

**School / Faculty:** Faculty of Education and Arts

**Course Title:** STUDYING POETRY

**Course ID:** LITCI2203

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** (LITCI1101) (LITCI3203)

**ASCED Code:** 091523

**Grading Scheme:** Graded (HD, D, C, etc.)

**Program Level:**

AQF Level of Program						
	5	6	7	8	9	10
<b>Level</b>						
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

**Learning Outcomes:**

**Knowledge:**

- K1.** Review and outline the history of poetry in English from the Renaissance to the present, and compare specific forms of poetry in different periods;
- K2.** Examine concepts of the literary canon and evolution of genres;
- K3.** Argue the theoretical distinctions between speaker and poet;
- K4.** Define, explain and analyse the use of literary terms and techniques.

**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 in texts, in relation to generic and/or historical or theoretical contexts;
- S3.** Identify and analyse a range of creative uses of language, within the context of the whole poem.

**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.** Define and apply at least one generic or theoretical framework to specific text/s;

# Course Outline (Higher Education)

## LITCI2203 STUDYING POETRY

- A3.** Evaluate and describe the way poems use, modify and transform traditional forms, using concepts of intertextuality and generic convention;
- A4.** Research a genre, period or theoretical approach and two or more poets' work.
- A5.** Construct and develop a clear and coherent argument in written form, using evidence from both primary texts and critical sources;
- A6.** Compare the use of specific poetic techniques or the exploration of specific themes across several texts.

### Course Content:

This course is a study of a wide range of poetry in English from the Renaissance to the present, focusing on poetic style, form and genre, poetic techniques (uses of imagery and figurative language), and literary history. Special topics may include love poetry, the ballad, the sonnet, and contemporary performance poetry. The course is designed to develop skills and confidence in understanding, teaching and writing poetry.

### Values and Graduate Attributes:

#### Values:

- V1.** Read poetry in a number of different ways,
- V2.** Appreciate the richness and diversity of poetic texts, speakers and readerships
- V3.** Use poetry to stimulate their own thoughts and reflections, and
- V4.** Empower students who have previously been intimidated by poetry

#### 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.

Attribute	Brief Description	Focus
Knowledge, skills and competence	The course emphasizes 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.	High
Critical, creative and enquiring learners	While there is a lot of support in the study of specific poems, students undertake a worksheets-plus-journal exercise, comparing their first efforts at analysis with what they are able to do at the end of semester. This encourages self-reflection and self-assessment.	Medium
Capable, flexible and work ready	Not directly, although contemporary performance poetry is both political and involves networks of engagement.	Low
Responsible, ethical and engaged citizens	As for social responsibility, not directly, however poetry frequently engages with social issues, or exploration of personal, psychological and other topics that can expand the reader's understanding of others, and other ways of being.	Medium

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## Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
K3, K4 S1 S3 A1 A6	Development of skills, terminology, and confidence; reflection on learning.	Cumulative worksheets over course of semester, with reflective analysis at end.	20-30%
K4 S1, S2, S3 A1, A2	Close reading and textual analysis (form & genre)	Short essay	20-30%
K1, K2 S2 A2, A3, A4, A5	Research essay comparing a number of texts in relation to a specific genre or theoretical framework.	Research essay	30-40%
K3, K4 S1, S2 A1, A2	Class reading, participation in discussions (including online forum)	Participation including contributions to online discussion forums	10-20%

## Adopted Reference Style:

MLA