ENG 165W--002
M&W 3:10-4:25pm
Kiely 416

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Hrs: M. 12:30-1:30 & by appt.
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ENG 165W: Introduction to Poetry

Description: Close reading and critical analysis of a wide variety of English and American poetry of various periods. This course combines the study of literature with continued training in clear and effective written expression. *Prerequisite: ENGL* 110. "This course is a Writing Intensive (W) course and fulfills one Writing Intensive requirement. W classes include a significant portion of time devoted to writing instruction. This may include things such as revision workshops, discussions of rhetorical strategies, or reflective writing about writing assignments."

Goals:

* Understand poetic forms (sonnets, haiku, free verse, etc.) and genres (lyric, narrative, etc.)
* Identify literary devices (metaphors, enjambment, etc.) and analyze in writing how they contribute to tone
* Practice slow and careful close reading, learning to question a poet's use of structure, diction, etc. and how these choices create theme
* Write critical responses and essays that explicate key stylistic elements of a poem

Texts:

--Books as PDFs provided on Brightspace as needed
--Additional online poetry in text and YouTube performance to be posted on Brightspace throughout the semester.

Requirements: Since this is a W course, expect to write at least 5000 words (15 pages) of evaluated writing in three or more assignments.

Participation—Much of this course takes place in class, including considerable writing and analysis. Failure to attend regularly will hurt participation grade.

Recitation—Reciting one poem from memory of student's choosing

Brightspace Responses— Brief online posts in response to assigned readings, including twice a week Poetry Daily posts.

Short Essays— 2 one-page and 1 two-page essays analyzing poetry assigned throughout the term, with revision option for higher grade. (No research required). Hybrid creative options welcome.

Final Essay— 1 longer (3-5 page) essay broken up into 3 parts near the end of the term asking to apply culmination of lessons in comparative analysis. Brief class presentation as part of the grade. Note: we will scaffold this through the writing process near the end of the term, collectively planning, drafting, revising, etc. Hybrid creative options welcome.

Grades:

Participation—	25%
Recitation	5%
BS Responses—	25%
Short Essays—	25%
Final Essay—	25%

Absence/Late work Policy: Assignments due should be emailed as evidence of completion. Student should then bring hard copy the next day upon return to class. Grade deductions applied as penalties for late work. Please notify professor if needing to miss class: Roger.Sedarat@qc.cuny.edu

Plagiarism, or academic dishonesty, is to take someone else's work (published or unpublished, in whole or in part) and submit it as your own. This includes copying ideas found in books, articles, Spark Notes, or on the Internet without giving proper credit (using MLA style parenthetical citations giving author's name, title, etc.), and submitting work which someone else has written for you. It is also unacceptable to submit a paper which you have written for another class without permission from both instructors. Unintentional plagiarism can be avoided by carefully documenting ideas that are not "common knowledge" and by proofreading your work carefully to make sure sources are properly cited. Whether quoting or paraphrasing from sources you must always use MLA style and include a Works Cited page at the end of your paper. All written work, including journals, must consist of your own ideas and language. Plagiarism is a serious academic offense which can result in the following penalties: failing the assignment, the course, and expulsion. For more information on plagiarism see the English Department statement or the college website. www.qc.cuny.edu

Cell phone use is strongly discouraged during class time, unless together we are looking up something up to contribute to discussion.

AI in any form is not allowed on any written assignment, including brief Brightspace posts. If used casually for any other reason when researching or analyzing a poem, please always acknowledge.

Schedule of Classes, Readings, and Formal Assignments

Mon. 1/26 Course and Student Introductions, Hocus Pocus, and Comparative Poetry Reading

Image

Wed. 1/28 Introduction to Imagery and preview of Pattern, Overview of List Poem, first 5X5

- Poetry Daily
- Elizabeth Bishop's "The Fish"

- YouTube on Imagery
- Brief Post on Brightspace Discussion

Mon. 2/2 Imagery Continued into Personal/Cultural Experience

- Poetry Daily
- Style vs. Theme (T.S. Eliot's Dog)
- Cofer's "Latin Deli"
- Gregory Pardlo's "Double Dutch"
- Esther Lin's "Azaleas"
- Sharon Olds poem
- Langston Hughes' "Mother to Son"
- Haiku
- YouTube clip on Imagery
- Brief Post on Brightspace Discussion

Wed. 2/4 Recitation Sign Ups, Imagery Continued into Sports

- Poetry Daily
- Natalie Diaz and other sports poets
- Ryan Black poems
- Ed Hirsch Basketball poem
- YouTube clip of Sports Announcers as Poetry
- Brief Post on Brightspace Discussion (to sports as poetry)

Mon. 2/9 Imagery Continued into Objects

- Poetry Daily
- Neruda's "Ode to my Socks"
- William Carlos Williams' "Red Wheel Barrow"
- Symborzka's 911 poem
- Milosz's "Gift"
- Kimiko Hahn zuihitsu
- Nicole Cooley's "Compendium of Lost Objects"
- Brief Post on Brightspace Discussion

