

English 243: Introduction to Poetry

Spring 2012

Monday & Wednesday 1:00-1:50pm ARC 0204

Friday Discussion Sections

Professor:	Stanley Plumly	Text: <i>The Norton Anthology of Poetry</i> (Shorter 5 th Edition, ed. Ferguson, Salter, and Stallworthy)
Teaching Assistants:	Adam Binkley Austin Duck Michael Gossett Amy Katzel	Handouts posted on Blackboard: http://elms.umd.edu

Goals: This course is an *introduction* to poetry course—to modern Anglo-American poetry generally and to American poetry especially. This course is not a survey of poetry. Time forces us to focus. And our focus will be on *how* to read poems, good poems, many of them classics in the English language.

You could probably read, with diligence, the entire semester's requirement for this class in one evening. That would be a horizontal reading of the texts. Our purpose, however, is a vertical reading of the texts—thorough and with as much depth as possible. All poems are meaningful, which means that they are full of meaning. *How* that meaning is achieved is what our mission is.

This mission is challenged by the nature of the large lecture context. The hope is that in spite of our size we can converse and exchange views about what we're looking at.

Reading poems is implicitly a process, not a product. You must be here in order to partake of that process. You cannot learn what is offered in class without being in class consistently and attentively. You will not succeed on the exams without good class attendance.

Discussion Sections: The discussion sections are designed to be an extension of and supplement to the large class lectures. These Friday meetings will allow you to engage in conversations about the poems we have gone over extensively in the large lecture, and also those poems we may not have had time to fully discuss or those listed as reading for the discussion period. That being said, you are expected to come prepared with questions and comments about the poems and concepts introduced in the lecture. It is in this smaller setting where you will be given greater opportunity to participate, and participation is worth 5% of your final grade. **You must be present to participate.**

Academic Integrity: Violations of the Code of Academic Integrity will not be tolerated. Specifically, plagiarism, whether it is submitting someone else's work as your own (such as incorporating internet text into test answers and claiming it as your own) or submitting your own work completed for another class without permission will not be tolerated. Also, specifically, cheating, defined as "intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise," will not be tolerated. Please review the University's Code of Academic Integrity at <http://www.studenthonorcouncil.umd.edu/code.html>.

Cancelled Class: If class is cancelled for any reason (weather emergency, for example), please continue reading according to the syllabus. If a test was to be taken on a day class is cancelled, then the test will be given the following class.

Special Circumstances: If you have a registered disability that requires accommodations, please see your TA immediately. If you have a disability and have not registered with Disability Support Services in the Shoemaker Building (314-7682 or 405-7823 TDD), you should do so promptly. Should any other special circumstances affect your work in this course, please let your TA know in writing as soon as possible.

Courtesies: Please arrive promptly and be mindful that your cell phone is turned off. If you find it too difficult to travel on time from a previous class to this one, it would benefit you to drop this class. Eating in front of others, especially when others are hungry, is rude. Eating when you should be paying attention is also rude.

Resources: The course will have a **Blackboard** space. To log in to Blackboard, go to <http://elms.umd.edu> and follow directions for logging in. The course space will appear in the right-hand column after you have logged in. Click on the course title to enter the Blackboard space. On the Blackboard space you will find the syllabus, poems on the syllabus that are not in *The Norton Anthology of Poetry* (**Shorter** 5th Edition), advice for reading and writing about poems, and links to useful poetry sites and University resources. If you have trouble logging in, please contact the OIT Helpdesk.

Offices:

Stanley Plumly: 3105 Tawes Hall, ext. 5-3815; hours by appointment. Before making an appointment, please discuss your concerns with your TA.

Adam Binkley: adambinkley@gmail.com. Office: Tawes 2136. Hours: TBA

Austin Duck: jaduck@umd.edu. Office: Tawes 2107. Hours: TBA

Michael Gossett: gosmj@umd.edu. Office: Tawes 2130. Hours: TBA

Amy Katzel: akatzel@umd.edu. Office: Tawes 2130. Hours: TBA

Tests: There will be four tests during the semester plus a final exam. (Their format will be explained in class.)

