



**UNIVERSITY OF
CALGARY**
FACULTY OF ARTS
Department of English

COURSE OUTLINE

ENGL 253.02 L02: Poetry
FALL 2022

Class Schedule: Tuesday/Thursday | 09:30 a.m. – 10:45 a.m. | ST 127

Registrar’s Final Exam Period: Saturday December 10th to Wednesday December 21st 2022.

Instructor	Dr. Jonathon Wilcke, Ph.D.
Email:	jonathon.wilcke@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Contact Hours:	<p>In-person Office Consultation (Social Science 1136) Tuesday 11 a.m. – 1 p.m. Thursday 11 a.m. – 1 p.m.</p> <p>Outside of these hours, I may be available to meet with you by appointment on Tuesday and Thursday afternoons. Appointments will be in person or on Zoom. Wednesday Zoom appointments may also be available.</p> <p>No contact hours (including email) during reading breaks, weekends, and holidays.</p> <p>Office location is SS 1136 (Social Sciences tower 11th floor) <i>Please wear a mask to in-person consultations if possible.</i></p> <p>ZOOM DETAILS: Zoom Meeting ID: 814 949 9226 Passcode: 819783</p>

Course description:

A study of the conventions of a genre, with emphasis on close reading and critical writing skills. Includes the study of at least one text by an Indigenous author.
 This course may not be repeated for credit.

Expanded Description:

ENGL 253.02 will examine the literary conventions that define the poetry genre. We will study poems from historical periods such as the Romantic, Renaissance, and 21st Century and learn to read poetry by placing it into its relevant historical and cultural context. We will also learn how to apply key literary terms and concepts to the process of interpretation and development of critical writing. By the end of the semester, students will understand that reading and writing about poetry requires attention to both *what* poetry means and *how* it makes meaning and will emerge from the class with a critical “tool kit” that will help them become skilled readers of poetry.

Universal Student Ratings of Instruction (USRI): Please participate in USRI Surveys toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.

Course learning outcomes:

During the semester, students will:

1. Learn and apply analytical skills to the practice of reading and writing about poetry, including close reading, thematic/symbolic/pattern interpretation, and prosodic analysis.
2. Learn and apply concepts and skills related to academic writing about literature, including objective style, argumentation, developing evidence from literary texts, and writing about secondary sources.
3. Develop their ability to write exegetically about issues of, for example, form and content, structure, seriality, and genre.
4. Learn and practice research skills, including library research, using print and electronic sources, developing keyword searches, evaluating sources for scholarly merit.
5. Learn and apply MLA documentation practices, including using in-text citations, bibliographical documentation, and formatting.
6. Learn and apply writing skills related to research, including quotation, paraphrase, and summary, incorporating data gathered from secondary research into one's own writing, and avoiding plagiarism.
7. Engage with the work of literary scholars by responding to critical texts related to the course reading selections.

Required Texts and readings:

Liz Howard. *Infinite Citizen of the Shaking Tent*.

Marilyn Dumont. *The Pemmican Eaters*.

Susan Holbrook. *How To Read (And Write About) Poetry*.

Janet E. Gardner and Joanne Diaz. *Reading and Writing About Literature*.

A documentation handbook, such as the one below, is highly recommended:

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*, W.W. Norton, 4th edition.

*You are responsible for understanding and applying correct MLA documentation style for all assignments.

Learning technology requirement:

Students will need to have access to computer equipment suitable for accessing D2L for course materials and submitting assignments.

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

Students may also wish to have a laptop computer or tablet in the classroom to read any materials provided via D2L. Alternately, students may print electronic material for use in the classroom (use of technology in the classroom is not necessarily required).

