

Introduction to Poetry (Online)
ENGLISH 215-0001 (12147), 3 Credits
Dr. Hadara Bar-Nadav
University of Missouri-Kansas City—Spring 2017 (an 8-week course)

NOTE: All students must have regular internet access and familiarity with Blackboard prior to enrolling in this course.

Contact Information

For all technical questions, contact Blackboard at 235-6700. If you have a general question that would benefit the entire class, please post it to the “General Discussion Board” on our Blackboard site. For questions of a more individual nature, please email me at barnadavh@umkc.edu. I will usually respond within forty-eight hours (not including weekends). I would be glad to meet with you during my regular office hours on Tuesdays and Thursdays from 4:00-5:00PM in Cockefair 121 (phone: 235-6033).

Required Texts

Addonizio, Kim. *What Is This Thing Called Love*. New York: Norton, 2004.
Hunter, J. Paul, Alison Booth, and Kelly J. Mays, eds. *The Norton Introduction to Poetry*, 9th ed.
New York: Norton, 2006. (You must use this exact edition).

Course Description

This Introduction to Poetry course will help you become active and analytical readers of poetry and, by extension, of life. Following are some questions we will consider in this course: What is your definition of poetry? How does it differ from other forms of writing? What influences have shaped your definition? What does poetry ask of its readers? How do your beliefs, values, and personal experiences affect the way you interpret what you read? What role does reading play in your culture, family, and life?

As an introductory course we will develop strategies for reading poetry, learn to recognize technical elements (poetic devices, verse forms, etc.), and study a range of poetry from across centuries and continents. Our course text will be *The Norton Introduction to Poetry*, 9th ed and a collection of recent poetry by Kim Addonizio (not for the faint of heart -). My hope is that you fall in love with poetry and continue to read it for the rest of your lives.

Course Learning Objectives

- To critically examine poetry by a variety of writers (with attention to how poems are made).
- To develop various strategies for reading poetry.
- To identify technical elements at work in a poem and gain an understanding of how they contribute to the work as a whole.
- To consider the ways that our own values, beliefs, and experiences influence how we read.
- To enhance our ability to articulate our ideas about poetry and our ability to write about and analyze poetry in social, cultural, and historical contexts (through online discussions, a poetry presentation, and a final paper).
- To successfully incorporate research into discussions about poetry (through a poetry presentation and a final paper). This is a EUREKA course, which provides opportunities for Undergraduate Research.

A word about online classes:

Online classes are not for everyone, especially those who seek a “learn-at-your-own-pace” experience or an “easier” version of a face-to-face class. If anything, an online class is more difficult because it requires you to be on top of the weekly schedule at all times. Every time faculty teach an online course, some

students fail it for one or more of the following reasons:

- failure to post required discussion board entries on time;
- missing required discussion board entries (4 or more missed posts will cause you to fail this class);
- not reading the assigned texts in enough time to complete the assignments;
- failure to post the required number of responses to other classmates;
- posting entries that show no real evidence of having read and engaged with the text (please see the rubric below);
- not seeking help from tech support or from me when it is needed; and
- blaming one or more of the above on “computer problems” that are your responsibility, and yours alone, to address.

Know that you must stick with the schedule on your own, not relying on reminders from me to know what you need to do and when. If you are unclear about anything on this syllabus, it is your responsibility to ask me for clarification in enough time for it to make a difference.

Discussion Board Participation (60% of grade):

You will post your original responses to the weekly readings and the accompanying study questions (to be found in the lessons under “Week by Week”) **every Monday and Thursday by midnight. Your responses to peers’ posts will be due the next day (on Tuesday for Monday’s posts, and on Friday for Thursday’s posts) by midnight.**

All original posts should be 125-150 words in length, and all responses to peers’ posts should be 75-100 words in length, unless otherwise noted (see the requirement for Poetry Presentations). This means that **you will be writing 4 posts per week** (a minimum of 400 words per week), with the exception of the first week. **All posts are due according to the Week by Week schedule** (pgs. 4-6 in this document).

A note on grading posts:

You will receive a grade of **0-10 points for each original post, which includes the corresponding post to a peer.** That is, your original post and peer response post will be graded together. Your assignment is incomplete if you only submit an original post and do not also submit the required peer response post. Submitting only a response post will result in a zero grade, as it shows no evidence of your having read the assignment.

