mistress’ Eyes Are Nothing Like the Son” “The Raven’s Complaint”
May 15		Poetry Explication Due
May 20	Form and Structure; Pantoum Essay Writing: Common errors; revision	Reading Package: “Riding the Escalators” Textbook: Chapter 2
May 25	Allusion; Free Verse	Reading Package: “On the Sonnet” “Journey of the Magi” “What Secret Purple Wisdom”

May 27	Allusion; Free verse; Rhyme royal	Reading Package: “The Shield of Achilles” “Prepositional Theology”
May 29		Literary Analysis Essay Due
June 1	Sound devices Final Exam review	Reading Package: “Rain Stick” “Progressive Insanities of a Pioneer”
June 3	Elegy	Reading Package: “Child Burial” “Dover Beach” Final Exam (Take home)

- First submissions of assignments will not be accepted after June 3, 2020.

Revision Week Schedule

Date	Assignment
Term A	
Friday, June 5	Poetry Explication resubmission 1 (as necessary)
Monday, June 8	Literary Analysis Essay resubmission 1 (as necessary)
Wednesday, June 10	Poetry Explication resubmission 2 (as necessary)
Thursday, June 11	Literary Analysis Essay resubmission 2 (as necessary)

- No resubmission of assignments will be accepted after June 12, 2020

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student’s reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student’s program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource

employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that

another person have no doubt which words or research results are the student's and which are drawn from other sources" (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.

- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

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