

Poetry and Drama

ENG 247.PL1

Spring 2019

Number of Credits: 3

Days Class Meets: Tuesday

Meeting Times: 4:30 – 7:30pm

Location: MFC

Instructor: Mr. Anderson

Course Description

Students are introduced to lyric and dramatic genres. This course emphasizes understanding, appreciation and enjoyment of poetry and theatre as language performances and literary forms. Selections for study are chosen from English and American literature as well as world literature in translation.

Prerequisite(s)

Prerequisites: ENG 131

Course Goals

The Board of Trustees has determined that all JC graduates should develop or enhance certain essential skills while enrolled in the college. The objectives for the course support GEO 6: Understanding aesthetic experience and artistic creativity; students will demonstrate proficiency in the analysis of creative works, situating works culturally and historically through critical thinking, research and interpretation. The rubric for GOE 6 is interpreted for this course as follows:

1. Understanding Context—Students understand the historical, cultural, and social contexts of selected works of drama and poetry (measured through class discussion, small-group work, in-class writing, quizzes, final exam);
2. Analysis and Interpretation—Students apply methods of analysis and interpretation to texts; uses discipline-specific language to support critical reflection (measured through class discussion, small-group work, in-class writing, written assignments, reading and constructing scenes for plays);
3. Engagement—Students regularly participate in discussions about selected works of drama and poetry, discussing the creative choices made by poets and playwrights (measured through participation in whole-class discussions, small-group projects, poem and play readings, and discussion);
4. Evaluation—Students evaluate works of drama and poetry for quality, using criteria generally recognized in the field (measured through discussion and essays);
5. Appreciation—Students will exhibit through writing an awareness of purpose and audience, organizational and development skills, meaning and understandings;
--Students will work productively with other students in gaining understanding of poetry and drama through participation, interaction, and completion of small-group projects.

Premises to GEOs: To successfully achieve these objectives, the student must diligently apply him- or herself to the course material, completing all assignments, participating actively in discussions, and thinking critically about the pieces read, especially by asking questions (internally and in class).

Course Objectives

By the end of the course, you will be able to do the following:

Poetry—

Describe what poetry is for you, both at the beginning and the end of the course;
Identify and distinguish between metaphor and simile;
Identify elements of open and closed form in poetry;
Describe what we mean by a “metrical foot” and be able to identify iambic pentameter in a poem;
Map the rhyme schemes of poems employing end rhyme;
Identify symbol and the way it works in a poem;
Write an American haiku and a persona poem;
Analyze individual poems and discuss their themes, figurative language, tone, and sounds and/or rhyme, and form and put forth your findings in class activities and in writing a critical essay that contains a thesis statement with supporting paragraphs in MLA format.

Drama—

Identify and describe the standard parts of a play;
Chart the plot of a play, including its exposition, rising action, climax, falling action, and resolution;
Read dialogue aloud, using inflection that fits the character and what is going on in the play;
Demonstrate what you know about a given character by writing dialogue and stage directions to illustrate what he or she would do when put in a different situation;
Analyze and describe what is changed or added in the adaptation of a poem to a play;
Write an original scene or ten-minute play and describe the choices you made in terms of plot and characterization.

Poetry and Drama—

Describe yourself as a reader and writer and reflect on your experiences with poetry and drama;
Identify the difference between subject and theme in individual works of poetry and drama;
Describe how an author creates tone in individual works of poetry and drama through word choice, imagery, and/or dialogue, and/or setting;
Contribute productively to the analytical processes in small peer groups;
Compile a journal of thoughts related to course content and writing challenges.

Textbook

Poetry: An Introduction, 7th Edition. Michael Meyer

The Compact Bedford Introduction to Drama, 7th Edition, Lee Jacobus

Extras

-Pencil and notebook for in-class work, notes, and writing assignments.

Grading Procedure

Note: Point values are approximate and may be modified to reflect adjustments to course schedule.

