LITR19049 *Romantic and Contemporary Poetry*
Term 1 - 2019

Profile information current as at 12/10/2024 01:13 pm

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 1 - 2019

- Online

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 Self-evaluation

Feedback

Due to timing of appointment, the course was developed by previous unit coordinator with pre-recorded lectures. This led to a sense of less engagement for the students with the current unit coordinator.

Recommendation

Record new lectures to increase engagement between the unit coordinator and students for next term.

Feedback from Student evaluation

Feedback

'The assessment requirement is very demanding for this unit. There has been 9,000 words to type for this unit, all of scholarly expectation. On average, all of my other units are half this requirement for word count. For the entire term, we did not get a moment of downtime to gather our thoughts and research. There was a constant assessment requirement. Assessment task three was ongoing for an entire 10 weeks plus two additional assessment requirements throughout the term.' 'the weekly journals were a bit much for me to keep up with'

Recommendation

Return to previous unit structure of 8 journals to be submitted for assessment. This will allow students the choice of taking a break from the journal to focus on their other two assessment items as they are due.

Feedback from Student evaluation

Feedback

The feedback on the first assignment was particularly helpful in fixing some of the technical errors on the second assignment. The assignments were enjoyable and the diversity in poets and poetry was interesting and engaging.

Recommendation

Continue to provide timely formative feedback and diversity in the unit.

Feedback from Student Evaluation

Feedback

The timing between first and second assessments was a little tight. Otherwise it was very enjoyable and enriching.

Recommendation

Change due date of Assessment 2 from Week 6 to Week 5 to allow more time to receive formative feedback before commencing Assessment 3.

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

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ◦ Professional Level | ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 20%	•	•	•
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: 5 (2005)
Authors: Ferguson, M., Salter, M. J., Stallworthy, J (eds)
W. W. Norton & Company
London and New York , UK and USA
ISBN: 0-393-97920-2
Binding: Paperback

Additional Textbook Information
It is possible to purchase/use earlier editions of the prescribed text for this unit. However, please bear in mind that earlier editions may not contain all the poems on the set reading list.
Paper copies can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom account (Free)
- Zoom app on your smart phone or access to Zoom on your laptop

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Leanne Dodd Unit Coordinator
l.dodd@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction		**Start your Poetry Journal** a) Submit your poetry journal blog for Week 1 on the blog platform for this week. Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics. b) Comment on two students' blog posts for Week 1.

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic

Reading Poetry: Meaning Beyond Sense Note: A voluntary Zoom session may be scheduled before the due date for Assessment Item 1: Short Paper (depending on interest). Please check the Moodle unit site (see 'Assessment' block) for details. This session will be recorded and available for download soon thereafter. If you have questions about the assessment item, but cannot attend the Zoom session, please post your questions on the Q&A Forum.	John Stephens (Chapters 5 & 6) Library CRO, Mary Wroth	**Poetry Journal** a) Submit your poetry journal blog for Week 2 on the blog platform for this week. b) Comment on two students' blog posts for Week 2. For Assessment 3 you are expected to submit a total of eight (8) weekly entries (journal + 2 comments), on a weekly basis, over the course of the Term, selected from Week 2 to Week 11.

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry	Blake, Wordsworth, Dorothy Wordsworth	**Poetry Journal** a) Submit your poetry journal blog for Week 3 on the blog platform for this week. b) Comment on two students' blog posts for Week 3.

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry	Shelley, Coleridge, Mary Wollstonecraft Shelley	**Poetry Journal** a) Submit your poetry journal blog for Week 4 on the blog platform for this week. b) Comment on two students' blog posts for Week 4.

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry	Byron, Keats, Barrett Browning	**Poetry Journal** a) Submit your poetry journal blog for Week 5 on the blog platform for this week. b) Comment on two students' blog posts for Week 5.

