



LITR19049 Romantic and Contemporary Poetry

Term 1 - 2021

Profile information current as at 26/05/2022 08:38 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 - 2021

- 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 Student feedback

Feedback

Zoom/lecture recording quality

Recommendation

Seek advice on improving quality of recordings.

Feedback from Student feedback

Feedback

Checkbox function was not turned on for all activities

Recommendation

Investigate using checkbox function for all activities

Feedback from Student feedback/self-assessment

Feedback

Much of the feedback still relates to the workload for the weekly poetry journals, with students overall finding these difficult to manage along with other assessment tasks.

Recommendation

Consider the following options: 1) Reduce number of journals but increase word count allowing a greater depth of research for each entry. 2) Investigate if the weekly blog posts can be marked directly. Marking them throughout the term would encourage students to complete them more regularly, and negate the need for them to be collated into another document at the end (which they see as a double-up).

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%	•	•	•
2 - Written Assessment - 30%	•	•	•

Assessment Tasks	Learning Outcomes		
	1	2	3
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

The Norton Anthology of Poetry

Edition: 6th edn (2018)

Authors: Ferguson, M., Salter, M. J., & Stallworthy, J.

WW Norton & Company

New York, New York, USA

ISBN: 9780393679021

Binding: Paperback

Additional Textbook Information

Other readings and supplementary material available on the unit Moodle site.

[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 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

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Schedule

Week 1 - 09 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction	Stephens, J 1992, Reading the Signs: Chapter 1 The Norton Anthology of Poetry - Syntax Chapter from 5th edition (copy available in eReading List if you have the 6th edition)	a) Make yourself familiar with the unit and assessment items b) Work through the introductory resources provided on the Moodle site.

Week 2 - 16 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Reading Poetry: Meaning Beyond Sense	Stephens, J 1992, Reading the Signs: Chapters 5 & 6 The Norton Anthology of Poetry - Versification Chapter from 5th edition (copy available in eReading List if you have the 6th edition) Mary Wroth	a) Work through the resources provided on the Moodle site for an introduction to poetry analysis techniques. b) Submit a practice entry to the blog for Week 2 on the blog platform this week to practice your poetry analysis skills and receive feedback. c) Comment on another student's blog post for Week 2.
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Week 3 - 23 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry	Blake, Wordsworth, Dorothy Wordsworth	a) Start your Poetry Blog by submitting your entry for Week 3 on the blog platform for this week. b) Comment on another student's blog post for Week 3. For Assessment 3 you are expected to submit a total of six (6) weekly entries (blog entry + comments), on a weekly basis, over the course of the Term, selected from Week 3 to Week 11.

Week 4 - 30 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry	Shelley, Coleridge, Mary Wollstonecraft Shelley	a) Submit your entry for Week 4 on the blog platform for this week. b) Comment on another student's blog post for Week 4.

Week 5 - 06 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry Note: A voluntary Zoom session will be scheduled before the due date for Assessment Item 1: Short Paper. Please check the Moodle unit site (see 'Virtual Classes' tile) for details.	Byron, Keats, Barrett Browning	a) Submit your entry for Week 5 on the blog platform for this week. b) Comment on another student's blog post for Week 5.

Vacation Week - 13 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment Item 1: Short Paper Due: Week 6 Monday (19 Apr 2021) 11:45 pm AEST

Week 6 - 20 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry, Victorians, Early Modern Poetry	Tennyson, Emerson, Whitman, Arnold, Dickinson	a) Submit your entry for Week 6 on the blog platform for this week. b) Comment on another student's blog post for Week 6.

Week 7 - 27 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Early Modern(ist) Poetry Note: A voluntary Zoom session will be scheduled before the due date for Assessment Item 2: Essay. Please check the Moodle unit site (see 'Virtual Classes' tile) for details.	Yeats, Hopkins, Frost, Stevens, Carlos Williams, Lawrence, Amy Lowell	a) Submit your entry for Week 7 on the blog platform for this week. b) Comment on another student's blog post for Week 7.

Week 8 - 04 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Modern(ist) Poetry	Pound, Eliot, Parker, Cummings, Moore, Edna St Vincent Millay	<p>a) Submit your entry for Week 8 on the blog platform for this week.</p> <p>b) Comment on another student's blog post for Week 8.</p> <p>Assessment Item 2: Essay Due: Week 9 Monday (10 May 2021) 11:45 pm AEST</p>
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Week 9 - 11 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Modern(ist) Poetry	Empson, Auden, Roethke, Thomas, Elizabeth Bishop	<p>a) Submit your entry for Week 9 on the blog platform for this week.</p> <p>b) Comment on another student's blog post for Week 9.</p>

Week 10 - 18 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary Poetry Note: A voluntary Zoom session will be scheduled before the due date for Assessment Item 3: Poetry Journal. Please check the Moodle unit site (see 'Virtual Classes' tile) for details.	Meredith, Koch, Ginsberg, O'Hara, Elizabeth Jennings	<p>a) Submit your entry for Week 10 on the blog platform for this week.</p> <p>b) Comment on another student's blog post for Week 10.</p>

Week 11 - 25 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary Poetry	Ashberry, Rich, Hughes, Plath, Lorde, Murray, Wright	<p>a) Submit your final entry for Week 11 on the blog platform for this week.</p> <p>b) Comment on another student's blog post for Week 11.</p> <p>Remember, for Assessment 3 (due next week) you are expected to submit a total of seven (7) weekly entries over the course of the Term, selected from Week 3 to Week 11.</p> <p>NOTE: For submission of the assessment item, you will combine your 6 weekly entries (blog posts + comments) into a single Word document and submit to Moodle using the unit's submission platform for this assessment item.</p> <p>Assessment Item 3: Poetry Blog Due: Week 12 Monday (31 May 2021) 11:45 pm AEST</p>

Week 12 - 01 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary Poetry	Atwood, Heaney, Fenton	Finalise and submit your Poetry Blog. Remember to match your entries against the assessment criteria to ensure your work meets the requirements for the assessment item.

