Texas A&M-Corpus Christi  
English 3349.001:  
Themes and Forms of Poetry

5:30-6:45 pm MW  
Dr. Robb Jackson
Islander Hall 157  
257 Faculty Center
(3 hrs. credit)  
825-2464 (voice mail)
Office hours: MW 3:30-5:30 pm, TR 10-11  
& by appointment

Fall Semester 2013
Course Description and Themes
In this course we will explore several open-ended questions about poetry simultaneously: 1) What is a poem (in terms of genre)? 2) How can one best read and understand poetry? and 3) What is the current state of contemporary American poetry? Is it relevant and alive? In order to consider these questions, students will be asked to participate in an active, ongoing exploration of poetry by an inductive, discovery-based approach that will include much reading, writing, and discussing with one’s peers the fruits of one’s labors. The course presumes an upper-level standing and a real interest in reading and studying poetry.

Student Learning Objectives
Upon successful completion of the course, students will be able to
• demonstrate presentation skills and the ability to lead class discussion as well as work in small groups.
• write critically and creatively in order to explore the genre of poetry.
• analyze poetry within a larger social, historical and cultural context.
• demonstrate their knowledge of MLA citation.

Resources
ISBN-10: 1401921469

3) Access to Internet Resources

Course Requirements

Poetry Reading Log

Description
Your personal poetry reading log can be electronic or kept in a three-ring binder or notebook, but it must contain the following elements:
1) Record the date for each entry--shoot for a minimum of 60 entries. Start with your favorite poems initially; then try to focus your reading on American poetry written/published since 1945.
2) Provide a copy of the poem, including the name of its author and all bibliographic information (whether an electronic or print source).
3) Your response to the poem: The purpose of your response is to record your personal reaction to the poem--what about it that strikes you as being important or otherwise noteworthy.
4) Your explication of the poem: The purpose of your explication is to make note of how the poem you’ve selected works as a poem--its salient features in terms of genre and/or technique.

Using Your Poetry Reading Log to Produce Formal Responses and Explications
At the end of each week, for eleven weeks, I will ask you to flesh out one of your informal responses or one of your explications for me and your peers to read. I’ll expect to receive a copy of the poem itself (including its bibliographic information) and your response or explication (according to the course syllabus) which should run 500-750 words.

Course Project & Open House Poetry Celebration
You will be required to participate in the creation of an individual or group anthology of poetry for a particular audience of readers and will present that anthology at our Open House Poetry Celebration during the last class session. This project will resemble a printed book in every way, containing an introduction, table of contents, anthology of poems, and complete bibliographic information for each poem, plus any other ancillary information necessary because of your purpose and/or audience. The poems one selects for one’s Poetry Reading Log are an obvious resource for the creation of this project. Each student will be required to write a course project proposal for my approval by Class 22, 09 November 2011.
Attendance, Participation & Preparation
I expect you to attend all class meetings, and to be on time. An excused absence will be granted for serious reasons only! No repeat performances! You can miss two classes for any reason, but each absence thereafter will result in a deduction of two points from your final grade.

Late Work Policy
Through bitter experience, I have learned that my studio class design will not work unless you are prepared for every class. Instead of saving up work to do all at once right before a deadline, I will expect you to do a little work preparing for each class all semester. In this way, you will save yourself a lot of trouble! Except for extraordinary reasons, I will deduct 50% for each day an assignment is late.

Grading Policy
Your course grade will be based upon these course requirements:

- Personal Poetry Anthology 50% (60 poems minimum)
- Formal Responses/Explications 25% (10 total)
- Course Project 15% (includes proposal)
- Open House Poetry Celebration 05%
- Course Reflection 05%

Grading Scale
100-90% = A
89-80% = B
79-70% = C
69-60% = D
below 60% = F

Plagiarism
I expect all your work this session to be yours alone. The highest standards of academic honesty are expected of students (and faculty). I will adhere to the University policy regarding academic honesty published in the University Catalog. Plagiarism or misrepresentation of references will result in failure of the project in question without opportunity to redo the work.

Reminder to English Majors
As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report
writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due. **So keep your work from this class!**

**Special Notices**

**Notice to Students with Disabilities and Veterans:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom, or on campus, please contact the Disability Services office for assistance.

**Academic Advising:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

**Grade Appeal Process.** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Syllabus (Subject to Adjustment)**

**Week 1**

Class 01: 23 January 2013/W  
Course Introductions
Week 2
Class 02: 28 January 2013/M
Rosen-1: Foreword through “Chapter 1: Embodying a Poem,” pp. i-8
Class 03: 30 January 2013/W
Rosen-2: Chapters 2 & 3, pp. 9-46. Response 1 Due

Week 3
Class 04: 04 February 2013/M
Rosen-3: Chapters 4 & 5, pp. 47-102. Explication 1 Due
Class 04: 06 February 2013/W
Rosen-4: Chapters 6 & 7, pp. 103-158.

Week 4
Class 05: 11 February 2013/M
Rosen-5: Chapters 8 & 9, pp. 159-198. Response 2 Due
Class 06: 13 February 2013/W
Rosen-6: Chapters 10-Further Exploration, pp. 199-234.

Week 5
Class 07: 18 February 2013/M
Orr-1: “Intro & “The Personal,” pp. i-35 Explication 2 Due
Class 08: 20 February 2013/W

Week 6
Class 09: 25 February 2013/M
Orr-3: “Form,” pp. 59-96. Response 3 Due
Class 10: 27 February 2013/W

Week 7
Class 11: 04 March 2013/M
Orr-5:”The Fishbowl,” pp. 133-164. Explication 3 Due
Class 12: 06 March 2013/W

Week 8
Class 13: 11 March 2013/M
Bring a Poem to Class-1 Response 4 Due
Class 14: 13 March 2013/W
Bring a Poem to Class-2
**Week 9 Spring Break--No Classes**

**Week 10**
Class 15: 25 March 2013/M  
Bring a Poem to Class-3  
Explication 4 Due

Class 16: 27 March 2013/W  
Bring a Poem to Class-4

**Week 11**
Class 17: 01 April 2013/M  
Bring a Poem to Class-5  
Response 5 Due

Class 18: 03 April 2013/W  
Bring a Poem to Class-6

**Week 12**
Class 19: 08 April 2013/M  
Peer Review of Project Proposal  
Explication 5 Due

Class 20: 10 April 2013/W  
Set Up Project Presentations  
Project Proposal Due

**Week 13**
Class 21: 15 April 2013/M  
Brief Project Presentations-1

Class 22: 17 April 2013/W  
Brief Project Presentations-2

**Week 14**
Class 23: 22 April 2013/M  
Setting Up the Open House Poetry Celebration (OHPC)-1

Class 24: 24 April 2013/W  
Setting Up the Open House Poetry Celebration (OHPC)-2

**Week 15**
Class 25: 29 April 2013/M  
Open House Poetry Celebration--Day 1, Electronica

Class 26: 01 May 2013/W  
OHPC--Day 2, Poster Boards & Anthologies

**Week 16**
Class 27: 06 May 2013/M  
Last Class
Note: Your Course Portfolio, containing your Course Project, your Poetry Anthology, and your Personal Course Reflection will be due during the scheduled exam time for this course.