Note to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Canvas site for enrolled students and may be more current than this sample syllabus.

EN106: Introduction to Poetry  
(BACC CORE: LITERATURE AND THE ARTS)

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Office Hours: TBA

EN 106 INTRODUCTION TO POETRY: WORLD POETRIES

REQUIRED TEXTS AND RESOURCES:
- Poetry Translation Center, an on-line translation resource and community: http://www.poetrytranslation.org/

Resources useful for Poem Presentation and Translation Project:
- On-line World Poetry Map: http://pacoarts.com/PoetLangSite/  
- Poetry International Web, an audio archive of poets reading their poems in the original language and in English translation: http://poetryinternationalweb.net/pi/site/home/index  

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

COURSE DESCRIPTION:
This course provides an overview of the main modes, techniques, and characteristics of poetry through an examination of world poetry. Using the anthology readings and the on-line resources above, the course will cover world poetry by geographical region, and will feature 4 week-long units focused on relevant topics or themes within world poetry: Poetics and Craft; Poetry as Cultural Performance; Poetry as Social Action and Historical Witness; Translation and Influence. During each unit, we will also study the poetic devices nearly universal to poetry, such as rhythm, sound play, image, symbol, metaphor, point of view, and tone.

This course will function like a learning community; students will collaborate to gain a greater understanding of poetry and world poetry through the translation project. They may, if they choose, collaborate in pairs on their Poem Presentation, which functions as a review for the Midterm. Choosing a poem from the anthology, the On-Line Poetry
Map, Poetry International Web, Words without Borders, or the Occupy/Poets against the War websites, students will prepare brief presentations and post them to the Presentation Canvas Forum in Weeks 2 and 3.

The final project is a translation portfolio, in which students translate a poem into English, provide a visual map of the translation process in the form of a poster or Powerpoint, and write 2 page preface providing an overview of the poet’s life and career, a close reading of the poem, and a translation process reflection. Additionally, student must post a recording of themselves reading the translated poem. Students will be required to do research in order to understand the sound and rhythmic features of the original language, as well as the cultural context and perspective from which the poem was written.

Class writing projects, such as completing a group renku poem, will give students some first-hand experience in writing poetry.

**LEARNING GOALS AND OUTCOMES: SEE LAST PAGE OF SYLLABUS FOR MORE DETAIL**

- Possess a broad understanding and appreciation of the poetic forms and traditions of other cultures.
- Possess an in-depth understanding of the poetic traditions of a specific (non-U.S.) country or region.
- Speak and write with authority about the main modes, forms, and devices of poetry (rhyme, meter, line break, refrain, sound features, theme, image, symbol, conceit, etc.).
- Analyze the characteristics of his/her literary culture within a global context.

**BACC CORE STUDENT LEARNING OUTCOMES: LITERATURE AND THE ARTS**

- Recognize literary and artistic forms/styles, techniques, and the cultural/historical contexts in which they evolve.
- Analyze how literature/the arts reflect, shape, and influence culture.
- Reflect critically on the characteristics and effects of literary and artistic works.

**DESCRIPTION OF GRADED WORK**

<table>
<thead>
<tr>
<th>Work</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam, Week 3:</td>
<td>30%</td>
</tr>
<tr>
<td>Class Renku:</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Canvas Discussions</strong> (8 total; Discussion 4 will consist of a more detailed Poem Presentation):</td>
<td>30%</td>
</tr>
<tr>
<td>Translation project</td>
<td>30%</td>
</tr>
</tbody>
</table>
COURSE SCHEDULE:

NOTE: I will also post a detailed weekly schedule to the weekly modules on Canvas, providing reading assignments and reminders about GRADED work for the upcoming week. The schedule below is an overview; the weekly schedule posted in the module is your contract.

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UNIT ONE (WEEK 1): Poetics, Terminology and Craft; Poems of the English Speaking World (Ireland, U.S., Great Britain, Caribbean); Reading poems in translation

TUESDAY:
- Overview of prosody and terminology; sound devices (assonance and consonance); rhythm and meter; tone in poetry.
- Canvas Assignment 1 due.

