

Course: EN213DND Introduction to Poetry (BLENDED)
Credit: 3 Semester Hours
Semester: Spring 2022 (Cycle 5)
Location: East Ed 116, M 8–11
Instructor: Thomas Crank, thomas.crank@calvary.edu

**About This Class: This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

**About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

I. DESCRIPTION

Introduction to Poetry is a unique genre course that enables the student to learn poetic examples. The course includes a variation of poetic eras, author styles, national cultures, and subject matter to increase student awareness of contextual relevance. Essay responses to present literary analysis of the poems. (Prerequisite: EN112)

II. OBJECTIVES

A. General competencies to be achieved. You will:

1. Improve critical reading skills through critical analysis of literary texts (PLO 1; Assignments A–D).
2. Participate effectively in group discussions with emphasis on careful listening, critical thinking, and appropriate response (PLO 1, 3; Assignment A).
3. Develop the ability to research and write a literary essay (PLO 1–4; Assignments C, D).
4. Identify the various cultural, linguistic, and sociological characteristics as presented in the literary works (PLO 1; Assignments A–D).
5. Evaluate individual short stories according to the Biblical worldview (PLO 1, 3; Assignments A–D).

B. Specific competencies to be achieved. You will be able to:

1. Carefully read and analyze literary works from a number of cultures (PLO 1–4; Assignments A–D).
2. Apply the literary elements to literary works in discussion and research (PLO 1–4; Assignments A–D).
3. Compare and contrast the Biblical worldview with that of the authors studied (PLO 1, 3; Assignments A–D).
4. Use literary research tools to write a literary essay (PLO 1–4; Assignments A–D).

III. REQUIRED MATERIALS

A. Required Textbooks

- **The Bible** is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.
- *The Compact Bedford Guide to Literature*, eds. Michael Meyer and D. Quentin Miller. Bedford/St. Martins ISBN: 9781319105051. 12th Edition.

Cost:

New Paperback: \$108.99 on Macmillan
(<https://www.macmillanlearning.com/college/us/product/The-Compact-Bedford-Introduction-to-Literature/p/131910505X>)

New Paperback: \$116.75 on Amazon

E-book: \$73.99 on Macmillan (link above) or VitalSource
(<https://www.vitalsource.com/products/the-compact-bedford-introduction-to-literature-michael-meyer-d-quentin-v9781319261290>)

E-book Rental: \$39.59 for 120 days on VitalSource (link above)

E-Book Rental: \$44.99 for 6 months on Macmillan (link above)

B. Suggested Resources

- MLA Handbook, 8th Edition. ISBN 978-1603292627. \$14.40

IV. REQUIREMENTS

- A. (Before Class) Reading Assignments and Journals:** Reading assignments are assigned from the required textbook (see below). Complete assigned reading prior to the class period on which it is due. *Do not substitute any kind of Cliff Notes, E-Notes, or online summaries of any kind.*

Once you complete your reading for the week, respond to the reading in the reading journal. The reading journal assignment in Canvas provides ideas for what to write about.

- B. (During Class) Attendance:** Students are required to attend the class section for which they enroll: online students may attend via livestream or by watching the recorded lecture; in-class students must attend in class. In-class students may not choose to attend online without approval of the instructor.

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Attendance is taken for all in-class and livestream students.

Online students who attend asynchronously are required to submit all in-class activities on Canvas in the "Participation Activities Week X" assignment prior to the next class period. Late Participation Activities are counted as absences.

- C. (After Class) Discussion Board:** The professor will assign one discussion question in Canvas each week. Respond to the prompt initially with at least 250 words. Ensure your response is clearly organized and well-supported by notes, quotes from the text, and/or outside research.

Then engage with your peers in meaningful discussion. Here are some ideas:

- Express agreement by stating specifically with what part you agree and why
- Express disagreement by stating specifically with what part you disagree and why
- Add to the conversation: "I found this interesting article that is similar to what you're saying. [Summarize and provide link]."
- Ask a question to
 - *Clarify:* "What do you mean by ____?"
 - *Explain:* "Can you give an example of ____?"
 - *Wonder:* "What would happen if ____?" or "What would be different if ____?"
 - *Invite:* [This kind of question is good after expressing disagreement or adding to another post.] "What do you think [about what I just said]?" or "I'd love to hear your thoughts." (I guess that's technically not a question . . .)
 - *Discuss:* "I just had a thought: [provide a new discussion question related to the topic at hand]."

Finally, your professor will engage in the discussion, asking questions to the class and to individual students. Be prepared to engage with these questions.

You will be graded on (1) your initial response to the prompt and (2) the depth of your discussion with your peers and professor. The rubric looks like this:

	25	20	15	10	5	0
Response	Gives a unique and deep answer to the prompt, organized it clearly, and supported it adequately.	Gives an acceptable answer to the prompt that is somewhat organized and supported.	Gives a vague answer to the prompt that struggles with organization and support.	Gives an answer that shows a lack of understanding of the story and the prompt. Struggles with support.	Answer does not follow directions, is missing important components, and/or is unsupported.	Failure to respond or plagiarism.
Discussion	Engages with peers in a meaningful and specific way. Adds something unique to the discussion. Engages with all follow-up questions.	Engages with peers and adds to the discussion. Engages with most follow-up questions.	Engages with peers in a general and vague way. Engages with some follow-up questions.	Shows lack of enthusiasm with discussion. Engages with one follow-up question.	Shows lack of enthusiasm with discussion. Does not engage with any follow-up questions.	No discussion provided.