The four tests will consist of multiple choice questions and one short essay (each test worth 75 points).

The final will consist of multiple choice questions (100 points) as well as a long essay (100 points).

Class participation: up to 25 bonus points (up to 5% addition to grade).

Grades: Final grades will be calculated using the following percentages:

Test 1:	15%	75pts
Test 2:	15%	75pts
Test 3:	15%	75pts
Test 4:	15%	75pts
Final:	40%	200pts
	<hr/>	
	100%	500pts

485+	A+
465 - 484	A
450 - 464	A-
435 - 449	B+
415 - 434	B
400 - 414	B-
385 - 399	C+
365 - 384	C
350 - 364	C-
335 - 349	D+
315 - 334	D
300 - 314	D-
Below 300	F

Handwritten calculations and grade assignments:

75
69 A

68
69 B

61
55 C
54
48

Course Calendar: Spring 2012
The Norton Anthology of Poetry (Shorter 5th Edition)

Note: Not all poems on this list will receive equal attention in lecture. Poems not covered completely will be discussed in the Friday sections. All the poems on the list, however, will receive equal attention on tests.

Jan 25	Intro to Course; Reference to Terms (see Syllabus//pp. 1252 – 1275 of text)		
Jan 27	Discussion		
Jan 30	Stopping by Woods... 803 The Snow Man 816		
Feb 1	My Papa's Waltz 955 Those Winter Sundays 968		
Feb 3	Discussion		
Feb 6	Crossing Brooklyn Ferry 684		
Feb 8	Crossing Brooklyn Ferry 684	A+	482+
Feb 10	Discussion	A	483 - 484
Feb 13	Church Going 1027	A-	480 - 481
Feb 15	Directive 808	B+	482 - 483
Feb 17	Discussion	B	481 - 482
Feb 20	Mending Wall 795 / The Road Not Taken 801	B-	480 - 481
Feb 22	First Test	C+	388 - 389
Feb 24	Discussion (Sonnet Forms: English & Italian)	C	382 - 384
Feb 27	A Noiseless Patient Spider 702 When I Heard the Learn'd Astronomer 689 Cavalry Crossing a Ford 491	C-	380 - 381
Feb 29	One Art 966 Do Not Go Gentle Into That Good Night 991	D+	372 - 380
Mar 2	Discussion	D	360 - 371

Mar 5 For the Union Dead 1007

Mar 7 *from* Killing Time 1247

Mar 9 Discussion

Mar 12 Facing It 1209
The Day Lady Died 1075

Mar 14 **Second Test**

Mar 15 No Class (option)

Mar 19 – 23 Spring Break

Mar 26 Daddy 1145

Mar 28 Love Song/Prufrock 862

Mar 30 Discussion

Apr 2 Freedom, New Hampshire (handout/Blackboard)

Apr 4 Poem (handout/Blackboard)

Apr 6 Discussion

Apr 9 Persimmons 1243
Tahoe in August 1193

Apr 11 **Third Test**

Apr 13 Discussion

Apr 16 The Whitsun Weddings (handout/Blackboard)

Apr 18 Ode to a Nightingale 582

Apr 20 Discussion

Apr 23 A Hill 1036
Fern Hill 989

Apr 25 Thirteen Ways of Looking at a Blackbird 820
I Do Not... 1205

Apr 27	Discussion	For the Union Dead 1007	Mar 2
Apr 30	The Raven 615	From Killing Time 1247	Mar 7
May 2	Fourth Test	Discussion	Mar 9
May 4	Discussion	Pacing H 1209	Mar 12
May 7	Review	The Day Lady Died 1072	Mar 14
May 9	No Class (study day)	Second Test	Mar 15
		No Class (option)	Mar 19 - 23 Spring Break
		Daddy 1143	Mar 28
		Love Song/Purlock 862	Mar 28
		Discussion	Mar 30
		Freedom, New Hampshire (handout/blackboard)	Apr 2
		Poem (handout/blackboard)	Apr 4
		Discussion	Apr 6
		Perunmons 1243	Apr 9
		Tabor in August 1193	Apr 11
		Third Test	Apr 13
		Discussion	Apr 15
		The Whitsun Weddings (handout/blackboard)	Apr 16
		Ode to a Nightingale 282	Apr 18
		Discussion	Apr 20
		A Hill 1036	Apr 23
		Fern Hill 989	Apr 25
		Thirteen Ways of Looking at a Blackbird 820	Apr 25
		I Do Not... 1202	

