

UC 12102 12F

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: ENGL College: CLASS
2. Faculty Contact Person: Maria C. Gonzalez Telephone: 3-2938 Email: mgonzalez@uh.edu
3. Course Information on New/Revised course:

RECEIVED OCT 12 2012

- Instructional Area / Course Number / Long Course Title:
ENGL / 3325 / Structures of Poetry
- Instructional Area / Course Number / Short Course Title (30 characters max.)
ENGL / 3325 / STRUCTURES OF POETRY
- SCH: 3.00 Level: JR CIP Code: 2301010001 Lect Hrs: 3 Lab Hrs: 0

4. Justification for adding/changing course: To meet core curriculum requirements

5. Was the proposed/revised course previously offered as a special topics course? Yes No
If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
 / /
- Course ID: Effective Date (currently active row):

6. Authorized Degree Program(s): BA/BS

- Does this course affect major/minor requirements in the College/Department? Yes No
- Does this course affect major/minor requirements in other Colleges/Departments? Yes No
- Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title

Engl / 3325 / Structures of Poetry

- Course ID: 21589 Effective Date (currently active row): 8252003

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 3. (3-0). Prerequisites: ENGL 1304 or equivalent. Description (30 words max.): Comparison of novels representing various periods in Western cultures with emphasis on a broad historical perspective on the genre, as well as its special characteristics.

10. Dean's Signature: _____

Date: 10/8/12

Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: CLASS

Person Making Request: Sally Connolly

Telephone: 336 409 8454

Email: sconolly@uh.edu

Dean's Signature: _____

Date: 8/29/12

Course Number and Title: 3325: Structures of Poetry

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will hone their attentive reading and annotation skills. Students will learn how to apply critical reasoning to literary text. Students will be able to construct written arguments in relation to poems and develop these skills over a series of tasks over the course of the semester (both written assignments and responses to blackboard threads). Students will learn to formulate a research question in relation to a poet or poem and conduct research in relation to that poem using the course research portal which may be found at: <http://guides.lib.uh.edu/ENGL3325>.

Component Area for which the course is being proposed (check one):

- | | |
|---|--|
| <input type="checkbox"/> Communication | <input type="checkbox"/> American History |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Government/Political |
| Science | |
| <input checked="" type="checkbox"/> Language, Philosophy, & Culture | <input type="checkbox"/> Social & Behavioral Science |
| <input type="checkbox"/> Creative Arts | <input type="checkbox"/> Component Area Option |
| <input type="checkbox"/> Life & Physical Sciences | |

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Teamwork |
| <input checked="" type="checkbox"/> Communication Skills | <input checked="" type="checkbox"/> Social Responsibility |
| <input checked="" type="checkbox"/> Empirical & Quantitative Skills | <input checked="" type="checkbox"/> Personal Responsibility |

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students are required to produce a final research paper in which they hone their critical thinking skills. Sample Assignment: After a close analytical reading of a set of poems provide your views. Find empirical evidence for your opinions by drawing on the poems under discussion and peer-reviewed literary criticism that backs up your points-of-view. Use at least three outside sources but also provide an annotated bibliography attached to your paper.

Communication Skills:

In the same paper, students will demonstrate effectiveness in communicating ideas.

Empirical & Quantitative Skills:

In the same paper, students will develop empirical skills by utilizing empirical evidence to support their opinions.

Teamwork:

The same paper will involve students in teamwork through such techniques as peer review and classroom discussion of a draft of the research paper, culminating in a group self-assessment to be archived electronically.

Social Responsibility:

In the same paper, students consider the social responsibility of the poet in society with particular reference to the role of the poet laureate in the the UK and USA.

Personal Responsibility:

In the same paper, students consider the issue of personal responsibility and the role of the poet.


Will the syllabus vary across multiple section of the course? Yes No

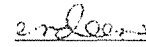
If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: 

 _____

3325: STRUCTURES OF POETRY

Professor: Dr. Sally Connolly
Office: 221D
Class: 1pm-2:30pm M/W, room C108
Office hours: M 3pm-4pm and by appointment
Email: sconnolly@uh.edu
Website: <http://info.lib.uh.edu/classes/engl3325.html>

Key Texts:

Laurence Perrine, *Sound and Sense*.
J. Paul Hunter, *The Norton Introduction to Poetry*.
Martha Serpas, *The Dirty Side of the Storm*

All of these texts are available at the university bookstore. If you do buy these from another source please make sure that you have the most up-to-date edition of the text since the contents and pagination are different in earlier versions. Please ensure you buy these texts in good time since the bookstore returns unsold copies after the first few weeks of the semester.

Course Aims:

This course will consider the various rhetorical features, metrical patterns and poetic forms of verse, both recent and traditional. We will start with localized effects such as imagery and rhetorical uses of language and then broaden our discussion to take in larger structural considerations such as external form, poetic genre, and the creation of a collection of poetry. Is it true, as Robert Frost said, that writing free verse is a bit like playing tennis without a net? We will ask how significant the links between form and content are in poetry. What can poetry express that prose cannot? You will be asked to consider if there are certain subjects that are better suited to verse than others. Why is this? We will also think about what it means to be a poet and what role the poet serves in society. Can there ever be one definitive version of a poem's meaning? Might poetry's greatest strength lie, rather, in its frequent ambiguities? What does it mean to interpret a poem and how does one go about this process? What makes a good poem good and a bad poem bad?

Learning Objectives:

- Students will hone their attentive reading and annotation skills.
- Students will learn how to apply critical reasoning to literary text.
- Students will be able to construct written arguments in relation to poems and develop these skills over a series of tasks over the course of the semester (both written assignments and responses to blackboard threads).
- Students will learn to formulate a research question in relation to a poet or poem and conduct research in relation to that poem using the course research portal which may be found at: <http://guides.lib.uh.edu/ENGL3325>.

Course Prerequisites:

To receive credit for this course, you must have successfully completed English 1304 or the equivalent.

Course Grade Breakdown:

Essay 1 (3-5 pages):	10%
Essay 2 (3-5 pages):	10%
Essay 3 (6-8 pages):	25%
Midterm examination:	20%
Final examination:	25%
Participation:	10%

Course Policies:

Plagiarism: This is a very serious academic offence and will not be tolerated. Seriously. You will be required to perform an online plagiarism awareness exercise after your first class. This is the link to the online test: <http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>. Please make sure you email me your copy of the test at sconnolly@uh.edu during the first week of class. Any attempt to pass the work of another off as one's own will result in an automatic zero grade and a referral to English Department Chair, Professor Wyman Herendeen. Ignorance of the University's rules regarding plagiarism will not be accepted as an excuse. If you require any further clarification on this matter please feel free to ask for help. For more information please consult the University's academic honesty policy: http://www.uh.edu/provost/stu/honesty_faqs_stu.html

Participation: Participation is expected in all classes and constitutes 10% of your final grade. A question about the text will be posted on Blackboard Vista in advance of each class and must be answered by noon on the day of that class. This response also counts towards your participation grade. These questions are designed to get you to marshal your thoughts and focus your attentions on particular aspects of the text in question. The most original and engaging answers will be discussed in class. We will also be attending various poetry readings and events in the Houston area. Attendance at these events is not a course requirement, and non-attendance will not affect your participation grade, but involvement in the Houston poetry scene while taking this course is highly encouraged.

Peer Review: A vital aspect of learning how to write critical prose involves learning to read and criticize the critical ideas of others. You will be expected to circulate and discuss drafts of your criticism with the class.

Essays: Your essays will consist mainly of close critical explorations of poems. We shall study at length in class how one conducts this kind of criticism. If there is a particular poet or poem that you should wish to write on please do feel free to come and discuss this with me during office hours. Please be sure to submit your essay electronically to turnitin.com via the Blackboard Vista website. You are also required to bring a hard copy of your assignment to class on the day it is due for me to mark up. No papers will be

accepted by e-mail and computer problems are not an excuse for late work. Late work will not be accepted.

Examinations: These will consist of three parts: practical criticism (essay answer); memorization; and short response questions. You will be set a short poem or passage to memorize well in advance of the examination date. For reasons of fairness I do not offer examination retakes. You are required to provide your own blue book. Please also note that you may not write on any poems that you have previously written on in examinations or assignments. The final examination is cumulative and will be on material covered over the entire course of the semester.

Attendance: I expect you to attend every class and to be prepared with all readings and assignments. If you have a valid and unavoidable reason for not being able to attend class please let me know by email **well beforehand**. If you have foreseeable obligations (such as athletic or family commitments) that mean that you will miss more than three classes during the semester failure to inform me of these within the first two weeks of classes will affect your grade. Three unexcused absences will lower your grade by one letter grade. Please ensure that you always bring the texts under discussion with you to class. A student who is obviously unprepared for class will be marked absent. If you miss class you are responsible for ensuring that you have all necessary handouts / materials that were covered or handed out in that class.

Writing Center: (210-217 Agnes Arnold Hall). I encourage you to take advantage of this fantastic resource to help you develop your writing skills. <http://www.uh.edu/writecen/>

A Note on Disability: the Center for Disabilities requests that if you have a disability that may require an accommodation for taking this course please contact the Center as soon as possible. (The Justin Dart Center for Disabilities, CSD Building #568, Room #110, 713 743 5400)

Computers and Cell Phones: these are not allowed in class.

Grades: A grading rubric will be handed out on the first day of class. Late assignments will be penalized.