THURSDAY:
- Forms and Modes: villanelle, syllabics, sestina, repetition and refrain; image, metaphor.
- Canvas Discussion 2 due.

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UNIT TWO (WEEK 2): Poetry as Cultural Performance: ritual, riddle, ceremony (Africa, Asia, Middle East): Renku project begins.

TUESDAY:
- Craft focus: “voice” and persona; repetition and refrain; symbol and image.
- Canvas Discussion 3 due.

THURSDAY:
- Middle Eastern and Asian poetry.
- Canvas Discussion 4 (Exam Review) due.
- Renku Project: Please read the information on renku and the examples of renku poetry in the Week 2 module. You must post your three stanzas to the Renku Discussion Forum by Sunday at midnight.
UNIT 3 (WEEK 3): Poetry as Social Action and as historical witness: Europe and Latin America; focus on women poets; Midterm Exam

TUESDAY:
• Latin American poetry. How is poetry visible in other cultures? How is poetry visible in U.S. cultures? Poetry as a vehicle for critique and resistance, witness and documentary.
• Craft/poetic focus: metaphor, point of view and audience; considerations of time in poetry; ode and homage impulses; the uses of irony; the elegy and elegiac impulses
• Canvas Discussion 5 due on Latin American Poetry.

THURSDAY:
• European Poetry.
• Canvas Discussion 6 on Latin American or European poetry: ode, homage, elegy, point of view, metaphor, and time in poetry.
• Midterm Exam must be turned in via the assignment link by Saturday of Week 3.
• Translation project begins this week! Choose poem to translate from the Translation Resources Module on our Canvas page, and begin your research into the life and culture of the poet.

UNIT 4 (WEEK 4): Translation and Influence

TUESDAY:
• Poetry’s visibility in the U.S.
• Translation project: biographical and cultural research. Work on translation.
• Canvas Discussion 7 due: Comparison of different translations of the same poem.

THURSDAY:
• Whole class translation exercise (will count for Canvas Discussion points).
• Image of poster project OR PowerPoint must be posted to the Translation Forum by the end of the day for public viewing and celebration. Don’t forget to post your audio of your translation reading!
• Canvas Discussion 8 due: Reflections on the difficulties in reading poetry in translation. What are the challenges of poetic translation? What is the task of the translator? How has international poetry influenced the American poetic tradition?
• Final Translation Project Essay is due by Saturday of Week 4. Turn in through the Assignment Link in the Unit 4 folder.
ACADEMIC POLICIES

- **Late work:** The four week term is an intense effort—a sprint, really, in which ten weeks of material is crammed into less than half that space. It is important to make sure you have sufficient time in your schedule to do the work of the class. You will be allowed one late discussion posting, but all other work must be turned in on time. **Exceptions:** if you have an illness or family emergency, please let me know, as we can find a way to accommodate you. Generally, after the posting deadline, I will be closing the discussion forums for posting.

- **Academic honesty:** You are expected to turn in work that is wholly yours. If you quote or use information from print sources, you must give credit to those sources in MLA format. Make sure you own a recent style manual or access the MLA guidelines for writing papers on the Internet. Purdue University’s guide is clearly formatted and excellent: http://owl.english.purdue.edu/owl/resource/747/01/.

- **Decorum:** Productive discussion involves presenting a multiplicity of other views; don’t be afraid to disagree, even with me! However, if you are countering another’s point, please address the idea and not the person (i.e. not “I think you’re wrong,” but “I see it another way”).

**Statement Regarding Students with Disabilities**

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**HONESTY AND CIVILITY**

A plagiarized quiz, essay, project, or exam will receive an F and a report will be filed with the Student Conduct and Mediation Program. Two reports at OSU can lead to suspension or expulsion. Behaviors that are disruptive to learning will not be tolerated and will be referred to the Student Conduct and Mediation Program for disciplinary action. In keeping with federal law, behaviors that create a hostile, offensive, or intimidating environment based on gender, race, ethnicity, religion, age, disability, marital status or sexual orientation will be referred to the Affirmative Action Office. http://oregonstate.edu/studentconduct/regulations/index.php