

# Introduction to Poetry & Drama

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## Course Description

With an emphasis on close reading, LIT 126 is intended to help students develop the analytical and interpretive skills necessary for both writing and verbal critical response to poetry and drama. It is also designed to establish a common knowledge base in Anglophone literature and equip students with the vocabulary and techniques relevant to analyzing poetic and dramatic works. Finally, the course seeks to foster an appreciation and understanding of the aesthetic qualities of poetry and drama as well as a keen awareness of their place in the ongoing cultural, social, and historical dialogues that inform, influence, and inspire our human experience.

## Learning Objectives & Outcomes

By the end of the semester, students should be able to:

### A. Foundational Knowledge

- Remember poetic devices such as alliteration and assonance
- Remember the key elements of prosody (rhyme and rhythm)
- Remember and understand different poetic forms
- Understand the difference between plot and story
- Identify the main characteristics of the dramatic genre
- Remember the main characteristics of Greek and Shakespearean tragedy.

### B. Application

- Use knowledge of poetic devices, prosody, and form to analyze poems
- Use knowledge of the dramatic genre to analyze plays
- Analyze a poem or a dramatic passage using the techniques of close reading
- Use close reading to create original arguments
- Integration
- Compare and contrast poems as well as plays in terms of their styles and contents

### C. Human Dimension

- Understand how literature can help us connect to the world and understand others more compassionately and accurately
- Trust one's ability to understand the complexity of a text
- Believe in the ability of a text to shape worlds but also reveal them

### D. Caring

- Understand how literature enriches our intellectual, emotional, and moral lives
- Understand the power of creative expression
- Become more culturally engaged, attending literary events such as dramatic performances, poetry readings, but also in general read more and more attentively.

### E. Learning how to learn

- Be able to cope with the slow reading required of more challenging works
- Be able to find reliable information about a writer or a piece of writing

- Create a plan to continue reading literature

### Required Texts

It is important that you purchase these editions and not others. You may not use eBooks as a substitute for physical copies and thus cannot access the texts through your devices (tablets, smart phones, etc).



- Kelly, Joseph. Ed. *The Seagull Reader: Poems*. 3rd ed. (New York: W.W. Norton, 2015)
- Kelly, Joseph. Ed. *The Seagull Reader: Plays*. 3rd ed. (New York: W.W. Norton, 2015)

### Course Requirements

10%	Teamwork Participation & Attendance
10%	Individual Quizzes
10%	Group Quizzes
10%	Group Work
25%	Literary Analysis Essays
10%	Creative Assignment
15%	Emily Dickinson Project
10%	Assessment Essay & Learning Portfolio

### Teamwork Participation & Attendance

Team-teaching is the strategy I will use to teach this course. Based on the latest research on learning, the team-teaching method seeks to implement the principles of active learning in the classroom. The class will work in permanent teams to complete not only assessment assignments, such as quizzes, but also designed activities. Furthermore, each of you will write both individually and collectively a great deal. This means that attendance and punctuality are crucial for the functioning of the course.

I take attendance at the beginning of class always and promptly. If you arrive more than 10 minutes late to class, I will count you as absent. If you consistently arrive late, you will be marked absent. Six absences will result in immediate failure. I expect you to participate in class discussions as well as teamwork. You will engage in peer editing, writing and individual/group activities during class time. Daily work/participation that is completed in class cannot be made up. If you miss class one time, I will not deduct points from your final grade. After that, I will deduct one point from your overall course grade for each absence.

Your teammates will grade you on the quality of your teamwork by completing three peer-review assessments during the semester.

### Individual Quizzes & Group Quizzes

Four times during the semester, you will complete individual quizzes which will also be completed by each group. You will have an individual and a group grade. These quizzes assess the attention with which you completed the reading assignments.

### **Group Work**

I will grade the work of each group by collecting one group report each session as well as observing the group's focus and engagement during class time.

### **Essays**

You will write an analysis of *Oedipus* (750 words) and an analysis of two poems (750 words). Detailed assignment sheets and rubrics will be distributed.

### **Creative Assignments**

You will write two poems and one short 5-page play as well as recite a poem in class.

### **Emily Dickinson Project**

You will analyze and reconstruct one of the forty fascicles that Dickinson wrote, and will take a position regarding the scholarly debate around these handmade books. You will be graded individually and as a team.

### **Assessment Essay & Learning Portfolio**

You will reflect on writing skills honed over the semester – drawing upon your coursework as evidence of development – and will consider the skills you wish to focus on in the future. You will also gather a portfolio of your work in support of your essay's conclusions, making sure each included assignment is discussed in the essay. Length: 750 words.