Remember that these posts represent a *major* source of evidence of your reading, writing, and discussion skills. Please write them with care, paying special attention to making them relevant, meaningful, and constructive. Make sure to honor your own work by proofreading. **NOTE: As the purpose of these posts is to create discussion about the week’s readings, late posts will not count toward your grade. Four or more missed posts (the equivalent of 2 weeks of class in this accelerated 8-week course) will cause you to fail this class.** Directions for accessing the Discussion Board can be found under “Course Content.” Guidelines for how to properly cite poetry can also be found under “Course Content.”

At Week Eight, I will ask you to assess your own discussion board posts according to the criteria outlined in the rubric below. I will take this self-assessment into consideration when I determine your final grade on the Discussion Board component. **You are required to submit this self-assessment with your final paper.**

Criteria	Poor (D-F)	Good (B-C)	Excellent (A)
Timely posts and appropriate length	4 posts or less per week, often falling short of required word length	4 posts distributed between Monday and Friday each week, usually at required word length	4 or more posts distributed between Monday and Friday each week, always at required word length
Responsiveness to discussion and understanding of readings	Not evident that reading material understood or completed	Reading materials are understood and incorporated into responses	Very clear that reading materials, both in the reading assignment and in the lessons, are understood and intelligently incorporated into responses
Quality of class discussions and development of learning community	Only responds to discussion questions posted by me in the lessons. Rarely engages other students and uses mainly personal opinion	Engages others in discussion by commenting on classmates' postings. Uses examples and/or personal experiences to discuss course concepts and is supported by more than personal opinion.	Advances the class by posting original ideas and interpretations about the reading and course materials. Engages students in discussions. Makes effective use of textual examples and uses course readings and material from the lessons to support discussions.
Following protocol: · respect for classmates · academic integrity · MLA- style citations, spelling, grammar · posting procedures	Follows few online protocols	Follows most online protocols	Models and supports all online protocols

Poetry Presentations (15% of grade):

Poetry presentations will focus on a *contemporary* poet we have read in our class. Presentations should be posted in the Week 5, Lesson 1 Discussion Board and should include: 1) a 200-225 word analysis of one poem by a poet we have studied in class but choose a poem that is NOT included in our anthology (this means, you will need to do a little extra research on your part to find a poem printed online or in an author's books; be sure to incorporate relevant literary terms we have learned so far in your analysis); 2) a copy of the poem to accompany your analysis (attach a PDF, Word doc, or carefully retype the poem); 3) a video or audio reading by the poet that you have screened and selected for inclusion in your presentation (you can embed the video/audio or include a link); 4) a 150-word overview of one relevant scholarly article or review about the poet's work, including two key quotes from the article or review (see the Note on Scholarly Sources below); 5) a Works Cited page with complete citation information for the poem, video/audio, and article using MLA style (check out the Purdue Owl online for helpful

information); 6) respond to a peer's presentation (100-150 words). Your Poetry Presentation is incomplete without a peer response.

A Note on Scholarly Sources

Scholarly sources are academic books, articles, and reviews that appear in essay collections or peer-reviewed academic and literary journals. You might find it helpful to search online databases such as Academic Search Premier (limit results to peer-reviewed publications), JSTOR, and Project Muse, which you can access via the library's database page. Wikipedia, Cliff Notes, Spark Notes, and other guides will not satisfy the scholarly source requirement. Reviews and articles published in national, peer-reviewed periodicals, such as *Publisher's Weekly*, *Library Journal*, *The New York Times*, etc. are fine.

A Note on Undergraduate Research at UMKC

While formal learning opportunities via the classroom are essential to your learning experiences, my hope is that you'll be able to participate in undergraduate research at UMKC beyond our EUREKA class. Through summer grants (SUROP), grants during the academic year (SEARCH), and other programs, you can learn research methods, make original contributions to knowledge, and share your ideas with larger audiences. More information can be found at <http://www.umkc.edu/searchsite/>. Students are also encouraged to present their work at the Symposium of Undergraduate Research and Creative Scholarship. Registration materials are due on **Monday, April 3, 2017**. For more information, visit: <http://www.umkc.edu/searchsite/symposium/index.shtml>.

Grading criteria appears in the Poetry Presentation document in the Week 5 folder on Blackboard.

