

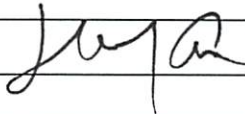
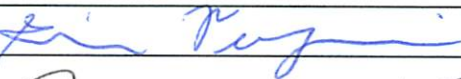
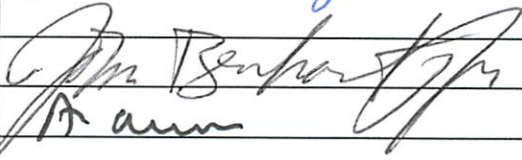
OCT 21 2008

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-39K.	AP-2/3/09	App-4/21/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Wendy Carse	Email Address wcarse@iup.edu
Proposing Department/Unit English	Phone 357-2261

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) ☐ New Course ☐ Course Prefix Change ☐ Course Deletion ☒ Course Revision ☒ Course Number and/or Title Change ☒ Catalog Description Change	
ENGL 215 Poetry	ENGL 341 Poetry
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.	
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other	
<i>Current program name</i>	<i>Proposed program name, if changing</i>
4. Approvals	
Department Curriculum Committee Chair(s)	Date
	10/15/08
Department Chair(s)	
	10/15/08
College Curriculum Committee Chair	
	10/16/08
College Dean	
	10/21/08
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	
	2/3/09

* where applicable

Received

NOV 13 2008

Liberal Studies

Received

FEB 20 2009

Liberal Studies

Received

JAN 26 2009

Liberal Studies

Received

OCT 22 2008

Liberal Studies

1. **ENGL 341 Poetry 3c-01-3cr**
Prerequisites: ENGL 101,122, or permission
 Studies the form and theory of poetry as a genre. Emphasizes major writers and movements as well as significant historical developments.

- 3. Rationale for changes:**
The description change expands the course focus since there is more to the study of poetry than its structure and the poet's technique.

Part III. Letters of Support or Acknowledgement
No other department should be affected by these changes.

Part II. Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description:

ENGL 341 Poetry

3c-0l-3cr

Prerequisites: ENGL 101, 122, or permission

Studies the forms and theories of poetry as a genre. Includes study of major writers, movements, and aesthetic developments.

II. Course Objectives:

At the end of the course students will be able to:

1. Recognize the formal elements of poetry (e.g. structure, figurative language, rhythm, meter).
2. Apply a variety of theoretical approaches to reading poems.
3. Analyze the relationship between form and content in poetry through writing and discussion.
4. Recognize the work of major poets and explain what makes their poetry distinctive.
5. Recognize major aesthetic and historical developments and movements in poetry.
6. Apply studies in poetry to student-identified interests, including personal reading and writing, coursework, teaching, etc.

III. Course Outline

Definitions of poetry	(3 hours)
Formal elements and terminology	(3 hours)
Forms (e.g. sonnet, ballad, elegy, etc.)	(6 hours)
Free verse and the line break	(6 hours)
Overview of poetic movements	(3 hours)
In-depth study of select poets/poems	(12 hours)
Group Presentation	(6 hours)
Contemporary forms (slam poetry, hypertext)	(3 hours)
Final Exam	(2 hours)

IV. Evaluation Methods

Short, Analytical Papers (2)	40%
Group Presentation	20%
Participation	20%
Final Exam	20%

V. Grading Scale

The final grade for this course will be determined as follows:

A=90-100%; B- 80-89.9%; C= 70-79.9%; D = 60-69.9%, F<60%

VI. Attendance Policy

The attendance policy will conform to IUP's undergraduate course attendance policy.

VII. Required textbooks, supplemental books and readings:

Hunter, J. Paul. *The Norton Introduction to Poetry*. New York: Norton, 2007.
Vendler, Helen. *Poems, Poets, Poetry*. 2nd Ed. New York: Bedford/St. Martin's, 2002.

VIII. Special resource requirements

There are no special resource requirements for this course.

