



## COURSE OUTLINE

<b>Course Number</b> ENG212	<b>Course Title</b> Introduction to Literature: Poetry	<b>Credits</b> 3.0
<b>Hours:</b> 3 Lecture	<b>Co- or Pre-requisite</b> Pre-requisite: grade of C or better in ENG102	<b>Implementation Semester &amp; Year</b> Spring 2023

**Catalog description:** Course presents a broad representative study of poetic forms, imagery, figurative language, allusion, tone, rhythm, meter, rhyme and stanza form, and poetry from around the world. Through a close examination of the poetry, students will explore the evolution of poetic form, literary movements, and the wide range of themes addressed through poetry as well as their historical, cultural, and social influences.

**General Education**  
**Category:**  
**Goal 6: Humanities**

**Course coordinator:**  
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**Required texts & Other materials:** Titles selected for the course should offer students a wide selection of poetry and forms.

Suggested text: *The Norton Anthology of Poetry*, most current edition, OR any recognized poetry anthology as well as any stand-alone books of poetry by specific authors, school of poetry, or cultures.

### **Course Student Learning Outcomes (SLO):**

***Upon successful completion of this course the student will be able to:***

1. Identify and define elements of poetry (study may include form, imagery, figurative language, tone, diction, symbol, sound, speaker, situation, setting, lineation and/or other elements); (ILG 6; PLO 1, 2)
2. present cogent written and verbal analysis of poems through close reading; (ILG 1, 6, 11; PLO 2, 3)
3. connect individual poet(s)/poem(s) to specific historical, socio-political, theoretical, and/or geographic schema to create further understanding of individual text(s) (ILG 6, 7, 8, 9, 10, 11; PLO 1, 3)
4. combine and apply the informative and analytical skills acquired in this course in a comprehensive research paper and/or oral presentation using credible reference/literary resources. (ILG 1, 4, 6, 8, 9, 10, 11; PLO 1, 2, 3, 4)

1.

### **Course-specific Institutional Learning Goals (ILG):**

#### **Institutional Learning Goal 1. Written and Oral Communication in**

**English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Institutional Learning 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.

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

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Program Learning Outcomes for Liberal Arts (PLO)**

1. **Concept Knowledge.** Understand the vocabulary, methods, and major concepts presented in the humanities, social sciences, and the natural sciences.
2. **Communication.** Articulate complex ideas clearly and effectively, both verbally and in writing.
3. **Critical Thinking.** Perform a series of thinking tasks including speculation, analysis, and synthesis (i.e., abstract reasoning).
4. **Research Methods.** Utilize research materials and methodologies.

### **Units of study in detail – Unit Student Learning Outcomes:**

***Note: Some units below are thematic rather than sequential; instructors may work on these concepts throughout the course, especially as they overlap and flow together with the various poems assigned.***

Units of study in detail.

#### **Unit I: Overview of Literary Studies [Supports Course SLOs # 2, 4]**

The student will be able to:

- demonstrate MLA formatting in writing assignments,
- explain academic integrity as it applies to college writing,
- distinguish between popular and scholarly sources,
- describe the basic context of studying children's literature,
- define the basic elements of literature,
- use the MCCC Library and Databases to access texts appropriate for literary studies, and
- describe the tools of literary scholarship.

#### **Unit II: Elements of Poetry [Supports Course SLOs #1, 2]**

The student will be able to...

- define elements of poetry
- identify elements of poetry in canonical and contemporary poems
- articulate an understanding of poetry/a poem through verbal and written assignments

**Unit III: History of Poetry Learning Objectives [Supports Course SLOs #1, 2, ,3, 4]**

The student will be able to...

- identify selected major writers throughout history
- critically read and analyze poems from selected movements.
- identify major poetic schools and define their characteristics.
- analyze the roles that history, culture, philosophy, and/or geography had in shaping the poetic movements/ schools.
- examine the critical reception of notable poems and poets.

**Unit IV: Critical Scholarship Learning Objectives [Supports Course SLOs #1, 2, ,3, 4]**

The student will be able to...

- use the vocabulary of literary studies to analyze the work of a chosen poet
- synthesize knowledge of poetic lineages to locate the chosen poet in context
- use the MCCC Library and Databases to access appropriate secondary sources, and
- respond critically to primary texts in writing and/or orally

**Evaluation of student learning: [Evaluates SLOs 1-4]**

Required coursework may include a combination of the following with writing assignments comprising the majority of the course evaluation. Midterms and/or Final Exams may be given at the instructor's discretion.

Percentages and categories at Instructor and/or Departmental Discretion:

Class Participation	10%
Quizzes (At instructor's discretion)	10%
Short Writing Assignments/Homework (At instructor's discretion)	20%
Information Presentations and/or Explications	30%
Literary Analysis	30%