Assessments and Evaluation:

Assignment 1: Close Reading and Analysis (500-750 words)	15%
Assignment 2: Source Development and Bibliography (500-750 words)	15%
Assignment 3: Critical Essay (750-1000 words)	20%
Mid-term Examination (500 words)	15%
Registrar's Scheduled Final Exam	25%
3 Materials and Methods Exercises	10%

- Students need not receive a passing grade on any particular assignment in order to qualify for a passing grade in the course.
- There is a Registrar's Scheduled Final Exam for this course. Students must be available for examinations during the entire Examination Period.
- There are no extra credit assignments available in this course.
- Assignment revisions for the purpose of upgrading will not be permitted.

Description of assignments and exams

- Detailed instructions will be provided via D2L. Deadlines appear on Reading Schedule.

Assignment 1: Close Reading and Analysis (500-750 words):

Students will choose one or more poems from the reading schedule and write a close reading and analysis for each using the literary terms and concepts we are learning in the Holbrook text. Instructor will provide a template and demonstrate how to perform close readings.

Assignment 2: Source Development and Bibliography (750-1000 words)

This assignment is a prewriting assignment that prepares you to write assignment 3 by helping you develop your source. For this assignment, choose one or more poems from the reading schedule and locate two critical essays about the poem using library resources. In the assignment, you will write annotations for the sources that both summarize the key concepts and demonstrate how you might apply these concepts to a discussion of your poem.

Assignment 3: Critical Essay (750-1000 words)

This assignment is critical essay that incorporates the prewriting you did in assignment 2. You are expected to develop your discussion of the poem you chose by making connections between your close reading and analysis and your secondary sources. You may add further secondary sources if you wish, but you must use two scholarly secondary sources found through library research.

A note on MLA style and documentation, which you will use for your assignments in this class:

You are responsible for reading, understanding, and applying the stylistic and documentation principles as outlined in the 8th edition of the MLA documentation style handbook. Assignments with multiple MLA errors will receive a grade penalty of -1/3 g.p. (An "A" will be downgraded to an "A-", for example). Assignments using a documentation style other than MLA will receive a penalty of a full grade point (An "A" will become a "B", for example).

Midterm Exam (500-750 words)

The Midterm Exam is an in-person exam that consists of short answer, multiple choice, and passage recognition questions.

Registrar's Scheduled Final Exam

The Final Exam will consist of a mixture of multiple-choice questions, matching questions, passage recognition questions, and a brief critical essay.

You must be available during the exam period to take the final exam. Exam period is noted at the top of the course outline.

Materials and Methods Assignments

Students will complete three short assignments that will review library research skills, MLA documentation, paraphrasing skills, and editing skills.

A note on Feedback:

Assignments 1 and 2 will receive comprehensive feedback; Assignment 3 will receive detailed feedback but will not be as comprehensive as on A1 and A2. I will provide feedback as needed on Materials and Methods assignments. No feedback will be provided for the midterm and final exam. If you want to discuss your midterm grade with me, I would be happy to do so.

Attendance and participation expectations:

1. This course is delivered in synchronous lecture format (in-person and in the classroom).
2. Verbal participation in class is encouraged but not required.
3. You must be available to write the midterm exam and final exam in-person on the scheduled exam dates. Exceptions may be made for medical or compassionate reasons, but not for reasons of travel, recreation, or work responsibilities.
4. Instructor will provide course notes on key concepts via D2L but no detailed play-by-play lecture notes will be provided. Students are expected to attend every class to learn course content. Lectures will not be recorded or presented online.
5. If you miss a class, the instructor is happy to meet with you to discuss any specific course material concerns you may have but will not repeat missed lectures and will not provide a review of the class and missed materials.
6. Instructor will not provide updates or reviews of missed lectures via email.
7. Vacations, family trips, work responsibilities, weddings, etc. are not considered valid reasons for missing a class or for missing the midterm exam.

Assignment Deadlines

1. All assignments are due on the date and time indicated on the reading schedule.
2. No late penalties will be applied under any circumstances.
3. I will not notify you regarding missing or unreadable assignments and will not remind you of deadlines if you have outstanding materials.
4. I will accept outstanding assignments up until I return graded assignments to the class.
Turnaround time for assignments is generally two weeks with a maximum of three weeks during the Fall/Winter; turnaround time is generally one week ten days during Spring/Summer.
5. Please note that NO TURNAROUND TIME IS AVAILABLE for any assignments due on the final day of classes. The date for the final assignment is firm.
6. Assignments that are submitted on the due date and within the first half of my turnaround time will receive full comments. Late assignments submitted after the first half will be read and graded but may receive minimal or no comments.

7. If I have graded and returned an assignment to the class but you have not yet submitted the assignment, you will receive a grade of F/O on the assignment.
8. If the assignment deadline has passed and you are within turnaround time, I will not schedule consultations for assistance on the assignment in question.
9. Exceptions to the above will be made as needed to support students with academic accommodations.

How to Submit EVERYTHING

1. Submit EVERYTHING via D2L unless otherwise instructed.
2. Submit EVERYTHING in MS Word format.
3. Assignments submitted in .pdf will be accepted but will receive comments only.
4. Documents that cannot be opened will not be graded.
5. Instructor will not inform students of submission problems and will not accept emailed assignments.
6. Label the file name with your name, class, and assignment, i.e.: Tina Kovac Assignment 1 ENGL 253.02.

Appointments

Please email for appointments 24 hours in advance. Same-day appointments are not available. Due to the volume of appointment requests I receive, I cannot guarantee I can see you immediately. During exam periods and other critical times, I may not be able to honor all requests for appointments. I encourage you to seek feedback on your writing before the assignments are due.

Email Use Guidelines

Feel free to email me with questions about course material and other concerns. If you have complex questions, make a consultation appointment. I read and respond to email on working days between 10AM - 4PM and will reply within three working days. I do not read email on weekends or holidays or during scheduled reading breaks.

When you write to me, please observe the following communication standards:

1. Begin with a greeting. For example, "Hello Dr. Wilcke/Dear Dr. Wilcke" are acceptable greetings. "Hey Dr. Wilcke," "Hey man," "Hi Wilcke," or "Whasssup?" for example, are not suitable.
2. End with a closing.
3. Write in complete sentences using plain language as if you are writing a letter rather than sending a brief message or a text.
4. Proofread your email to make sure it communicates.
5. I may delete emails without responding if they contain: questions about exam or other due dates, requests for information present in the Course Outline and Reading Schedule, or "how to" questions about MLA documentation. I also may delete emails if they contain rude language, inappropriate attachments, information that affects privacy (yours and mine), and if they make demands (rather than requests).

Consultations, Communication, and Privacy

During consultations, I am available to assist with:

1. Reviewing drafts of assignments
2. Reviewing course content
3. General writing help

Reviewing drafts of assignments

If you want to review your assignments with me, please make an appointment or attend office hours. Please come and see me BEFORE the scheduled due date. I will not give consultations for late assignments (exceptions will be made for medical or compassionate reasons). I will read and reply to email requests for reviews before the due date but will provide only minimal feedback. I will not provide email feedback for late assignments.

Concerns with course progress and Extensions

If you have medical, compassionate, or other concerns that affect your progress in this course, please inform me as soon as possible.

During the term, if you require an extension for *medical or compassionate reasons*, make a request for an extension. I consider all requests on a case-by-case basis. Making a request for an extension does not guarantee an extension.

Instructor insists that students protect their own and the instructor's privacy.

Do not report extensive details about your reasons for making a request for extension. I will give due consideration to all reasonable requests for extensions and requests related to course progress. You do not have to provide extensive details to prove the legitimacy of your request. Do not submit medical documentation to me. Do not submit photos as evidence for a medical condition or compassionate situation. I will immediately delete any emails (without reply) if I suspect they contain documents or attachments that invite a breach of privacy.

Research and Scholarly Sources

Use only *scholarly sources* as research for your assignments. All sources must be documented in the bibliography and cited in your assignments using in-text citations.

1. Scholarly sources (or academic, peer-reviewed, or refereed sources) include books, articles, and other resources accessible through the UCalgary Library's databases. These sources will provide the most substantial information for your assignments.
2. Websites, including but not limited to *Wikipedia*, *Schmoop*, *Coles Notes*, *Merriam-Webster Online*, personal blogs, custom essay writing websites, and any online reference source (i.e. *The British Museum*), are not scholarly sources.
3. Reference sources in general, even reference sources found in the University library, are also not scholarly sources.
4. If the assignment includes research into websites or uses websites to gather context for a topic or as evidence, websites are acceptable. For example, an assignment investigating social media or referring to a *Globe and Mail* article would obviously reference Facebook, Twitter, and the *Globe and Mail* website. Many contemporary authors have web publications. However: websites cannot take the place of scholarly secondary sources as research for your assignments.
5. Assignments that use references, either in addition to or in place of scholarly sources, will be considered incomplete and receive a grade between D and C-.

Conduct:

Students, employees, and academic staff are expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Policy on use of electronic devices:

The use of laptop and mobile devices in class is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy. Electronic devices are not permitted during the Final Examination.

Grading System:

Student work will be assessed using numerical grades according to the English Department's percentage conversion scale:

90 + %	A+	4.0	67 – 69 %	C+	2.3
85 – 89 %	A	4.0	64 – 66 %	C	2.0
80 – 84 %	A–	3.7	60 – 63 %	C–	1.7
77 – 79 %	B+	3.3	55 – 59 %	D+	1.3
74 – 76 %	B	3.0	50 – 54 %	D	1.0
70 – 73 %	B–	2.7	0 – 49 %	F	0

- The interpretation of the undergraduate university grading system can be found at <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>
- Students must reach the minimum percentage threshold for the grade range to receive that letter grade. For example, to receive an A- a student must have surpassed the minimum threshold of 80.00% in the course.

Academic Integrity:

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the Academic Integrity website for a detailed description of university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

Plagiarism is a type of academic misconduct. Plagiarism occurs when a student presents the ideas, expression of ideas, or work of another person as their own. Another equally serious form of plagiarism occurs when a student submits something they have written themselves for credit in two or more courses without first securing written permission from all those course instructors. Consequences for plagiarism include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Using any source whatsoever without clearly documenting it is a serious academic offense.

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work must be completed. It is the student's responsibility to initiate this process with the instructor. The University also has regulations governing the deferral of final examinations.

Grade appeals:

To pursue a Reassessment of Graded Term Work or a Reappraisal of an Academic Assessment, Consult the University Calendar and request advice from the English Department at engl@ucalgary.ca. Please note that mere dissatisfaction with a grade is not sufficient grounds for an appeal.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English.

Scribe and Muse Club for English Students:

The Scribe and Muse Reading and Writing Club fosters and champions reading and writing through community service, leadership, and engagement. Our email address is smecuofc@gmail.com.

Writing support:

The Student Success Centre offers both online and workshop writing support for U of C students.

Academic regulations and schedules**Student Academic Accommodations:**

The Student Accessibility Services website is available here. University accommodation policies can be found at the following links:

<https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html>

Program Advising and Student Information Resources is done through the Faculty of Arts Students' Centre. Office location: SS102; phone: 403-220-3580; email: ascarts@ucalgary.ca
Website: <http://arts.ucalgary.ca/undergraduate>

Instructor's Intellectual Property

Course materials created by instructors, including presentations, posted notes, labs, case studies, assignments, and exams, remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual violence policy:

<https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Other important information:

- [Wellness and Mental Health Resources](#)
- [Student Success](#)
- [Student Ombuds Office](#)
- [Student Union \(SU\) Information](#)
- [Graduate Students' Association \(GSA\) Information](#)
- [Emergency Evacuation/Assembly Points](#)
- [Safewalk](#)