TERMS: (The Versification Section at the back of your text—pp. 1252-1275—will help define most of the terms, but not all. We will define them in class as we go along.)

iamb traditional (the tradition)
pentameter modern (modernism)
tetrameter post-modern (post-modernism)
trimeter

alliteration
assonance
consonance

end-stopped line
end-rhyme
internal rhyme
slant rhyme
perfect rhyme
caesura
onomatopoeia

blank verse
formal verse
free verse

couplet
tercet
quatrain

English sonnet form
Italian sonnet form

enjambment
diction
simile
metaphor

archetype
analogue (analogy)
oxymoron
paradox
irony

empathy
sympathy

hyperbole
understatement

Edward⁴

1

"Why does your brand^o sae^o drap wi' bluid,
Edward, Edward,

sword / so

Why does your brand sae drap wi' bluid,
And why sae sad gang^o ye, O?"

go

"O I ha'e killed my hawk sae guid,
Mither, mither,

O I ha'e killed my hawk sae guid,
And I had nae mair but he, O."

2

"Your hawke's bluid was never sae reid,^o
Edward, Edward,

red

Your hawke's bluid was never sae reid,
My dear son I tell thee, O."

"O I ha'e killed my reid-roan steed,
Mither, mither,

O I ha'e killed my reid-roan steed,
That erst was sae fair and free, O."

3

"Your steed was auld, and ye ha'e gat mair,
Edward, Edward,

Your steed was auld, and ye ha'e gat mair,
Some other dule^o ye drie,^o O."

grief / suffer

"O I ha'e killed my fader dear,
Mither, mither,

O I ha'e killed my fader dear,

4

"And whatten^o penance wul ye drie for that,
Edward, Edward?"

what sort of

And whatten penance wul ye drie for that,
My dear son, now tell me O?"

"I'll set my feet in yonder boat,
Mither, mither,

I'll set my feet in yonder boat,
And I'll fare over the sea, O."

5

"And what wul ye do wi' your towers and your ha',
Edward, Edward?"

And what wul ye do wi' your towers and your ha',
That were sae fair to see, O?"

"I'll let them stand tul they down fa',
Mither, mither,

I'll let them stand tul they down fa',
For here never mair maun^o I be, O."

must

6

"And what wul ye leave to your bairns^o and your wife,
Edward, Edward?"

children

And what wul ye leave to your bairns and your wife,
Whan ye gang over the sea, O?"

"The warlde's room,⁷ let them beg thrae^o life,
Mither, mither,

through

The warlde's room, let them beg thrae life,
For them never mair wul I see, O."

7

"And what wul ye leave to your ain mither dear,
Edward, Edward?"

And what wul ye leave to your ain mither dear,
My dear son, now tell me, O?"

"The curse of hell frae^o me sall^o ye bear,
Mither, mither,

from / shall

The curse of hell frae me sall ye bear,
Sic^o counsels ye gave to me, O."

such

Final Exam Discussion Questions. Your essay is worth 100 pts. of the 200 pts. of the total for the exam. Your discussion must be no less than 5 handwritten pages. Prepare thoughtfully and with examples. Here are th possibilities.

- 1) Select a dominant image, theme, or "statement" from one of the following poems and write a thorough discussion of how it develops and unifies the poem.

Crossing Brooklyn Ferry

Directive

Church Going

from Killing Time

- 2) 'The Whitsun Weddings' and 'Ode to a Nightingale' employ almost identical forms. Identify those forms (that form) and then thoroughly discuss the ways in which the two poems are different.
- 3) Of the poems on the Syllabus, choose the one you have found to be the most interesting and challenging and write a coherent discussion addressing the reasons for your choice.