



Course Prefix/Number/Title:

ENGL 222-1/ 36489/ Introduction to Poetry

Number of Credits: 3

Course Description: This course introduces students to rhetorical concepts and audience-centered approaches to Poetry including composing poetry, literary devices and style, and analysis of engagement with written texts and other forms of communication. If completed with a "C" or better, this course will be counted toward the needed credits for completion of their education.

Pre-/Co-requisites: ENGL 110

Course Objectives:

- **Understand Key Concepts in Poetry:** Define and apply fundamental poetic terms such as metaphor, simile, meter, rhyme, and symbolism.
- **Analyze Poetic Structure and Form:** Identify and evaluate different forms of poetry, including sonnets, free verse, haikus, and others, and understand how form contributes to meaning.
- **Interpret Themes and Motifs:** Analyze the themes, motifs, and cultural contexts in a variety of poems from different periods and traditions.
- **Appreciate the Aesthetic Qualities of Poetry:** Recognize and appreciate the aesthetic qualities of language in poetry, including sound, rhythm, and imagery.
- **Develop Critical Thinking Skills:** Engage in close reading and critical analysis of poems, offering thoughtful interpretations supported by textual evidence.
- **Engage in Creative Expression:** Experiment with writing original poems, applying the techniques and forms studied in the course.

Instructor: Professor Spenser Luther

Office: 2208

Office Hours: TBA

Phone: 701-208-5456

Email: [spenser.luther@ndus.edu](mailto:spenser.luther@ndus.edu)

Lecture/Lab Schedule:

Monday, Wednesday, Friday  
Nelson Science Center Room 125  
1:00-1:50 Pm

SCHEDULE

Week 1

8/26:

Introduction to the Syllabus.  
Understanding and appreciating poetry  
Homework: First discussion post

Week 2:

9/2:

Stephen Burt: What is poetry  
Styles of poems  
Small Quiz for home  
Homework: Submit your reflection

Week 3

9/9:

Robert Frost: poems of nature  
In-class writing: Your own nature poems  
Share it with the class  
Discussion Post: The history of Poetry

Week 4

9/16:

Robert Frost: poems of nature  
In-class writing: Your own nature poems  
Share it with the class  
Discussion Post: The history of Poetry

Week 5

9/23:

Introduction Page 7  
Being Brought From Africa To America (Pg 48)  
On the Death of a Young Lady of 5 Years of Age (Pg. 54)  
On Her Coming to North America With her Son (Pg 86)  
Homework: Discussion Post

Week 6

9/30:

Understanding Wheatley  
Understanding her work  
Present your Wheatley Poem

Read: Emily Dickinson's Because I Could not Stop for Death  
I'm Nobody! Who Are you?  
There a Certain Slaint of Light  
Homework: Discussion Post

Week 7

10/7:

Is There Such a Thing as Originality?  
In-class activity  
Homework: Copy a poem

Week 8:

10/14

Music in Poetry

Read Handout by Addonizio

Present music videos

Week 9:

10/21:

What is bad Poetry

Presentation

Make a bad poem Assignment

Discussion Post: What is bad Poetry

Week 10

10/28:

The Narrative Poems

Epic of Beowulf

Create a narrative poem

Week 11

11/4:

Lyrical Poetry

Symbol, metaphor, words and meaning

The Plight of the Modern Lyric Poet Handout

Create a lyric poem

Week 12

11/11:

Poetic Devices

Download handout

Poetic Device Quiz

Week 13

11/18:

Review of Presentation

Week 14

11/25:

No class: Turkey Time

Homework: Work on Draft of Final Research Essay

Review Video: How does Technology Transform our Lives?

Week 15

12/2:

Work in-class on presentation

Week 16:

12/9:

Presentation Week: All groups must present

Week 17:

12/16:

Finals Week

Final Paper Due 12/17, by 11:59 PM

Final Portfolio Due 12/17, by 11:59 PM

\*\*\*Course schedule is subject to change

Textbook(s): N/A

#### Course Requirements:

In each class students will write, if only a sentence some days, about reading assignments or in-class readings. This class asks students to write sentences, paragraphs, and short papers on reading assignments and discussion topics from the required textbooks as well as issues in academic disciplines or in public discourse. Students study Rhetorical Grammar to learn how to write a variety of types of English and to use grammar as a resource for expression rather than a catalog of prohibited behaviors. Students read and write to understand a synthesis of academic disciplines in the DCB campus focus: nature, technology, and beyond

#### Tentative Course Outline:

Reading Academic

Writing Plagiarism

Explanatory Strategies

Metadiscourse Prewriting

Drafting Revision Editing

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

The information in this section is quoted from the ND University System website at the link below that ends the quoted material of this section. The following competencies reflect the contribution of College Composition I to the General Education Objectives and thus are assessed as part of the course as well as part of the assessment of learning outcomes of the General Education Program.

- Students will be able to write in different essay types or genres (such as memoir, letter, proposal, exam essay) for a variety of audiences and in a variety of contexts. Students will be aware of and will practice inventing, planning, drafting, and revising.
- Students will read closely and analyze what is read.
- Students will begin to learn to find and evaluate information resources, then integrate and acknowledge sources in their writing.
- Students will learn to work collaboratively with others and will apply a variety of invention and review techniques to their own and each other's writings.

<http://www.ndus.edu/uploads%5Cresources%5C1730%5Cenglish-competencies.pdf>

Relationship to Campus Focus: Students will participate in writing assignments that relate to the campus theme: Nature, Technology and Beyond

Classroom Policies: Students are responsible for following all policies, guidelines, and procedures as stated in the college catalog and the individual course syllabi.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Please contact me in regard to accommodation that can be provided to ensure that you succeed.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.