

English 2232G

J. Doelman
Brescia University College
Winter 2023
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Class times (Winter 2023):**Tuesday, 11:30-12:30 (BR UH 27)****Thursday 11:30-1:30 (BR UH 27)****Delivery:** This is an in-person course.**Important Note:** while this is an in-person course, students *must* be able to access Owl online for some readings and assignments.**Office Hours:**

Mother St. James Building 301B
Mondays, 2:30-4:00
Tuesdays, 1:00-2:30
or email jdoelman@uwo.ca for other times

Calendar Description: English 2232F/G - Poetics and Creativity

An introduction to important issues and concepts in the theory and analysis of poetry from different periods. Student work will include some creative writing elements that engage with and apply the technical and theoretical elements of the course.

Prerequisites: Prerequisite(s): At least 60% in 1.0 of English 1000-1999, or permission of the Department.**Antirequisite:** English 2202F/G, English 2230F/G.**Course Objectives (a selection)**

Among other things, by the end of the course the successful student will be able to:

1. Understand and paraphrase a passage of poetry, however dense. (*Critical Thinking; Inquiry and Analysis*)
2. Master the basics of English prosody to the point where the student can compose English verse in a variety of meters and forms..

3. Recognize a variety of the rhetorical figures frequently used in poetry. (*Communication*)
4. Articulate the history of ideas on what poetry is, and how it should be discussed.
5. Identify a wide variety of poetic forms and genres, and explain how poets use, manipulate, extend and combine these forms and genres. (*Critical Thinking; Inquiry and Analysis*)
6. Analyse in well-written prose how the elements of a poem work together to achieve a cohesive effect. (*Critical Thinking; Inquiry and Analysis, Communication*)
7. Evaluate the overall effectiveness of an individual poem. (*Critical Thinking; Inquiry and Analysis*)
8. Perform poetry orally, with proper attention to its sense and sound. (*Communication*)
9. “To follow knowledge like a sinking star,/Beyond the utmost bound of human thought.” (Tennyson)

(Italicized text in brackets identifies the relevant Brescia competencies.)

Texts

Adams, Stephen. *Poetic Designs*. Peterborough: Broadview, 1997.

Custom Coursepack of Readings. (Available through the UWO bookstore)

A web-posted package of poetry (on Owl Sakai), entitled "Primary Materials". This *must* be printed out by students and brought *to every class*.

[I assume that students already have one of

Holman, C. Hugh and William Harmon. A Handbook to Literature. New York: Macmillan, any edition.]

or

Abrams, M.H. A Glossary of Literary Terms. New York: Harcourt Brace, any edition.]

Evaluation

Assignments	5%
Metrical Verse Compositions	15%
Midterm Test	10%

Participation in Discussion	10%
In-class Poetry Analyses	20%
Essay/Creative Composition (Due: April 4)	20%
Final Exam	<u>20%</u>
	100%

Students taking English 2232G will not write the scansion quizzes that are written by English 2202G students. The instructor will notify about what time to arrive on those days.

Note: For missed tests and missed/late assignments worth 5% or more, the student must meet with an academic advisor to provide documentation for accommodation. Late essays, etc. that have not been approved for academic accommodation will be penalized at a rate of 2% per day. Late essays will not be accepted after the end of term.

Academic Honesty

PLAGIARISM of any kind is a serious academic offence. Be advised that electronic plagiarism-detection programmes will be used and essay banks checked, if the professor has any suspicion of plagiarism. Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing both in the body and at the end of the assignment. Any borrowings from secondary sources, whether wordings or ideas, must be acknowledged BOTH in the main body of your essay AND at the end in a bibliography or works cited! If you have any doubts about how to document your work correctly, check with your professor prior to handing in your essay.

Week of Jan. 9

Introduction

What is poetry? What is poetic theory? What is poetic analysis?

Preliminary skills and tools for poetic analysis:

The sense of a poem

Diction: Emily Dickinson, "There is no Frigate Like a Book", Edwin Arlington

Robinson, "Richard Cory"

Using the *OED*

Other reference tools

Annotation Exercise (**to be submitted: Tues. Jan. 24**)

Reading: Margaret Ferguson, "Poetic Syntax" (cc)

The value and danger of paraphrase

Donne, "Sweetest love, I do not go"

Week of Jan. 16

Paraphrase exercise (**to be submitted: Tues. Jan. 31**)

The basics of prosody

[For further practice, try the Interactive website, “For Better for Verse”
(<http://prosody.lib.virginia.edu/>)]

Reading: Adams, Chapter 1

Iambic tetrameter. Trochaic, anapestic and dactylic meters.

