



LITR19049 Romantic and Contemporary Poetry

Term 2 - 2017

Profile information current as at 19/04/2024 11:35 am

All details in this unit profile for LITR19049 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Poetry, as they say, is a many splendid thing: the art of the unsayable, an outlet for expressing innermost thoughts and feelings, a special use of language and poetic forms such as metaphor and metonymy, a certain kind of discourse, an aesthetic practice, a form of knowing that sits outside conventional epistemologies - the list goes on. Poetry has had a significant influence on contemporary intellectual thought: Freud, for example, repeatedly acknowledged that the poets preceded him in all his thoughts. The aim of this unit is to introduce students to the plethora of poets and poetic forms represented in the Romantic and Contemporary eras, to show them a form of advanced poetics that will inform their reading practices, and to introduce the sorts of challenges to modern poetic orthodoxies represented by recent developments in post-structuralist literary theory. Students will also explore the main influences poetry has had on contemporary thought.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 20%

2. **Written Assessment**

Weighting: 30%

3. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback.

Feedback

"Leave weekly journals open so can submit when able to."

Recommendation

While it is not appropriate to leave blog platforms open indefinitely (as this would actually defeat the purpose of a "weekly journal") platforms will be open for two weeks during the 2017 offering of the unit (rather than one week). This will also ensure students to not complete all blogs in "one hit", which again, actually defeats the purpose of this assessment item.

Feedback from Student feedback.

Feedback

"Inclusion of contemporary artists makes us aware that though the format has changed, poetry still exists and is as important, or even more so than ever before."

Recommendation

The inclusion of the selected contemporary poets will remain unchanged in 2017.

Feedback from Student feedback.

Feedback

"I like to [sic] forum element so everyone can have their say. There are a variety of perspectives that not everyone is aware of, and the forums and blog posts help give insight. "

Recommendation

The inclusion of forum platforms for students to express their thoughts and ideas regarding poetry and poets will remain a feature of the unit offering in 2017.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Analyse selected poems from the Romantic and contemporary eras using advanced poetics.
2. Identify and evaluate ideas that both affirm and contest orthodox canonic views of poetry, such as the transparency of language, the fixity of meaning, the unity of the self, and non-ideological access to universal truth, within the framework of modern poetry.
3. Communicate research outcomes and cogent arguments with advanced oral and written communication skills.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 20%	•	•	•

Assessment Tasks	Learning Outcomes		
	1	2	3
2 - Written Assessment - 30%	•	•	•
3 - Written Assessment - 50%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication			•
2 - Problem Solving	•		
3 - Critical Thinking	•	•	
4 - Information Literacy			
5 - Team Work			
6 - Information Technology Competence	•		•
7 - Cross Cultural Competence		•	
8 - Ethical practice		•	
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 20%	•		•	•		•		•		
2 - Written Assessment - 30%	•		•	•		•	•	•		
3 - Written Assessment - 50%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

LITR19049

Prescribed

Norton Anthology of Poetry

Edition: 5th edn revised (2005)

Authors: Ferguson, M., Salter, M. J., & Stallworthy, J. (eds).

WW Norton & Company.

New York, NY, USA

ISBN: 9780393979206

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Nicole Anae Unit Coordinator

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Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction		

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Reading Poetry: Meaning Beyond Sense	John Stephens (Chapters 5 & 6) - Library CRO	

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry	Blake, Wordsworth	

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry	Shelley, Coleridge	

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry	Byron, Keats, Barrett Browning	

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry; Victorians, early modern poetry	Tennyson, Emerson, Whitman, Arnold, Dickinson	Assessment Item 1: Short Paper Due: Week 6 Friday (25 Aug 2017) 5:00 pm AEST

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Early Modern(ist) Poetry	Yeats, Hopkins, Frost, Stevens, Carlos Williams, Lawrence	

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Modern(ist) Poetry	Pound, Eliot, Parker, Cummings, Moore.	

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Modern(ist) Poetry	Empson, Auden, Roethke, Thomas	Essay Due: Week 9 Friday (15 Sept 2017) 5:00 pm AEST

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary Poetry	Meredith, Koch, Ginsberg, O'Hara	

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary Poetry	Ashberry, Rich, Hughes, Plath, Lorde, Murray	

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary Poetry	Atwood, Heaney, Fenton	Poetry Journal Due: Week 12 Friday (6 Oct 2017) 5:00 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Assessment Item 1: Short Paper

Assessment Type

Written Assessment

Task Description

Weighting: 20%

Due: Week 6 Friday (25-Aug-2017)

Length: 750-1000 words

Topic: Choose one of the weekly discussion questions from the unit website as the topic for your short paper (submit via Moodle).

NOTE: Poems and poets used for this short paper may not be used in the essay (Assessment 2 - Essay).

Please see unit moodle site for specific details about this assessment item.

Assessment Due Date

Week 6 Friday (25 Aug 2017) 5:00 pm AEST

Return Date to Students

Week 8 Friday (8 Sept 2017)

Weighting

20%

Assessment Criteria

The short paper will be assessed using the following criteria:

1. The way in which the analysis of the poetry reflects an understanding of analytical techniques used in John Stephen's *Reading the signs*, chapters 5 & 6;
2. The proper formatting of the prose and references according to the Harvard (author-date) referencing style;
3. Clarity of expression and presentation (including spelling and grammar).