### **Course Policies**

As in the workplace, success in this class is partly dependent upon engagement, participation, attendance, and punctuality. Credit will therefore be deducted from your teamwork participation and attendance grade each time you are late to or miss a class (generally one point will be deducted per class session). Note that all absences are covered under this policy (including illnesses, job interviews, funerals, bad weather, appointments, etc. – even if you tell me about them ahead of time and/or have a doctor's note). The only exceptions to the policy are for university-excused and military service-related absences. In the case of university-excused absences, please note that you are responsible for ensuring that your Montana Tech coach or club advisor provides me with advance notice of club or team travel.

You are also responsible for keeping track of your own absences. Keep track of your absences by recording them in a notebook or planner, and/or by consulting with your instructor during office hours.

When you are absent, it is your responsibility to check Moodle and the class schedule to get caught up. Assignment deadlines will still be enforced unless we have made other arrangements prior to the deadline.

You will receive five points toward your teamwork participation grade each time you bring a full rough draft of an assignment to a peer review session and review other students' work; however, you will not receive the points if you simply exchange a draft assignment without participating in the peer review session. In addition, if you fail to bring a full rough draft of an assignment to class during a peer editing session, you will be asked to leave class and will be counted absent for class that day.

#### CLASSROOM CONDUCT

- No electronic devices, please. This includes tablets, laptops, e-readers, cell phones, or music players. Use an old-fashioned pen and pad for taking notes.
- No eating in class, please. You may bring non-alcoholic drinks to class.
- Be thoughtful and courteous to your colleagues during class discussions.
- Always bring the assigned reading/s to class.

#### LATE WORK

I do not accept late assignments of any kind, nor will I accept papers via email.

Remember Murphy's Law: "Anything that can go wrong will go wrong." Be prepared for computer and printer problems, power surges/outages, and corrupt or lost USB drives, etc. Email important files to yourself so that even if your computer and backup hard drive are compromised, you will be able to access copies of your most important projects. It is also not a bad idea to print out paper copies of your drafts. Choose a method that works for you and use it for class.

Extensions for assignments may be given to accommodate special circumstances. You must arrange for an extension ahead of the assignment's deadline.

#### EXCUSED ABSENCES & ATHLETES

In order for an absence to be excused for participating in an athletic event, I must hear from your coach and you must write a 300-word response paper on the readings assigned for the missed session. You must give me a printed copy at the beginning of the following class session.

#### TECHNOLOGY

Your contributions are necessary to make this class a success; therefore, please be attentive, enthusiastic, diligent, and prepared to take part in class activities and discussions. Engaging in activities unrelated to the course is prohibited. If you are caught off task, you will be asked to leave class and will be counted as absent.

Phones cannot be used to take class notes. No audio and/or visual recordings may be taken in class unless you have requested and received my approval.

A good deal of class business will be conducted via email. In all cases, I will use the email address that is linked to your Moodle account. Any e-mail that you send me should include WRIT 101 in the subject line; in addition, email messages should be sent from your Montana Tech account to my Tech account (icampos@mtech.edu). Please note that instructors cannot respond to messages sent from non-Tech accounts. I will normally respond to emails within 24 business hours, but it may take as long as 48 business hours, depending on my schedule and obligations. Email is my preferred method of communication.

#### EMAIL PROTOCOL

Always email your professor using your official university email account. When emailing any professor, please use the following format:

Subject of the email: [Course Number] WRIT 101

Body of the email:

Dear Professor [Last Name],

[Be as specific as possible as you explain your question, needs, or concerns]

Sincerely,

[Sign your full name so that I can clearly identify who you are]

#### DEMONSTRATING RESPECT

You are expected to contribute positively to the course by ensuring that everyone has the opportunity to work and learn during class meetings. When communicating for the purposes of this class, you should use language that is respectful of others; use of language that is racist, sexist, ageist, homophobic, or in any way discriminatory or disrespectful will not be tolerated.

#### ACCOMODATION

Please speak to me if you require special assistance in completing this course. Also note that policies regarding accommodation are discussed in the Writing Program Policies document posted on Moodle.

#### ACADEMIC DISHONESTY

Montana Tech regards acts of academic dishonesty (e.g. plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. Moreover, I am committed to enforcing academic integrity and will pursue cases of academic dishonesty according to Montana Tech Integrity Procedures. If you are unsure about what constitutes plagiarism, come speak with me.

## DISABILITY

All persons with disabilities have the right to participate fully and equally in the programs and services of Montana Tech. Montana Tech is committed to ensuring full and equal participation by eliminating barriers and making the appropriate accommodations that allow persons with disabilities to have equal opportunity in all aspects of campus life.