When you use sources in your responses, cite them at the end of your post using MLA format (8th edition). You should also use in-text citations in the body of your posts when appropriate.

- D. (End of course) Creative Project:** Choose one of the literary works we have studied and design a creative project, which you will present to the class (uploaded in Canvas). This project contains four components: (1) literary essay, (2) creative project, (3) reflection, (4) interaction with peer projects.

(1) Literary Essay

Choose a literary work from this class and select a research question (we will discuss research questions in class, and each assignment throughout the cycle will help you think about and find your story and your research question). Use class notes, the textbook, supplemental materials, discussion board resources, and your own research to answer your research question.

Sample research questions:

- How does the biblical worldview compare to that presented in the literary work?
- How does a historical event affect this author/literary work?
- What is this author saying about his/her culture or society?
- What is the theme of this literary work?
- How does __[literary element]_ affect the reader?
- How does [literary work 1] compare with [literary work 2]?

In a 3-page essay, answer your research question. You must cite from at least three scholarly sources. Use MLA format.

(2) Creative Project

Create a 5-minute video to present your findings.

Creative project ideas (feel free to come up with your own):

- Commercial
- News broadcast
- Skit
- Animation
- Puppet show
- Speech
- PowerPoint
- Paint/Chalk talk
- Music video

This project should be something that *you* create and are the primary presenter in. Do NOT just play someone else's YouTube video, for example.

(3) Reflection

Answer the following questions in 1 double-spaced page:

- What have you learned about . . .
 - . . . the process of critical reading?
 - . . . literary elements?
 - . . . literary research?

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- . . . interacting with literature from a biblical worldview?

(4) Interaction with Peer Projects

Watch your peers' presentations. Then choose four to respond to. Write a response that includes (1) what you thought of their presentation and (2) what you learned.

Grading Rubric

(1-2) Literary Essay/Creative Project:		
Creativity		25
Literary Research		25
Application of Literary Concepts		50
	Total:	100
(3) Reflection:		
	Total:	50
(4) Interaction:		
	Total:	50

E. Other Assignment Policies

1. *Style Guide:* All class papers must follow the MLA style according to the *MLA Handbook*, 8th edition.
2. *Plagiarism* is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.
3. *Other forms of cheating* include copying another student's work, allowing a student to do your work, using notes instead of reading the literary works, basing your research essay on another essay, bringing cheat sheets or written information to a quiz or an exam, and working collaboratively with another student on individual assignments. This also includes handing in one essay for assignments given in two different courses to reduce the amount of student work. Please check with the professor if you have concerns or doubts about the academic approach you plan to take for an assignment.
4. *Late work:* -10% from the final grade per day late.
5. *Originality:* Students may not hand in one paper for two different courses—even if the paper has been altered in some way. Students may not hand in a paper that was written for another class in previous courses. All work must be completely new and written solely by the student.

V. METHODS

- A. Lectures, Discussions:** This course is balanced between lecture and discussion. Students are expected to participate in discussions. Online students will be given special instructions about how to participate in these discussions.
- B. Reading and Writing:** All reading must be completed as assigned. *All essay assignments must be completed to pass this course.* Grading rubrics are used on all essays.

C. Grading

Possible Points for All Assignments:

Discussion Boards (8 x 25)	200 points
Reading Journals (8 x 50)	400 points
Participation Activities (8 x 25)	200 points
Creative Project	200 points
Total	1000 points

The Grading Scale can be found in the University Catalog.

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VI. TENTATIVE SCHEDULE (The professor may modify the schedule if necessary.)

	Topic	Assignments
Week 1	TBA	<ul style="list-style-type: none"> • Reading: TBA • Reading Journal (RJ) 1 • Discussion Board (DB) 1
Week 2	TBA	<ul style="list-style-type: none"> • Reading: TBA • RJ 2 • DB 2
Week 3	TBA	<ul style="list-style-type: none"> • Reading: TBA • RJ 3 • DB 3
Week 4	TBA	<ul style="list-style-type: none"> • Reading: TBA • RJ 4 • DB 4
Week 5	TBA	<ul style="list-style-type: none"> • Reading: TBA • RJ 5 • DB 5
Week 6	TBA	<ul style="list-style-type: none"> • Reading: TBA • RJ 6 • DB 6
Week 7	TBA	<ul style="list-style-type: none"> • Reading: TBA • RJ 7 • DB 7
Week 8	TBA	<ul style="list-style-type: none"> • Reading: TBA • RJ 8 • DB 8 • Creative Project

VII. Resources:

- A. Accommodations Support:** Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.
- B. The Clark Academic Center:** The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.