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse selected poems from the Romantic and contemporary eras using advanced poetics.
- Identify and evaluate ideas that both affirm and contest orthodox canonic views of poetry, such as the transparency of language, the fixity of meaning, the unity of the self, and non-ideological access to universal truth, within the framework of modern poetry.
- Communicate research outcomes and cogent arguments with advanced oral and written communication skills.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

2 Essay

Assessment Type

Written Assessment

Task Description

Choose **ONE** of the following topics (*poems and poets used for the short paper - Assignment 1 - may **not** be used in this essay*):

1. In his discussion of 'Materialism and poetry', Anthony Easthope states that 'the content and form [of a poem] cannot be separated, whether as ideological practice and signifying practice, or as the ideological and the aesthetic. The refutation to this position [...] lies in the fact of the precedence of the signifier' (*Poetry as discourse* 1983, p. 22). Discuss this statement using a fair selection of poetry discussed during the term.
2. One of the characteristic of Romanticism is a fascination with the past, particularly mysticism, myths, and legends. Explore, compare, and contrast the treatment of this trope in the poetry of a good cross section of Romantic poets.
3. Michael Riffaterre argues that poetry works by semantic indirection, a process which involves a three-way schema: 1) displacing - when the sign shifts from one meaning to another, or when one words stands for another (metaphor and metonymy); 2) distorting - when there is ambiguity, contradiction or nonsense; and 3) creating - when the textual space serves as a principle of organisation for making signs out of linguistic items that may not be meaningful otherwise (rhyme, metre, symmetry, homology) (*The semiotics of poetry* 1984, p. 2). Working with a selection of modern and contemporary poetry, explore the significance of Riffaterre's comment for our practice of reading poetry.
4. Jane Dawson argues that 'Since lyric conventions subsume universality into the speaking persona's personal experience, cultural critics have denounced and contemporary poets eschewed the attendant erosion of minority identities into a predominantly male, archaic, and Western mould of humanity' (*Carol Ann Duffy: Poet for our times* 2016, p. 49). Examine this comment in the context of contemporary poetic challenges to the so-called the speaking persona's personal experience' as reflected in a selection of contemporary poetry.
5. In 'The Escape from Syntax: or the aesthetics of dissolution', Julia Stanley states that 'All poets must challenge

the rules of the language and make language accommodate their meanings' (*Twentieth-century Poetry, Fiction, Theory* 1977, p. 162). Explore the implications of this comment in the context of a selection of poetry. Please refer to the unit moodle site for specific detail and further information.

Assessment Due Date

Week 9 Friday (15 Sept 2017) 5:00 pm AEST

Return Date to Students

Week 11 Friday (29 Sept 2017)

Weighting

30%

Assessment Criteria

The Essay will be assessed using the following criteria:

1. The relevance, insight and depth of analysis of both direct evidence from the poems and associated issues;
2. The extent to which the Essay demonstrates clear critical thinking skills through the clarity of arguments made and the effective use of secondary material to support both argument and analysis (no less than 5 secondary sources);
3. The extent to which the Essay demonstrates advanced poetry reading skills;
4. The proper acknowledgement of all in-text sources and reference list using the [Harvard \(author-date\) referencing style](#); and,
5. The extent to which the essay is carefully edited for presentation (expression, spelling and grammar) and overall clarity.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse selected poems from the Romantic and contemporary eras using advanced poetics.
- Identify and evaluate ideas that both affirm and contest orthodox canonic views of poetry, such as the transparency of language, the fixity of meaning, the unity of the self, and non-ideological access to universal truth, within the framework of modern poetry.
- Communicate research outcomes and cogent arguments with advanced oral and written communication skills.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Poetry Journal

Assessment Type

Written Assessment

Task Description

Students will be expected to keep a Blog Poetry Journal during the term. As the Journal is worth 50% of the overall mark, the standard expected will be high. This will require reading the set poems (and others) each week and making weekly entries in the journal that reflect your reading/interpretation of the poems and of any secondary sources as well as notes on your contributions to the discussion board on the e-unit website. You are expected to submit eight (8) total entries over the course of the Term. Each topic section of the Moodle Unit site includes a Blog platform for the respective weekly topics.

Each of the eight (8) entries MUST:

- a) address at least ONE of the discussion questions listed for each week on the unit website, and
- b) comments on two Journal blog posts, per week, posted by another student (either different students each week, or, the same two students over the course of the term).

The Poetry Journal must be completed in a timely manner on a weekly basis.

Please refer to the '[Critical Reading: A Guide](#)', and '[A Framework for Reading and Responding to Poetry](#)' documents (provided on the unit website) for suggestions regarding approaching poetry, which will be helpful for making entries in the journal.

Assessment Due Date

Week 12 Friday (6 Oct 2017) 5:00 pm AEST

Return Date to Students

Poetry Journals will be returned to students as soon as practicable following the end of term.

Weighting

50%

Assessment Criteria

Poetry Journals will be assessed using the following criteria:

1. The extent to which each of the eight (8) Journal Entries represents an organised, weekly, and genuine attempt to develop an in depth understanding of the poems and associated issues (avoid completing all the blog entries in one 'hit');
2. The extent to which the Journal Blog as a whole demonstrates clear poetry analysis skills, through the clarity and depth of an engagement with the poem(s), and through the effective use of secondary material to support this analysis;
3. The Journal comments on two blog posts, per week, posted by another student (either different students each week, or, the same two students over the course of the term)
4. The extent to which each blog entry properly acknowledges all sources using the [Harvard \(author-date\) referencing style](#); and, the extent to which the blog entries are carefully edited for presentation (expression, spelling and grammar) and overall clarity.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse selected poems from the Romantic and contemporary eras using advanced poetics.
- Identify and evaluate ideas that both affirm and contest orthodox canonic views of poetry, such as the transparency of language, the fixity of meaning, the unity of the self, and non-ideological access to universal truth, within the framework of modern poetry.
- Communicate research outcomes and cogent arguments with advanced oral and written communication skills.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem