**Course Outline (Higher Education)**

**Faculty:** Faculty of Education and Arts  
**Course Title:** READING AND WRITING POETRY  
**Course ID:** BATCC3001  
**Credit Points:** 15.00  
**Prerequisite(s):** (BATCC1001 or BATCC1002 and at least 30 credit points at Intermediate (2000-2999) level from BATCC or BAWRT or BALIT or BAFLM subject-area)  
**Co-requisite(s):** Nil  
**Exclusion(s):** (LITCI1101 and LITCI2203 and LITCI3203 and LITCR2106)  
**ASCED Code:** 091523

**Description of the Course:**
This course 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 course 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 course 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, etc.)

**Program Level:**

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<tr>
<th>Level</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<td>Introductory</td>
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<td>Intermediate</td>
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<td>Advanced</td>
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**Learning Outcomes:**

**Knowledge:**

- **K1.** Critically review theory and practice of poetry in English over time.  
- **K2.** Identify and explore the effects of the key features of various poetic forms.  
- **K3.** Explore distinctions between speaker and poet, ideal and actual reader.
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K4. Define, explain and practice the use of 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 the formal properties of poems, using concepts of genre and intertextuality.

A3. Construct and develop a clear and coherent argument in written form, using evidence from both primary texts and critical sources.

A4. Research a genre, period or theoretical approach and compare poems as examples of these.

Course Content:

This course 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 course 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.

Topics may include:

- traditional ballads, their functions in society, development of the literary ballad, and connections with music and other media
- 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.

Values:

V1. Reflect critically on personal writing and on that of others

V2. Appreciate the richness and diversity of poetic texts, speakers and readerships

V3. Respect the ideas and skills of others

V4. Appreciate the potential of poetry to stimulate their own thoughts and reflections

V5. Approach poetry and poetic writing with confidence as a reader.
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Graduate Attributes:
FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

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<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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<tbody>
<tr>
<td>Knowledge, skills and competence</td>
<td>The course emphasises the ongoing and cumulative acquisition of skills and confidence in reading and understanding poetry; acknowledging a wide range of starting points and giving students skills to enhance future learning in this field</td>
<td>High</td>
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<tr>
<td>Critical, creative and enquiring learners</td>
<td>Poetry students often look for ‘correct’ answers when interpreting poetry; this course challenges them to work with open or multiple possibilities for interpretation while adhering to principles of testing interpretations against the text. In exploring assumptions underlying particular interpretations, and learning to synthesise and balance alternative readings without ruling others out, students acquire ways of thinking and discussing ideas and texts that defy reduction to simple or algorithmic ‘choices’</td>
<td>Medium</td>
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<tr>
<td>Capable, flexible and work ready</td>
<td>Close reading and awareness of rhetorical strategies are essential tools in textual and media literacy, and equip students to interpret a wide range of cultural texts. The intellectual flexibility discussed above also fosters creative and agile ways of working with the ideas of others</td>
<td>Medium</td>
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<td>Responsible, ethical and engaged citizens</td>
<td>Studying poetry frequently engages with social issues, and the exploration of personal, psychological and other issues; empathy and openness to other ways of being are frequent topics, particularly in relation to contemporary and performance poetry</td>
<td>Medium</td>
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Learning Task and Assessment:

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<tr>
<th>Learning Outcomes Assessed</th>
<th>Learning Tasks</th>
<th>Assessment Type</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>K3, K4, S1, S3, S4, A1, A2, A4</td>
<td>Development of skills, terminology, and confidence; reflection on learning and on participation in structured learning activities (tutorials)</td>
<td>Draft and revise interpretative or creative poetic texts; final reflective report</td>
<td>35-45%</td>
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<tr>
<td>K4, S1, S2, S3, A1, A2</td>
<td>Close reading and textual analysis of an individual poetic text</td>
<td>Written analysis or report/class presentation</td>
<td>20-30%</td>
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<tr>
<td>K1, K2, S2, A2, A3, A4</td>
<td>Research essay comparing poems in relation to a specific genre or theoretical framework</td>
<td>Research essay</td>
<td>35-45%</td>
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Adopted Reference Style:
MLA