Essay 1	15
Essay 2	20
Homework/Other Assignments	15
Participation/In-Class Work	15
Group Project	10
Final Exam	15

Total 90

Grading Scale

GPA	GRADE RANGE
4.0	94-100%
3.5	88-93%
3.0	82-87%
2.5	76-81%
2.0	70-75%
1.5	66-69%
1.0	60-65%
0.5	55-59%
0.0	0-54%

Failure

Students who miss more than three class sessions will not pass the course. (See Attendance and HQV policy.) In severe instances, a student may fail the course as a result of violating Jackson College's Academic Honesty Policy, which is detailed in this syllabus.

Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

Course Management

Withdraw: After the add/drop period, a student may withdraw from a course in accordance with the dates published in e-services.

Incomplete Policy: In accordance with JC policy, an Incomplete or “I” grade is only issued to *students who have demonstrated good standing in the class and hold a passing grade at the time of an extenuating circumstance that precludes completion of the class*. Documentation validating the circumstance may be required.

Makeup Policy

Homework and essays can be turned in one class period late for half credit. Peer review workshops and in-class assignments/participation activities cannot be made up. **Quizzes, exams and anything due the last day of class will not be accepted late.**

In-Class Work

As noted in the syllabus, a component of your total score comes from in-class assignments. These assignments and activities function as your participation score for the course and will include things such as in-class “pre-writing” assignments and peer review workshops.

Behavior

While students must be present in class to receive participation points, students may also lose points for issues of non-participation. Such issues include, but are not limited to: disrupting class, distracting others, sleeping, refusing to participate in group discussion/activities, being disrespectful to the instructor or classmates.

In excessive instances, a disruptive student will have to leave the class and may not be allowed to return. You are expected to be respectful to everyone in our classroom. Enrollment in a PEI class is a privilege – do your part to honor that privilege.

Major Assignments

Essays

There will be two long form essays assigned during the semester. With each of these essays, you will be given an assignment sheet providing guidelines. Both essays will include a first draft which is due one class session before the final draft. As a part of the drafting process, a peer review workshop will be conducted in class.

Essays will be scored on a four-point scale (similar to the scale in the above table for final course grades). The criteria for a 4 score, for instance, is that the essay effectively fulfills the guidelines of the assignment with sufficient elaboration and clarification. The criteria for a 3 score is that the essay *mostly* fulfills the guidelines of the assignment with appropriate elaboration and clarification. Scores of 3.5, 2.5, etc. are for essays that are “midway” between the standards of two point levels.

Final Exam

This class will include a final exam which will assess your understanding of the course material and mastery of the course’s outcomes. This test may include a variety of questions such as multiple choice, short answer, true-false, and short essay questions. While final will be open book, it is certainly in the student’s best interest to study and prepare for these tests ahead of time.

Homework/Other Assignments

In addition to the main assignments listed above, there will be a handful of additional assignments, including homework assignments.

Poetry Recitation / Guided Discussion

Each student will be assigned a poem from our poetry textbook to “present” to the class. In presenting the poem, the student will recite the poem from memory. After the recitation, the student will lead the class through a brief discussion of the poem, including its form, poetic devices, themes, etc. The recitation/guided discussion will be graded on a scale of 0 – 3 in which a 3 score is earned for providing an appropriate and detailed overview of the author and his/her major work(s), a 2 score is earned for a mostly sufficient but inconsistent overview, and so forth.

Group Drama Adaptation Project

For this assignment, students will work in groups and write their own “15-minute play” which provides an adaptation of some element of a play assigned from the drama textbook. While the student’s own adaptation allows for some creative freedom in terms of characters, dialogue, etc., **students must avoid indecent elements such as sex, violence, obscene language, etc., regardless of the content of the original play.** Further guidelines will be provided.

Calendar

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Course Schedule

Note: Schedule is subject to modifications as deemed necessary by instructor.

Reading assignments listed on schedule should be read **before** the class session.

Not all assignments (such as homework and in-class assignments are listed).