Final Essays (25% of Grade):

Final essays will be 5-7 pages in length. Page length does NOT include the works cited page. This means that **your final paper must be at least 5 full pages**, or more. For each half page your paper is short, it will be dropped a half-letter grade. Essays should include an **analysis of 3-4 poems** from the assigned poems in the *Norton Anthology* or in Kim Addonizio's book, which we will also be reading. Essays should be interpretive and argumentative, have a central thesis, and include textual evidence from the poems. You might look at a particular theme (love, nature, family, youth, etc.) or a particular literary device (imagery, metaphor, poetic form, etc.) in a writer's work or do a comparative analysis of work by two or more authors. You might examine issues of gender, class, or race, or examine the historical or political contexts of select poems. **At least three scholarly sources are required (6 maximum)**. (Please see the Note on Scholarly Sources above.)

Due Friday, March 10, these essays must conform to MLA guidelines, be typed, double spaced, with one-inch margins all around, and must be free of all surface errors. You must **e-mail your final paper to me at barnadavh@umkc.edu by Friday, March 10 at midnight, along with your self-assessment**. Late papers, like late posts, will not be accepted.

Final papers will be evaluated according to the following criteria:

- a *clear argument, or thesis*, about the poems, stated early in the paper, and used as an organizing principle for your paper
- use of several pieces of textual evidence to support your argument (cite at least three separate passages from each poem and analyze them in depth)
- effective use of research (articles, reviews, etc.) to support and deepen your discussion
- originality of your argument (i.e., doesn't replicate what was said in the course or the textbook)
- clear writing and sound organization
- page length and formatting requirements (for every half page under the required length, you will

- be docked a letter grade)
- correct grammar, spelling, and punctuation
- appropriate formatting as stated above

Grades

Final grades will be based on original Discussion Board posts, Peer Response Posts, Poetry Presentations, and final papers. Failure to fulfill the course requirements or earning an F or lower in any of these areas will cause you to fail this class.

Note: Remaining in the course after the first week constitutes understanding and acceptance of all policies and requirements herein.

WEEKLY SCHEDULE

WEEK ONE (Jan. 16-20)

Tuesday, Jan. 17

READ my welcome message under “Announcements.”

REVIEW the “Week by Week” section to see the following week’s goals and lessons.

POST your own introduction to your classmates on the Discussion Board’s “Introduce Yourself” thread. Tell us your name, your reason for taking Introduction to Poetry online, and your own brief definition of poetry by Tuesday at midnight.

RESPOND to the introductions of at least one other student with whom you have something in common by Wednesday at midnight.

Thursday, Jan. 19

READ *Norton Anthology*, pg. 1-37.

POST in response to the lesson’s study questions by Thursday at midnight.

RESPOND to a classmate’s post by Friday at midnight.

WEEK TWO (Jan. 23-27)

Monday, Jan. 23

READ *Norton Anthology*, pg. 37-53.

POST in response to the lesson’s study questions by Monday at midnight.

RESPOND to a classmate’s post by Tuesday at midnight.

Thursday, Jan. 26

READ *Norton Anthology*, pg. 68-92.

POST in response to the lesson’s study questions by Thursday at midnight.

RESPOND to a classmate’s post by Friday at midnight.

WEEK THREE (Jan. 30-Feb 3)

Monday, Jan. 30

READ *Norton Anthology*, pg. 93-128.

POST in response to the lesson’s study questions by Monday at midnight.

RESPOND to a classmate’s post by Tuesday at midnight.

Thursday, Feb. 2

READ *Norton Anthology*, pg. 129-149.

POST in response to the lesson’s study questions by Thursday at midnight.

RESPOND to a classmate’s post by Friday at midnight.

WEEK FOUR (Feb. 6-10)

Monday, Feb. 6

READ *Norton Anthology*, pg. 153-173, plus Jarrell (pg. 178), Lowell (pg. 180), Simic (pg. 181), and Dickinson (pg. 182).

POST in response to the lesson's study questions by Monday at midnight.

RESPOND to a classmate's post by Tuesday at midnight.

Thursday, Feb. 9

READ *Norton Anthology*, pg. 183-195 on symbol and 199-212 plus 224-230 on sound.

POST in response to the lesson's study questions by Thursday at midnight.

RESPOND to a classmate's post by Friday at midnight.