Review/Exam Week - 08 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Jun 2021

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

Word Count: 750-1000 words + references

Note: Questions, poems and poets used for this short paper may not be used in Assessment 2 - Essay or Assessment 3 - Poetry Journal.

This short paper will give you the opportunity to demonstrate the poetry analysis techniques that you have developed so far in the unit and received feedback to assist you with your next assessment.

Topic: Choose one of the weekly Discussion Questions from the weekly unit modules as the topic for your short paper. 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 text is available in the e-Reading List on the Unit Moodle site.

Task Description: You should adopt the academic essay technique for this short paper. You are required to perform **poetry analysis** in answering your chosen topic question, and provide **direct evidence** from the poem/s. Please see unit Moodle site for more specific details about this assessment item.

Assessment Due Date

Week 6 Monday (19 Apr 2021) 11:45 pm AEST

Return Date to Students

Week 8 Monday (3 May 2021)

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.

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 Assessment Item 2: Essay

Assessment Type

Written Assessment

Task Description

Word Count: 1500-2000 words + references

Note: Poems and poets used for the Short Paper - Assessment 1 - may **not** be used in this essay):

This essay will give you the opportunity to demonstrate the advanced poetry analysis techniques that you have developed in the unit.

Topic:

Choose one of the following topics for your essay and respond using a selection of poems (no less than 4, no more than 8):

1. Two of the characteristics of Romanticism are a preoccupation with nature, both for its own sake and as a metaphor for some kind of divine essence; and a fascination with the past, particularly mysticism, myths, and legends. Explore, compare, and contrast the treatment of these characteristics in the poetry of a cross section of Romantic poets/poetry.
2. John Stephens (1992) states that 'One of the main concerns of lyric poetry is to explore the complexities of the relationship between the subjective self and the otherness of the world, and poems about landscape have been a common site in which to carry out this exploration' (*Reading the signs*, p. 102). Working with a selection of lyric poetry, explore the significance of Stephens' comment.
3. Michael Coyle (2014) argues that 'Popular culture is part of what made modernist poetry radical in that it changes the relation of art to the real: it is radical in the literal sense, affecting artistic production at its very roots' ('Popular Culture' in *A companion to modernist poetry*, pp. 81-94). Working with a cross section of Modernist poets, discuss the ways in which the emergent dominance of popular culture has made way for the profound experimentation so characteristic of modernist poetry.
4. Anthony Easthope argues that 'what makes poetry poetry is what makes poetry ideological' (*Poetry as discourse* 1983, p. 22). Examine this statement comparing and contrasting the works of two poets from different periods/styles.
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.

Task Description:

You are required to:

- perform advanced **poetry analysis** in answering your chosen topic question
- provide **direct evidence** from the poem/s
- use **secondary material** to support both your argument and analysis

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

Assessment Due Date

Week 9 Monday (10 May 2021) 11:45 pm AEST

Submit using the unit moodle site.

Return Date to Students

Week 11 Monday (24 May 2021)

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.

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 Assessment Item 3: Poetry Blog

Assessment Type

Written Assessment

Task Description

Word count: 3000 words + references

Note: Do *not* use a question you have used or intend to use in your Short Paper for Assessment 1

Students are expected to keep a Poetry Blog during the term, giving you the opportunity to receive peer feedback on your entries. As the Blog is worth 50% of the overall mark, a strong demonstration of poetry analysis techniques is expected.

Topic:

Choose one of the weekly **Discussion Questions** from the weekly Moodle modules as the topic for each blog entry. You will also find these questions in the side bar on the weekly Poetry Blog platforms (*do not* use the questions from the Discussion Board).

Task Description:

This assessment item has **two** parts:

1) This will require reading the set poems (and others) each week and making entries using the weekly Poetry Blog platforms on the Moodle site that reflect your interpretation/analysis of the poems and of any secondary sources. You are expected to submit a total of six (6) weekly entries to the Poetry Blog over the course of the nine week period from Week 3 to Week 11. The choice of weeks is yours to allow you to schedule them around your other assessment due dates.

Each topic section of the Moodle site includes a Poetry Blog platform for the respective weekly topics. These can also be accessed in the Assessment menu.

For each of the six (6) weeks you **MUST**:

1. address ONE of the discussion questions listed for that week, and in answering the question discuss 1-2 poems to demonstrate your poetry analysis skills and;
2. comment on at least ONE blog post, per week, posted by another student showing your critical engagement with the content

Note: Marks apply for submitting the 6 weekly blog entries on a timely basis. (Do not submit all in one hit)

2) You must then collate your 6 weekly blog entries plus comments in a single Word document and submit to Moodle/Turnitin using the unit's submission platform by the due date in Week 12. Prior to submission, you are permitted to edit your entries based on any feedback you have received on the Blog platform.

Word limit: Each entry should be approximately 500 words in total including your response to another student's post (which only needs to be short). Be aware that the generally accepted consensus in this unit is a variation of +/- 10%.

Reference lists should be included separately for each entry and are not included in the word count.

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

Assessment Due Date

Week 12 Monday (31 May 2021) 11:45 pm AEST

Return Date to Students

Exam Week Monday (14 June 2021)

Weighting

50%

Assessment Criteria

The Poetry Blog will be assessed using the following criteria:

1. The extent to which each of the six (6) blog entries represents an organised, weekly, 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 Poetry 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 submission comments on 6 blog posts posted by other students (one per week) showing evidence of clarity and critical depth of engagement with the content;
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 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.

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