Byron, “She walks in beauty”

Tolkien, selections from *The Lord of the Rings*

Week of Jan. 23

Housman, “On Wenlock Edge”

Charles Wolfe, “The Burial of Sir John Moore” (and the parody “Not a sou had he got”
by Thomas Ingoldsby)

Annotation Exercise Due Tues. Jan. 24

First scansion quiz: Thurs. Jan. 26

Felicia Hemans, “Casabianca”

The performance of poetry

Reading: Peter Hall’s *Shakespeare’s Advice to the Players*, pp. 24-42 (cc)

Week of Jan. 30

Paraphrase exercise due: Tues. Jan. 31

Iambic Pentameter

Anna L. Barbauld, “Washing Day”

Rhyme, Meters and Forms

Pentameter couplets: Dryden, “To the Memory of Mr. Oldham”, Frost, “A Brook in the
City”

Reading: W.K. Wimsatt, “One Relation of Rhyme to Reason” (cc)

Week of Feb. 6

Thomas Gray, “Fatal Sisters”

Lewis Carroll, “’Tis the Voice of the Lobster”

Reading: Adams, Chapter 2

Burns, “To a Mountain-Daisy

Second scansion quiz: Thurs. Feb. 9

Week of Feb. 13

John Crowe Ransom, “Bells for John Whiteside’s Daughter”

Reading: **Adams, Chapter 3,**

The sonnet: [Edna St. Vincent Millay](#), “What lips my lips have kissed, and where, and
why,”; Carol Ann Duffy, “Prayer”,

Midterm Test Thurs. Feb. 16

Week of Feb. 20

Reading Week

Week of Feb. 27

Narrative Poetry:

Bobbie Gentry, “Ode to Billie Joe”

J. Ritter, "The Curse"

Thurs. March 2 In-class Poetry Analysis #1

Dramatic Poetry and the question of voice

Charlotte Mew, "The Farmer's Bride"

Week of March 6

Sylvia Plath, "The Mirror"

Tues. March 7: Statement of Intent and Preliminary Bibliography for Essay due

Rhetorical Analysis/Figures of Speech

Reading: Adams, Chapter 4 (to p. 132)

Tolkien, "The Song of Durin"

Christina Rossetti, "No thing is great"

Week of March 13

Herbert, "Sin's Round", C. Rossetti, "Mirage"

Reading: Adams, Chapter 4 (pp. 132 to 147)

Diction and Non-figurative imagery

Tennyson, "Calm is the morn" and "Tonight the winds" (from *In Memoriam*)

Week of March 20

Browning, "Meeting at Night"

Eliot, "Preludes"

Metaphor and simile

Thurs. March 24 In-class Poetry Analysis #2

Campion, "There is a Garden in her Face", Richard Wilbur, "A Simile for her Smile"

(read also the brief commentary at

[https://www.google.ca/search?q="A+Simile+for+her+Smile"&ie=utf-8&oe=utf-8&gws_rd=cr&ei=u1VgVv-lJMH2-AGqz5aYQCQ](https://www.google.ca/search?q=))

Week of March 27

Joy Davidman, "Love, the world is ending"

Symons, "In the Wood of Finvara"

Reading: George Lakoff & Mark Turner, "Life, Death and Time" from *More than Cool Reason*. (cc)

H. King, "The Dirge"

Week of Apr. 3

Reading: Adams, Chapt. 5

Free Verse

Whitman, "To a Locomotive in Winter"

Sylvia Plath, "Black Rook in Rainy Weather"

(Tues. Apr. 4 Essay due: at beginning of class)

Cummings, "in Just—"

Margaret Avison, "From Now—On?"

*Changes may be made to the order of works studied, and some short works may be added to the list. The poems listed above will be our principal examples for a variety of poetic elements and techniques; however, in class I will also draw freely on other examples.

Course Goals (a selection)

The major overarching goal of the course is for students to develop as rich, broad, and deep an understanding of the techniques, dynamics, and theory of poetry as is possible within the limits of a 4-month course.

The second goal would be to inspire students to do much further reading of poetry, both in and out of the classroom.

Under those broad aspirations, some specific objectives can be identified:

1. Understand and paraphrase a passage of poetry, however dense. (*Critical Thinking; Inquiry and Analysis*)
2. Correctly scan passages of verse in a wide variety of meters.
3. Recognize a variety of the rhetorical figures frequently used in poetry. (*Communication*)
4. Articulate the history of ideas on what poetry is, and how it should be discussed.
5. Identify a wide variety of poetic forms and genres, and explain how poets use, manipulate, extend and combine these forms and genres. (*Critical Thinking; Inquiry and Analysis*)
6. Analyse in well-written prose how the elements of a poem work together to achieve a cohesive effect. (*Critical Thinking; Inquiry and Analysis, Communication*)
7. Evaluate the overall effectiveness of an individual poem. (*Critical Thinking; Inquiry and Analysis*)
8. Perform poetry orally, with proper attention to its sense and sound. (*Communication*)
9. “To follow knowledge like a sinking star,/Beyond the utmost bound of human thought.” (Tennyson)

(Italicized text in brackets identifies the relevant Brescia competencies.)

2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services

(https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;

5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor

(https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar

(<https://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at: https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia**, https://brescia.uwo.ca/student_life/health_and_wellness/index.php and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php.

