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:

No work experience

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						
Intermediate			✔			
Advanced						

Learning Outcomes:

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 though poetry, but which can be applied across genres, and which permeate almost every aspect of language and culture.

•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.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams.	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving.	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities.	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life.	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 unit 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%

Adopted Reference Style:

MLA ()

Refer to the library website for more information

Fed Cite - [referencing tool](#)