<u>Week 1</u> June 4	Class Introductions and Expectations Syllabus review Introduction to "Reading Poetry" In Class Writing
<u>Week 2</u> June 11	Read <i>Poetry</i> Ch. 1 and Ch. 4 before class Understanding Poetry
<u>Week 3</u> June 18	Read <i>Poetry</i> Ch. 7, Ch. 8, and Ch. 9 before class Essay 1 assigned
<u>Week 4</u> June 25	Read <i>Poetry</i> Ch. 2, Ch. 5, Ch. 6 and Ch. 10 before class Essay 1 outline
<u>Week 5</u> July 2	<u>Independence Day Holiday – NO CLASS</u> Read <i>Poetry</i> Ch. 3 and Ch. 11 Guided Learning Assignment: Essay 1 Draft and Self-Assessment (worksheet)
<u>Week 6</u> July 9	Essay 1 Final Draft Due Poem Recitations/Student led discussions provided in class Introduction to Drama
<u>Week 7</u> July 16	Read <i>Drama</i> Ch. 1 before class
<u>Week 8</u> July 23	Read <i>Drama</i> , "Renaissance Drama" pg 146-239 before class Read <i>Drama</i> , "Writing about Drama" pg 1073-1079 before class Group Project assigned

<u>Week 9</u> July 30	Read <i>Drama</i> , "Late-Seventeenth and Eighteenth Century Drama" pg 300-342 before class
<u>Week 10</u> Aug. 6	Read <i>Drama</i> , "Nineteenth Century Drama Through the Turn of the Twentieth Century" pg 361-374 and <i>The Importance of Being Earnest</i> , pg 434-464 before class Continue work on Group Project and Essay 2
<u>Week 11</u> Aug. 13	Read <i>Drama</i> , "Drama in the Early and Mid-Twentieth Century" pg 494-510 before class Read <i>Drama</i> , Miller's <i>Death of a Salesman</i> , pg 668-711 before class Read Beckett, <i>Endgame</i> pg 739-770 before class Group Projects due, presented in class Peer Workshop – Bring legible copy of Essay 2 draft to class
<u>Week 12</u> Aug. 20	Final Exam (in class) Essay 2 due

Important Dates: Spring 2019

DATE	EVENT
MAY 30, 2019	DAY AND EVENING CLASSES BEGIN
MAY 20 – AUG. 22, 2019	SEMESTER DATES
JULY 4, 2019	INDEPENDENCE DAY. NO CLASSES
AUG. 22, 2019	END OF SPRING SEMESTER
AUG 24., 2019	GRADES DUE

Student Responsibilities

Expectations of Students:

- Learner success relies on the ability to plan, prepare, study, and engage phases of the writing process, to apply global and local essay strategies, critical thinking skills, research strategies, and peer response skills.
- Learners will apply active reading strategies to assigned course materials and can expect to encounter at least forty pages per week—these texts include the course text, instructor handouts, and library resources such as articles and chapters.
- Learners should plan to spend at least nine [9] hours a week on the course: three (3) hours in class, and six hours (6) outside the classroom doing homework, including assigned readings, individualized writing, and library research.
- Learners are expected to attend assigned conferences and instructor appointed meetings related to evaluation and grades.

Attendance Policy

In compliance with Federal Title IV funding requirements, as well as college initiatives, reporting of student participation in classes will occur at three designated times each semester. Instructors will assign one of three non-transcripted letter symbols to each student during each reporting period (see below). Students identified as no longer participating will be dropped or administratively withdrawn from the class, and students identified as needing academic assistance will be contacted.

Participation/Progress Symbols

- H – The student is not doing acceptable work and needs **H**elp to be successful.
- Q – The student has not participated and the instructor believes they have unofficially withdrawn (**Q**uit). These students will be dropped/withdrawn from the class.
- V – The instructor **V**erifies that the student is participating and doing acceptable work.

Help

Instructor Support: When time allows, I will be available at the end of class to meet with students. While I will typically address and take questions from students during class, any concerns or questions about individual student writing should be asked at the end of class (or, if time allows, before the start of class).

Caveat

Please be advised that this syllabus (including the class schedule) may be subject to change. In the event changes are made, they will be announced to the class.