

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

At the end of this course, students should be able to:

1. Demonstrate knowledge of the forms of poetic expression;
2. Demonstrate understanding of the poetic themes in a historical context;
3. Analyze poetry using a variety of critical approaches;

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. In this case, "Same as Student Learning Outcomes" is appropriate here.*)

Students should be able to demonstrate mastery of student learning outcomes.

In addition, students should have read major short works of English-language poetry from Chaucer to the present day, with an emphasis on an appreciation and enjoyment of the poetic voice.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, a sample course syllabus with timeline may be attached.)

The course covers the major works of English and American poets from the late medieval period through to the modern day. Authors selected should include the major canonical works, as well as a variety of other, less well-represented poetic voices with literary merit that illustrate the historical and social context. (Note: These are suggestions, not a required nor an exhaustive list.)

English poetry, 14th-17th centuries: Beowulf, Chaucer, the Gawain poet, medieval lyrics, Wyatt, Shakespeare, Philip Sydney, John Donne, Marvell, Milton

Early American poetry, 16th-18th centuries: William Bradford, Anne Bradstreet, Mary Rowlandson, Cotton Mather, Sara Kemble Knight, Phyllis Wheatley, Sarah Wentworth Morton, Washington Irving, the Cherokee Memorials, Lydia Maria Child.

18th & 19th century poetry: Charlotte Smith, William Blake, Robert Burns, Joanna Baillie, William Wordsworth, John Keats, Percy Shelley, Samuel Coleridge, Lord Byron, Walter Savage Landor, Walt Whitman, Ralph Waldo Emerson, Alfred Lord Tennyson, Longfellow, Emily Dickinson, Rebecca Harding Davis, Margeret Fuller, Fanny Fern, Harriet Jacobs, Elizabeth Browning, Robert Browning, Matthew Arnold, Christina Rossetti, Gerard Manley Hopkins, Oscar Wilde, Rudyard Kipling, A. E. Housman.

20th century poetry: William Yeats, T. S. Eliot, Wilfred Owen, Siegfried Sassoon, Stevie Smith, Lois MacNeice, W. H. Auden, Robert Frost, Langston Hughes, William Carlos Williams, e. e. cummings, Philip Larkin, Theodore Roethke, Elizabeth Bishop, Gwendolyn Brooks, James Dickey, Denise Leventov, Allen Ginsberg, Philip Levine, Anne Sexton, Adrienne Rich, Sylvia Plath, Audre Lorde, Mary Oliver, Louise Gluck, Joy Harjo, Tupac Shakur, Biggie Smalls (the notorious B.I.G.)

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Describe out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills. **If hours by arrangement are required, please indicate the additional instructional activity which will be provided during these hours, where the activity will take place, and how the activity will be supervised.**)

Instructional methods may include the following:

- **Lectures:** Instructor gives an oral presentation to introduce students to a new work, historical concept, or author
- **Inductive presentations:** Instructor provides students with an array of data from which they draw general conclusions about a work, author, time period, skill set, or other course material;
- **Guided readings:** Students read and interpret specific works with instructor guidance (questions);
- **Journal work:** Students write journal entries in response to specific questions;
- **Student discussions:** Student-led oral discussions based on journal reading and other class activities; structured small- and large-group interaction;
- **Dramatic presentations:** Recorded readings/dramatizations of appropriate material (e.g. plays, poetry readings, film adaptations)
- **Collaborative/individual projects:** Student-initiated projects into coursework or course-related material (research, drama, presentations, etc.)

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Methods of evaluation may include the following:

- **Oral presentations:** Active participation in class discussions to demonstrate understanding of material and independent response to literary works.
- **Journals:** Written responses to assigned readings to demonstrate completion and understanding of material and to aid student in synthesizing course works and themes.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Vendler, Helen (ed). *Poems - Poets - Poetry: An Introduction and Anthology*. 3rd Edition. Bedford St. Martin's: New York, 2010.

Meyer, Michael (ed). *Poetry: An Introduction*. 6th edition. Bedford St. Martin's: New York, 2010.

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