

Critical Reading and Writing: Poetry

Fall 09

CRAW

Sarah Luria
Fenwick 211, 508-793-3443
M 3-4; W 2-4; & by appt.

Textbooks (available at the Holy Cross Bookstore)
J. Paul Hunter, Alison Booth, and Kelly J. Mays, *The Norton Introduction to Poetry*,
9th Edition

Diana Hacker, *A Pocket Style Manual*, 5th Edition

Requirements

Participation: 15%
Midterm: 10%
Essay 1: 10%
Essay 2: 20%
Essay 3: 20%
Final Essay: 25%

Preparation:

The only way to learn in this course is, of course, to do the work on your own (or when invited to do so, in pairs). **You are never to consult the web for help with our texts, either for class preparation or essay writing.** We are interested in your own ideas here. That said I encourage you to talk with your colleagues about the poems and to review drafts of each other's essays outside of class. But, please, do not consult your parents.

The Mid-term will test how well you have learned to explicate a poem after the first few weeks of our course. The way to do well on the mid term is to use all the homework prior to that to practice and develop your explication skills. Count on spending about 2 hours preparing for each class. These texts are short, but there is so much going on in every line; your task is to discover as much about the text as you can.

You will receive all of the handouts early in the semester. Please put them in a binder and bring the binder to class. We will be referring to them as we go along.

Participation:

Come well-prepared and ready to share your insights. We need all hands on deck in the class. We are looking for roughly equal participation here: not three students dominating the discussion—no one wants that—but each class member sharing the work and fun of cracking open a poem. Those who have honest and thoughtful comments to make in class help to do the work of appreciating what is going on in a poem.

Even if you aren't used to speaking in class, here you will have space to do so. Being comfortable with presenting your ideas in the informal friendly atmosphere of our small class is a crucial piece of your education. We will frequently go around the table, and I will also call on people. Note that your class participation counts for 15% of your grade. Simply coming to class earns a C for participation. Contributing to class discussion in a substantive way raises your grade accordingly. More than two unexcused absences will also lower your course grade.

Schedule of Readings and Assignments

Assignments are due on the dates listed. Numbers in parentheses refer to your Norton edition unless otherwise noted. All homework assignments will be posted on Moodle.

Explication

- 2 Sep. "This is just to say" (143); Four Steps to a Close Reading (handout)

- 4 Hadas, "The Red Hat" (39)
Norton, 1-15 especially 14-15

- 7 Pinsky, "Shirt" (handout)
Observation and Paraphrase due

- 9 Pinsky, Shirt; George Herbert, "Easter Wings" (284)
"The Way a Poem Looks" (280-81)
Analysis and Interpretation due

- 11 Richardson, "The End of Summer" (hand-out)
Discuss Essay 1

- 14 Mary Fell, Worcester Poems (hand out)
Meet in Poem Groups

- 16 Roethke, My Papa's Waltz (138)

- 18 Brooks, "The Bean Eaters" and Student Essay (hand outs)
"The Elements of the Essay: Tone (and Audience), Thesis
and Structure" (626-629) and "Effective Quotation" (660-66)

- 21 Shakespeare, Sonnet 60: "Like as the waves make towards the pebbled shore" (215)

- 23 **Essay 1 due in class**; Mid-Term Prep: Do 4 steps on poem handed out in class

- 25 Rich, A Walk by the Charles (hand out)

- 28 Mid Term, in-class essay: explication of poem

The Meaning of Form

- 30 Williams, "Poem" (handout)
- 2 Frost, "Acquainted with the Night" (hand out)
Shakespeare, Sonnet 60: "Like as the waves make towards the pebbled shore" (215)
"External Form" (255-261)
- 5 Frost, Silken Tent (hand out) "Metaphor and Simile" (165-66 **and** 170-71)
Discuss Essay 2
- 7 Milton, "When I Consider How My Light Is Spent" (266-67)
Thesis statements (review handout and bring to class)
- 9 Milton, "When I consider how my light is spent" (cont)
Body Paragraphs (review handout and bring to class)
- 12 Columbus Day—No Classes
- 14 **Full draft of essay 2 due in class; Peer Review, Essay 2**
- 16 Thomas, "Do Not Go Gentle Into That Good Night" (275); Bishop, "One Art" (hand out)
"Stanza forms" (274-75)
Hacker, , *Pocket Style Manual*, "MLA documentation style, Works Cited and Sample Pages" (skim
119-154)

Sound and Sense

- 19 Brooks, "We Real Cool" (91); "Sounds of Poetry" (199-201)
Essay 2 due in class
- 21 Frost, "Acquainted with the night" (hand out), "Sounds of Poetry" (study carefully 204-12)
- 23 Frost, "Stopping by Woods"(543), "The Writing Process: Getting Started, Planning, and
Drafting" (633-39)
- 26 Yeats, "The Second Coming" (594); Hacker, *Pocket Style Manual*, the Semi-Colon (65-67)
- 28 Eliot, "Love Song of J. Alfred Prufrock"(538); Hacker, *Pocket Style Manual*, the Colon (67-68)
- 30 Eliot, "Love Song" cont'd.; Hacker, *Pocket Style Manual*, the Dash (75-76); Thomas "Notes on
Punctuation," (read handout before coming to class)
- 2 Nov. Dickinson, "I dwell in Possibility—" (142)
Writing Process, "Revising" and "Crafting a Title" (639-44)

- 4 Dickinson, "I stepped from Plank to Plank" (532)
- 6 Dickinson, "After great pain, a formal feeling comes—" (137)
- 9 **Poem Recitations**
- 11 Recitations
- 13 Recitations

Poetry in the World

- 16 Lowell, "Epilogue" (hand out)
Introductions and Conclusions (review handout and bring to class)
- 18 **Bring Full draft of Essay 3 to class for Peer Review**
- 20 Ginsberg, from "Howl," hand out
- 23 Cervantes, "Poema para los Californios Muertos" (handout)

Thanksgiving Recess

- 30 Lowell, "For the Union Dead"
Discuss Essay 4
- 2 Dec. Lowell, "For the Union Dead"
- 4 Dove, "Parsley"
- 7 Obama, Inaugural Address
Alexander, Inaugural Poem: "Praise Song for the Day," (handouts) Collins, Directions (hand out)

Study Period

Essay 4 Due Date TBA