Diction

Wed. 2/11 Introduction to Strong Diction

- Poetry Daily
- Dickinson's "Because I could not stop for death"
- Kevin Young's "Aunties"
- Gwendlyon Brooks' "We Real Cool"
- Solmaz Sharif's "Vulnerability Study"

- Brief Post on Brightspace Discussion

Mon. 2/16 **No QC Classes—Presidents Day**

Wed. 2/18 **Essay 1 Due.** In Class sharing of responses
- Complete Essay 1 (due before class)

Mon. 2/23 More on Diction
- Poetry Daily
- John Donne's "Flea"
- Uche Nduka's "Five"
- Li-Young-Lee's "Persimmons"
- Brief Post in Brightspace Discussion

Wed. 2/25 Diction Continued
- Poetry Daily
- Emily Gorman's "New Day's Lyric"
- ee cummings' "anyone lived in a pretty how town"
- Ocean Vuong's "Aubade with Burning City"
- Brief Post in Brightspace Discussion

Figurative Language

Mon. 3/2 Introduction to Figurative Language
- Poetry Daily
- Pablo Neruda's "Naked"
- Robert Frost's "Road Not Taken"
- Dana Gioia's "Money"
- Langston Hughes' "Harlem Boogie"
- YouTube on Figurative Language
- Brief Post on Brightspace Discussion

Wed. 3/4 Extended Metaphors
- Poetry Daily
- Sylvia Plath's "Metaphors"
- Dickinson's "Hope is the Thing with Feathers"
- Stevens' "Snow Man"
- William Blake "The Sick Rose"
- Brief Post on Brightspace Discussion

Mon. 3/9 Metaphors in Anthologies
- Poetry Daily

- Treasure Hunt Assignment based on Anthology PDF
- Brief Post on Brightspace Discussion

Wed. 3/11 Metaphors/Figurative Language as Found Poetry

- Poetry Daily
- Treasure Hunt for Found Poetry in Daily Lives
- Brief Post on Brightspace Discussion

Tone

Mon. 3/16 Introduction to Tone, 20 different ways to say "Oh"

- Poetry Daily
- Brief excerpt of Ellen Bryant Voigt on Tone
- Robert Frost's "Mending Wall"
- Emily Dickinson's "Hope is the Thing with Feathers"
- Edwin Robinson's "Richard Corey"
- Brief Post on Brightspace Discussion

Wed. 3/18 More on Tone

- Poetry Daily
- Sylvia Plath's "Daddy"
- Cate Marvin's "A Brief Attachment"
- Langston Hughes' "Theme for English B"
- Brief Post on Brightspace Discussion

Mon. 3/23 Period and Place Related to Tone

- Poetry Daily
- New York School Poets (Barbara Guest, Frank O'Hara, John Ashbury, Kenneth Koch)
- Brief Post on Brightspace Discussion

Wed. 3/25 Period and Place Related to Tone, Interdisciplinary Approaches

- Poetry Daily
- Harlem Renaissance Poets
- Paintings and Music
- Brief Post on Brightspace Discussion

Pattern

Mon. 3/30 (Re) Introduction to Pattern as related to Image

- Poetry Daily
- Whitman excerpts from "Song of Myself"
- Corky Gonzalez's "I am Joakim"

- Joy Harjo's "She Had Some Horses"
- Brief post on Brightspace Discussion

Wed. 4/1 **NO QC CLASSES –Spring Recess**

Mon. 4/13 **Essay 2 Due**

Wed. 4/15 Middle Eastern Survey
- Poetry Daily
- Amichai's "The Amen Stone
- Adonis' "The Wound"
- Khalil Gibran & Ameen Rihani
- Others to be posted
- Brief Post to Brightspace Discussion

Modes/ "Types" of Poems

Mon. 4/20 Sonnets, Villanelles, Sestinas
- Poetry Daily
- Anthology of Formal Poems
- Brief Post to Brightspace Discussion

Wed. 4/22 Eastern Forms
- Poetry Daily
- Anthology of ghazal, zuihitsu, haiku, pantom, rubaiyaat
- Brief Post to Brightspace Discussion
- Brief Post to Brightspace Discussion

Mon. 4/27 **Part One of Final Essay**

Off the Page-Performance, Slam, etc.

Wed. 4/29 Mohammad Ali
- Poetry Daily
- Introduction to Mohammad Ali
- YouTube Performances
- Brief Post on Brightspace Discussion

Mon. 5/4 Deaf Slam Poets, Early and Current Slam Poets
- To Be posted

Wed. 5/6 **Part Two of Final Essay.** In class sharing.
- Part Two of Final Essay

Mon. 5/11 More on Poets off Page

- Poetry Daily
- Tracie Morris YouTube clips
- John Berryman YouTube clips
- Brief Post on Brightspace Discussion

Wed. 5/13 In Class Exercises

- Erasures
- Telephone poem
- Etc.

Mon. 5/18 **Last Day of Class. Part Three of Final Essay (sharing in class)**