

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	READING AND WRITING POETRY
Unit ID:	BATCC2005
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(BATCC3005 and LITCI1101 and LITCI2203 and LITCI3203 and LITCR2106)
ASCED:	091523

Description of the Unit:

This unit is a study of a wide range of historical to contemporary poetry in the English language, focusing on poetic style, form, genre, and literary history. The unit addresses the theory and practice of using poetic techniques, such as symbolism, imagery and figurative language, rhyme, metre and special verse forms. Topics and genres may include traditional and literary ballad, special verse forms (such as the sonnet, villanelle, haiku or verse-novel), free verse, and contemporary spoken word poetry. The unit is designed to develop skills and confidence in understanding and critiquing poetry, and should be of value to creative writers or anyone working closely with language. Students will be introduced to a wide range of poetic texts and encouraged to explore and study their own texts in the context of poetic traditions and genres, as well as to engage directly with the writing of poetic texts in tutorial/workshop mode and/or for assessment.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

On successful completion of the unit the students are expected to be able to:

Knowledge:

- K1.** Recognise the key historical developments of poetry in English.
- K2.** Identify the effects of the key features of several poetic forms.
- K3.** Explain the key differences between prose and poetry
- K4.** Define, explain and practice the use of key literary terms and techniques in both reading and writing poetry.

Skills:

- S1.** Demonstrate the significance and effects of poetic elements in specific texts, including metre, rhyme, sound effects, figurative language and diction.
- S2.** Compare important elements of form and style, within a holistic/contextual reading of a text.
- S3.** Produce individual works using poetic forms and techniques.
- S4.** Practice self and/or peer review and reflective processes in drafting and revising drafts.

Application of knowledge and skills:

- A1.** Identify and explain specific elements or effects as contributing to an overall reading of a poem, rather than as separate phenomena.
- A2.** Recognise and describe some of the formal properties of poems.
- A3.** Construct and develop a clear and coherent argument in written form, using evidence from both primary texts and critical sources.
- A4.** Research and analyse a poem or comparison of two or more poems.

Unit Content:

This unit is a study of a wide range of historical to contemporary poetry in the English language, focusing on poetic style, form, genre, and practices in context, from oral storytelling to literary coteries to Slam events. The unit addresses the theory and practice of using poetic techniques, such as symbolism, imagery and figurative language, rhyme, metre and special verse forms. It explores the relationship between poet, 'speaker' and readers/audiences, and the ways in which meaning can be created 'between the lines' of a text. It will encourage imaginative and approaches to using and interpreting language in texts, which are strikingly and effectively demonstrated through poetry, but which can be applied across genres, and which permeate almost every aspect of language and culture.

Topics may include:

- traditional ballads, their functions in society, development of the literary ballad, and their links to other cultural forms
- the study and appreciation of specific techniques used in poetic writing (rhyme, rhythm, metre, line and stanza structures) and figurative language (e.g. imagery, metaphor, symbolism and 'sound effects'), and how these underpin a poem's tone and effect
- verse forms (such as the sonnet, limerick, or haiku) with specific rules beyond those of form, demonstrating

the ways in which poet and readers work within understood traditions

- free verse, both historically as a revolution in poetic form and technically as a way of writing poetry, and the related categories of surreal, experimental, and visual poetry
- contemporary spoken word poetry: 'live', Slam events, and in digital media.

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, S1, S2, S4, A1, A2, A3, A4	AT1, AT2, AT3, AT4
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S3	AT1, AT4
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	S4	AT4
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2, K3, K4, S1, S2, S3, S4	AT1, AT2, AT3, AT4
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A4	Folio of four reports. In each report, students will submit the poem they wrote in that section of the course and will reflect on the ways the critical and poetic material read in that section shaped the written poem.	Folio of Four Reflections	30 - 40%
K2, K4, S2, A3	Research and discuss one real world project where poetry is being used as an intervention with social, political and cultural uses.	Report	15 - 20%
K1, K2, K3, K4, S1, S2, S4, A1, A2	Research essay comparing, analysing and evaluating set poems in relation to a specific genre and/or theoretical framework and/or use of specific poetic techniques and devices	Research essay	30-40%
S4, A3	Write a reflection detailing and evaluating your own active participation in this unit across the semester.	Reflection on Active Participation	5-10%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit: No

Date:

Adopted Reference Style:

MLA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)