WEEK FIVE (Feb. 13-17)

Monday, Feb. 13

POETRY PRESENTATIONS DUE. More information about these presentations can be found in the syllabus (pg. 3-4) and in the Week 5 folder on Blackboard.

POST your Poetry Presentation by Monday at midnight.

RESPOND to a classmate's presentation by Tuesday at midnight.

Thursday, Feb. 16

READ *Norton Anthology*, pg. 255-274.

POST in response to the lesson's study questions by Thursday at midnight.

RESPOND to a classmate's post by Friday at midnight.

WEEK SIX (Feb. 20-24)

Monday, Feb. 20

READ *Norton Anthology*, pg. 274-289 and 391-396.

POST in response to the lesson's study questions by Monday at midnight.

RESPOND to a classmate's post by Tuesday at midnight.

Thursday, Feb. 23

READ Kim Addonizio's *What Is This Thing Called Love*, pg. 19-56.

POST in response to the lesson's study questions by Thursday at midnight.

RESPOND to a classmate's post by Friday at midnight.

WEEK SEVEN (Feb. 27-March 3)

Monday, Feb. 27

READ Kim Addonizio's *What Is This Thing Called Love*, pg. 57-94.

POST in response to the lesson's study questions by Monday at midnight.

RESPOND to a classmate's post by Tuesday at midnight.

Thursday, March 2

READ Kim Addonizio's *What Is This Thing Called Love*, pg. 95-end.

POST in response to the lesson's study questions by Thursday at midnight.

RESPOND to a classmate's post by Friday at midnight.

WEEK EIGHT (March 6-10)

Monday, March 6

There are **no Discussion Board posts due this week.** Use this time to work on your final papers.

Friday, March 10

COMPLETE your final papers and **EMAIL** them to me at barnadavh@umkc.edu by Friday at midnight.

COMPLETE your Discussion Board self-assessment (in the syllabus) and e-mail it to me at barnadavh@umkc.edu by Friday at midnight.

This syllabus is subject to change.

Learning Outcomes for the BA in English with Creative Writing Emphasis

Graduates of the BA Program in English with Creative Writing Emphasis will be able to demonstrate:

- A thorough understanding of poetics or storytelling craft through the production of creative works that are structurally sound, polished, and complete;
- Effective problem-solving and revision strategies in the composition of poems or stories;
- A strong, deliberate command of style, grammar, and mechanics;
- A general knowledge of literary history, especially the literary traditions of their chosen genre;
- The ability to analyze texts critically and the ability to recognize how a text displays a writer's artistic decisions; and
- A working vocabulary with which to discuss the technical and aesthetic aspects of their craft.

Resources & Policy Statements

Academic Calendar: Students are encouraged to review important add, drop or withdraw dates:

<http://www.umkc.edu/registrar/acal.asp>

Academic Honesty: The Board of Curators of the University of Missouri recognizes that academic honesty is essential for the intellectual life of the University. Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards. Academic dishonesty, including cheating, plagiarism or sabotage, is adjudicated through the [University of Missouri Student Conduct Code](#) and [Rules of Procedures in Student Conduct Matters](#). (*Academic units may have additional student codes of behavior to be referenced, i.e. Honor Codes.*)

Academic Inquiry, Course Discussion and Privacy:

Faculty not allowing recording - University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in [Section 200.015 of the Collected Rules and Regulations](#). In this class, students may not make any audio or video recordings of course activity (including those recordings prepared by an instructor), except students permitted to record as an accommodation under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who have written permission from the course instructor to record are not permitted to redistribute any audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded, including those recordings prepared by an instructor. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Attendance Policy: Please note, I have created my own attendance policy that all students are expected to abide by, which details that there will be no excused absences. Please see Attendance in this syllabus.

Students are expected to attend and participate in classes. Advance notice of attendance policies of academic units and individual instructors should be given, and such notice should be in writing. Students should notify instructors of excused absences in advance, where possible. Students who have an excused absence are expected to make arrangements with instructors for alternative or make-up work. Such arrangements should be made in advance of the absence, where possible. Instructors should accommodate excused absences to the extent that an accommodation can be made that does not unreasonably interfere with the learning objectives of the course or unduly burden the instructor. Attendance policies shall be applied in a non-discriminatory manner.