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry, Victorians, Early Modern Poetry	Tennyson, Emerson, Whitman, Arnold, Dickinson	**Poetry Journal** a) Submit your poetry journal blog for Week 6 on the blog platform for this week. b) Comment on two students' blog posts for Week 6. **Assessment Item 1: Short Paper** Due: Week 6 Monday (22 Apr 2019) 11:45 pm AEST

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Early Modern(ist) Poetry Note: A voluntary Zoom session may be scheduled before the due date for Assessment Item 2: Essay (depending on interest). Please check the Moodle unit site (see 'Assessment' block) for details. This session will be recorded and available for download soon thereafter. If you have questions about the assessment item, but cannot attend the Zoom session, please post your questions on the Q&A Forum.	Yeats, Hopkins, Frost, Stevens, Carlos Williams, Lawrence, Amy Lowell	**Poetry Journal** a) Submit your poetry journal blog for Week 7 on the blog platform for this week. b) Comment on two students' blog posts for Week 7.

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Modern(ist) Poetry	Pound, Eliot, Parker, Cummings, Moore, Edna St Vincent Millay	**Poetry Journal** a) Submit your poetry journal blog for Week 8 on the blog platform for this week. b) Comment on two students' blog posts for Week 8.

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Modern(ist) Poetry	Empson, Auden, Roethke, Thomas, Elizabeth Bishop	**Poetry Journal** a) Submit your poetry journal blog for Week 9 on the blog platform for this week. b) Comment on two students' blog posts for Week 9. **Assessment Item 2: Essay** Due: Week 9 Monday (13 May 2019) 11:45 pm AEST

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary Poetry Note: A voluntary Zoom session may be scheduled before the due date for Assessment Item 3: Poetry Journal. Please check the Moodle unit site (see 'Assessment' block) for details. This session will be recorded and available for download soon thereafter. If you have questions about the assessment item, but cannot attend the Zoom session, please post your questions on the Q&A Forum.	Meredith, Koch, Ginsberg, O'Hara, Elizabeth Jennings	**Poetry Journal** a) Submit your poetry journal blog for Week 10 on the blog platform for this week. b) Comment on two students' blog posts for Week 10.

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic

Contemporary Poetry	Ashberry, Rich, Hughes, Plath, Lorde, Murray, Wright	**Poetry Journal** a) Submit your final poetry journal blog for Week 11 on the blog platform for this week. b) Comment on two students' blog posts for Week 11. Remember, for Assessment 3 (due next week) you are expected to submit a total of eight (8) weekly entries over the course of the Term, selected from Week 2 to Week 11. **NOTE:** For submission of the assessment item, you will combine your 8 weekly entries (journal + comments) into a single Word document and submit to Moodle using the unit's submission platform for this assessment item.
Week 12 - 03 Jun 2019		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Contemporary Poetry	Atwood, Heaney, Fenton	Finalise and submit your Poetry Journal. Remember to match your entries against the assessment criteria to ensure your work meets the requirements for the assessment item. **Assessment Item 3: Poetry Journal** Due: Week 12 Monday (3 June 2019) 11:45 pm AEST

Term Specific Information

NOTE: Late assignments submitted without an approved extension request will receive a grade (with late penalty applied) but no feedback.

Assessment Tasks

1 Assessment Item 1: Short Paper

Assessment Type
Written Assessment

Task Description
Word Count: 750-1000 words (the reference list will not be included in the word count)
Topic: Choose one of the weekly discussion questions from the e-Unit website as the topic for your short paper (submit via Moodle). The analysis of the poem/s you choose must reflect an understanding of analytical techniques used in John Stephen's *Reading the signs*, chapters 5 & 6. This reading is available on the e-Unit Moodle site.
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 Monday (22 Apr 2019) 11:45 pm AEST

Return Date to Students
Week 8 Monday (6 May 2019)

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

Submission Instructions
Submit your assessment item using the unit's moodle platform for this item.

assessmentOutcome

- 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.

assessmentGradAttribute

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

2 Assessment Item 2: Essay

Assessment Type
Written Assessment

Task Description
Word Count: 1500-2000 words (the reference list will not be included in the word count)
Choose **ONE** of the following topics (poems and poets used for the short paper - Assignment 1 - may not be used in this essay):
1. Anthony Easthope argues that 'just as poetry is always a specific poetry discourse, so line organization always takes a specific historical form, and so is ideological' (*Poetry as discourse* 1983, p. 24). Discuss this statement using a fair selection of poetry discussed during the term (no less than 4, no more than 8).
2. Cleanth Brooks argues that 'Romantic poetry does not abandon metaphor, but it does rely for its most important statements on the symbol, that is, on an image which, through its special relation to the context in which it is embedded, is made to point beyond itself to other and larger meanings' (*Modern poetry and the tradition* 1939, p. xii). Explore this characteristic using a fair cross section of Romantic poets/poetry (no less than 4, no more than 8).
3. Terry Eagleton claims that 'in poetry 'similarity is superinduced upon contiguity': words are not just strung together for the sake of the thoughts they convey, as in ordinary speech, but with an eye to the patterns of similarity, opposition, parallelism and so on created by their sound, meaning, rhythm and connotations' (*Literary theory: An introduction* 2008, p. 86). Working with a selection of modern and contemporary poetry (no less than 4, no more than 8), explore the significance of Eagleton's comment for our practice of reading poetry.
4. David Buchbinder argues 'contemporary poetics are all gender-blind in one way or another. Traditional mimetic and expressionist theories emphasise the way in which literature represents a universal human nature, but its qualities upon closer examination are basically masculine ones'. (*Contemporary literary theory and the reading of poetry* 1991, p. 120). Examine this comment in the context of contemporary poetic challenges to the so-called concept of 'universal human nature' as reflected in a selection of contemporary poetry (no less than 4, no more than 8).
5. Margaret Ferguson states that poetic syntax 'is a slippery and even in some ways a contradictory topic, for while we are thinking about syntax as an orderly arrangement of verbal elements according to the conventions of a particular language, we also need to be thinking about poetic syntax as the making of a significant disorder within a language'. (*The Norton anthology of poetry,* 2005, p. 2052). Explore the implications of this comment in the context of a selection of poetry (no less than 4, no more than 8).

Please refer to the unit Moodle site for specific detail and further information.

Assessment Due Date
Week 9 Monday (13 May 2019) 11:45 pm AEST

Return Date to Students
Week 11 Monday (27 May 2019)

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 credible, scholarly, 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

Submission Instructions
Submit your assessment item using the unit's moodle platform for this item.

assessmentOutcome

- 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.

assessmentGradAttribute

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

3 Assessment Item 3: Poetry Journal

Assessment Type
Written Assessment

Task Description
Word count: 3200 - 3600 words (the reference list/s will not be included in the word count).
Students will be expected to keep a Poetry Journal from Week 2 to Week 11 (inclusive) 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 using the weekly Blog platforms on the e-Unit Moodle site that reflect your reading/interpretation of the poems and of any secondary sources.
In Week 12, you are expected to submit a total of eight (8) of your weekly entries from over the course of the Term, selected from Week 2 to Week 11. Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.
Each of the eight (8) weekly entries MUST:

1. address at least ONE of the discussion questions listed for each week on the unit website, and;
2. comment 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).
3. be between 400-450 words including your response to another student's post (which only needs to be a line or two - around 50 - 70 words).

For submission of the assessment item, you will combine your 8 weekly entries in a single Word document and submit to Moodle using the unit's submission platform for this item.
Each weekly entry is worth an equal proportion of the marks.
Please refer to the 'Critical Reading: A Guide', 'Poetry Reflection Journal 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.
Please refer to the e-Unit Moodle site for specific detail and further information.

Assessment Due Date
Week 12 Monday (3 June 2019) 11:45 pm AEST

Return Date to Students
Exam Week Monday (17 June 2019)

Weighting
50%

Assessment Criteria
Poetry Journals will be assessed using the following criteria:

1. The extent to which each of the eight (8) weekly Journal Entries represents an organised and genuine attempt to develop an in depth understanding of the poems and associated issues on a weekly basis over the course of the term (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,
5. 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

Submission Instructions
Submit your assessment item using the unit's moodle platform for this item.

assessmentOutcome

- 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.

assessmentGradAttribute

- 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