IX. Bibliography

Ashton, Jennifer. *From Modernism to Postmodernism: American Poetry and Theory in the Twentieth Century*. New York: Cambridge UP: 2006.
Bloom, Harold. *The Anxiety of Influence: A Theory of Poetry*. 2nd Ed. New York: Oxford UP, 1997.
Hirsch, Edward. *How to Read a Poem: And Fall in Love with Poetry*. New York: Harvest Books, 2000.
Kane, Daniel. *What Is Poetry? Conversations with the American Avant-Garde*. New York: Teachers & Writers Collaborative, 2003.
Oliver, Mary. *A Poetry Handbook*. New York: Harvest Books, 1994.
Perloff, Marjorie. *21st Century Modernism: The "New" Poetics*. Hoboken, NJ: Wiley-Blackwell, 2002.
Strand, Mark and Eavan Boland. *The Making of a Poem: A Norton Anthology of Poetic Forms*. Norton, 2001.
Vendler, Helen. *Poems, Poets, Poetry: An Introduction and Anthology*. New York: Bedford/St. Martin's, 2002.

2. Summary of the proposed revisions

The course number and catalog description have changed. Also, with a new syllabus of record, we've revised course objectives, adjusted assignments accordingly, and updated the bibliography.

3. Justification/rationale for the revision.

This course has not been revised in several years, and it has moved from a 200 to a 300-level course in order to be in line with other genre courses (ENGL 337 Myth, ENGL 338 Oral Literature). We've adjusted the objectives and types of assignments to reflect higher-level objectives and updated the bibliography to reflect more current theoretical approaches to poetry.

4. The old syllabus of record.

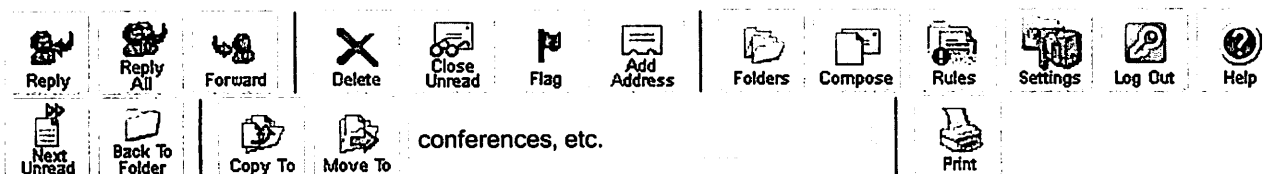
This course predates our last program revision. We were unable to find the old syllabus of record for ENGL 215 Poetry.

Part III. Letters of Support or Acknowledgement

See e-mail from Linda Norris, English Education coordinator regarding dropping the line in the description about teaching poetry.

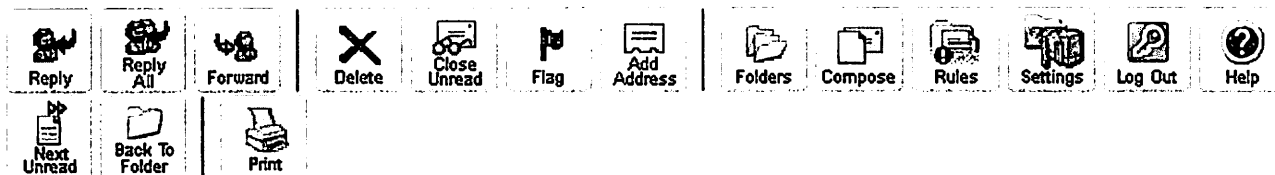
Part III. Letters of Support or Acknowledgement

See e-mail from Linda Norris, English Education coordinator regarding dropping the line in the description about teaching poetry.

IUP I-Mail: Message from curriculum revision courses Folder**From:** "Linda C Norris" <lnorris@iup.edu>**Subject:** genre courses**Date:** Tue, 11 Nov 2008 14:50:06 -0500**To:** wcarse@iup.edu

Hi Wendy,

Yes, I think the way the wording is under the objectives in number 6 allows for projects that could include teaching/teacher education. As far as I am concerned, I do not have any objections, and the syllabi for the formerly-called genre courses should be approved. LN



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Last updated: 03/13/2004 by jbr