Student Life Counselors are the Montana Tech Disability Service Coordinators. For further information about Disability Services, please refer to the Disability Services Website: [http://www.mtech.edu/student\\_life/disability/](http://www.mtech.edu/student_life/disability/)

## WORKLOAD

If you take full advantage of this course, you can expect a *minimum* of six hours of homework every week. Time investment in a class usually correlates closely with final grades earned. Strategies for success: Attend every class and arrive on time, ready to work and participate; complete all the assignments, daily work and reading; read and follow assignment sheets carefully; ask questions and take notes during class; work on and submit projects early in case you run into problems; and consult with Academic Center for Excellence (ACE), library, counseling, Computer Technology Services, and other learning support staff, and your instructor as needed. Also, read your peer review and instructor-generated feedback and apply it to your assignments.

Your assignments will be graded according to criteria outlined on rubrics. Feedback will center on the strengths present in each assignment, and on areas for improvement.

Your overall grade in this course will be comprised of your work on a number of different types of assignments, plus daily work/participation and quizzes (which means that I do not *bump up* or *round up* grades for any reason at the end of a semester). Further, the quality of each major assignment will be graded rather than the number of hours spent developing an assignment (in reality, the quality of an assignment reflects the time spent preparing it).

## GRADES

Please check your gradebook regularly, at least once a week. Students who wish to discuss grades on assignments and quizzes should contact the instructor within 48 hours of posting to arrange a meeting time or phone conference. Grades in this class will be issued according to the scale below. Please see the Writing Program Policies document on Moodle for further information on evaluation procedures and criteria.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-88	87-82	81-80	79-78	77-72	71-70	69-68	67-62	61-60	59-0

Please do not wait until the end of the semester to question grades or to request special consideration. The instructor does not give grades; students earn their grades. Your final grade

is your responsibility. The only legitimate reason to change a grade is if there was a mistake in the grading process. The following are not legitimate reasons: (1) you need a higher grade or will fail to graduate, will lose a scholarship, or will lose athletic eligibility; or (2) you are only a point or two shy of a higher grade.

## Course Plan

NOTE: All poems are from *The Seagull Reader: Poems*; all plays from *The Seagull Reader: Plays*

### Week 1 - Introduction to Course

TUES.

In class:

- How will this class be taught? Expectations, commitments, responsibilities
- Group activity
- Fill out questionnaire
- Start reflective essay in class

At home:

- Finish reflective essay
- Reading the syllabus
- Prepare for quiz
- Read introduction to *The Seagull Reader: Plays* (pages ix to xxx)

THURS.

In class:

- Turn in reflective essay
- Quiz on syllabus
- Forming permanent teams
- Group work, peer-review exchange
- Critical Incident Questionnaire

At home:

- Read Sophocles, *Oedipus, The King* (pages 3-19)
- Prepare for quiz on these readings

### Week 2 - Ancient Greek Tragic Drama

TUES., 09/04

In class:

- Individual and group quizzes on reading
- Group work

At home:

- Read Sophocles, *Oedipus, The King* (pages 20-41)

THURS.

In class:

- Group work
- Free-writing
- Critical Incident Questionnaire



At home:

- Sophocles, *Oedipus: Rex* (pages 41 to 53)
- Read Introduction to *The Seagull Reader: Plays* (xxxvii-lv)

### **Week 3 - Ancient Greek Tragic Drama**

TUES.

In class:

- Group work
- Introductions and thesis statements
- Free writing

At home:

- Christopher Rocco on "Tyrannos" (Pdf Moodle)
- Freud on Oedipus (Pdf Moodle)
- Write an introduction paper

THURS.

In class:

- Turn in introduction paper
- Group work
- Peer-review of teammates
- Body of essay
- Critical Incident Questionnaire

At home:

- Write draft on Oedipus essay
- Read Introduction to *The Seagull Reader: Plays* (xxx-xxxii)
- Read Shakespeare's *Hamlet*, Act I
- Prepare for quiz on these readings

### **Week 4 - Shakespearean Tragic Drama**

TUES., 09/18

In class:

- Individual and Group Quizzes
- Group work

At home:

- Peer-review exchange

THURS., 09/20

In class:

- Group peer-review (*Oedipus* essay)
- Critical Incident Questionnaire

At home:

- Read Shakespeare's *Hamlet*, Act II
- Revise *Oedipus* essay

## **Week 5 - Shakespearean Tragic Drama**

TUES.

In class:

- *Oedipus* essay is due
- Group work (dramatization)
- Free writing

At home:

- Read Shakespeare's *Hamlet*, Act III
- Practice dramatization

THURS.