Campus Safety: Inclement weather, mass notification, and emergency response guide:

<http://www.umkc.edu/umkcalert/>

Counseling and Health Services Available at UMKC: UMKC students may experience many challenges in their lives while attending college – stress, depression, suicidality, trauma, relationship issues, health concerns, etc. As your professor I care about your success and well-being, and want to make you aware of some helpful resources on campus. The UMKC Counseling Center (www.umkc.edu/counselingcenter), located at 4825 Troost in Room 206, offers a wide range of supportive services to students. Appointments can be made by calling 816.235.1635. UMKC Student Health and Wellness (<http://info.umkc.edu/studenthealth/>), located at 4825 Troost in Room 115, offers a full range of health care and promotion services. Appointments can be scheduled online or by calling 816.235.6133. The MindBody Connection (www.umkc.edu/mindbody) is located in the Atterbury Student Success Center in Room 112 and offers a variety of stress-reduction services.

Disability Support Services: To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Services for Students with Disabilities (OSSD) as soon as possible. To contact OSSD, call (816) 235-5696. Once verified, OSSD will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. For more information go to: <http://www.umkc.edu/disability/>

English Proficiency Statement: Students who encounter difficulty in their courses because of the English proficiency of their instructors should speak directly with their instructors. If additional assistance is needed, students may contact the UMKC Help Line at 816-235-2222 for assistance.

Grade Appeal Policy: Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are the responsibilities of the instructor.

The [University grade appeal procedure](#) is available only for the review of allegedly capricious grading and not for review of the instructor's evaluation of the student's academic performance. Capricious grading, as that term is used here, comprises any of the following:

- The assignment of a grade to a particular student on some basis other than the performance in the course;
- The assignment of a grade to a particular student according to more exacting or demanding standards than were applied to other students in the course; (Note: Additional or different grading criteria may be applied to graduate students enrolled for graduate credit in 300- and 400-level courses.)
- The assignment of a grade by a substantial departure from the instructor's previously announced standards.

Discrimination Grievance Procedures for Students: Discrimination Grievance Procedures for Students can be found here: http://www.umsystem.edu/ums/rules/collected_rules/grievance/ch390/grievance_390.010

Statement of Human Rights: The Board of Curators and UMKC are committed to the policy of equal opportunity, regardless of race, color, religion, sex, sexual orientation, national origin, age, disability and status as a Vietnam era veteran. Commitment to the policy is mentored by the [Division of Diversity, Access & Equity](#), but it is the responsibility of the entire university community to provide equal opportunity through relevant practices, initiatives and programs.

Title IX: Under the University of Missouri's Title IX policy, discrimination, violence and harassment based on sex, gender, and gender identity are subject to the same kinds of accountability and support applied to offenses based on other protected characteristics such as race, color, ethnic or national origin, sexual orientation, religion, age, ancestry, disability, military status, and veteran status. If you or someone you know has been harassed or assaulted,

you can find the appropriate resources by visiting UMKC’s Title IX Office webpage (<http://info.umkc.edu/title9/>) or contacting UMKC’s Title IX Coordinator, Mikah K. Thompson (816.235.6910 or thompsonmikah@umkc.edu). Additionally, you can file a complaint using UMKC’s online discrimination complaint form, which is located at <http://info.umkc.edu/title9/reporting/report-online/>.

While most UMKC employees are required to report any known or suspected violation of Title IX, students may seek confidential guidance from the following campus locations:

<p>UMKC Counseling Service Volker Campus 4825 Troost Ave, Suite 206 Kansas City, MO 64110 Phone – (816) 235-1635</p>	<p>UMKC Counseling Service Health Sciences Campus Health Sciences Building 1418 2464 Charlotte Kansas City, MO 64108 Phone – (816) 235-1635 (open Tuesdays, 1-5pm)</p>	<p>Student Health and Wellness 4825 Troost Ave., Suite 115 Kansas City, MO 64110 Phone - (816) 235-6133</p>
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UMKC Connect: Important information is available to undergraduate students in UMKC Connect accessed through Blackboard. Throughout the term, students may receive emails regarding course grades or academic performance. Students are expected to address information posted in a timely fashion. This information may be shared with the student’s Success Network made up his or her academic advisor(s) and other campus resources so that UMKC may fully support the student’s success.

College of Arts & Sciences Course Policies & Resources

Please refer to the following web page and the linked resources for critical information regarding course policies and resources. You are expected to abide by all the rules and regulations regarding student conduct referenced in these pages. <http://cas.umkc.edu/CPR/>