In class:

- Group work (dramatization)
- Begin writing five-page, 2 character play: ghosts
- Critical Incident Questionnaire

At home:

- Read Shakespeare's *Hamlet*, Act IV
- Finish writing 5-page, 2 character play: ghosts

## **Week 6 - Shakespearean Tragic Drama**

TUES.

In class:

- 5-page play is due
- Group work
- Minimal marking/Essay feedback

At home:

- Read Shakespeare's *Hamlet*, Act V

THURS.

In class:

- Group work
- Critical Incident Questionnaire

At home:

- Read Introduction to *The Seagull Reader: Poetry* (xxi-xl)
- Prepare for quiz on reading
- Kenneth Koch "On Reading Poetry" (Handout)

## **Week 7 - Lyric Poetry & Poetic Devices**

TUES., 10/9

In class:

- Individual and Group Quizzes
- Group work
- Teacher/Course Evaluation

At home:

- Read Introduction to *The Seagull Reader: Poetry* (xl-xlvi)
- Read William Blake: "London" "The Lamb" "The Tyger"
- Memorize poem from handout

THURS., 10/11

In class:

- Group work
- Autobiographical poem without pronouns (In class)
- Poem Recitation
- Critical Incident Questionnaire

At home:

- Work on autobiographical poem without pronouns
- Read Sylvia Plath "Lady Lazarus" "Metaphors"

### **Week 8 - Poetic Subgenres and Poetic Devices**

TUES., 10/16

In class:

- Turn in autobiographical poem without pronouns
- Group work
- Peer-review of teammates
- Poem Recitation
- Free-writing

At home:

- Write introduction Paper
- Read Tony Hoagland "History of Desire" William Carlos Williams "The Road Wheelbarrow" "This is Just to Say"

THURS., 10/18

In class

- Group work
- Turn in Introduction Paper
- Poem Recitation
- Critical Incident Questionnaire

At home

- Read Emily Dickinson

- Work on Draft of poetry paper

### **Week 9 - Emily Dickinson**

TUES., 10/23

In class

- Individual and Group Quizzes
- Group Work: Dickinson Project

At home

- Work on Dickinson Project
- Peer-review exchange

THURS.

In class

- Group Peer-review

At home

- Work on Dickinson Project
- Revise Poetry Essay

### **Week 10 - Emily Dickinson**

TUES.

In class:

- Group Work: Dickinson Project
- Turn in Poetry Essay

At home:

- Work on Dickinson project

THURS.

In class:

- Group Work: Dickinson Project
- Critical Incident Questionnaire

At home:

- Work on Dickinson Project

### **Week 11 - Emily Dickinson**

TUES.

- NO CLASS

THURS., 11/08

In class:

- Group Work: Dickinson Project

- Minimal marking/feedback
- Critical Incident Questionnaire

At home:

- Work on Dickinson Project
- Read Shakespeare "That time of year thou mayst in me behold" John Donne "Death, be not proud" (Holy Sonnets)

## **Week 12 - Poetic Forms, I**

TUES.

In class:

- Dickinson Project is Due
- Individual and Group Quiz
- Group Work

At home:

- Read Edna St. Vincent Millay, "What Lips My Lips Have Kissed" "I, Being Born A Woman and Distressed"
- Read Natalie Diaz's "Abecedarian Requiring Further Examination"

THURS.

In class:

- Group work
- Alphabet poem

At home:

- Work on Alphabet poem

## **Week 13 - Thanksgiving/Online Quiz**

TUES.

- NO CLASS

At home:

- Read Yusef Komunyakaa "Facing it" and Elizabeth Bishop's "Driving Through the Wreck" and complete online quiz by 11:59 pm

THURS.

- NO CLASS - THANKSGIVING

At home:

- Read Elizabeth Bishop, "One Art", Dylan Thomas "Do not Go Gentle"

## **Week 14 - Poetic Forms, II**

TUES.

In class:

- Turn in Alphabet poem
- Group Work
- Peer-review of teammates
- Assessment Essay (begin writing in class)

At home:

- Work on Assessment Essay and Learning Portfolio
- Read Langston Hughes "The Negro Speaks of Rivers" "Theme for English B"

THURS.

In class:

- Group Work
- Critical Incident Questionnaire

At home:

- Work on Assessment Essay and Learning Portfolio
- Pick poem and bring to class

### **Week 15 - Assessment**

TUES.

In class:

- Group work
- Course Evaluation

At home:

- Work on Assessment Essay and Learning Portfolio

THURS.

In class:

- Assessment Essay and Learning Portfolio is due
- Student Reading