

ANG-1004 Literary Genre: Poetry

General Course Description

This course offers an overview of poetry as a genre in English. It will focus on the elements of poetry in an attempt to provide an architecture of the poem and, thus, facilitate close readings.

Core Objectives

- review basic concepts for analyzing the elements of poetry (tools for close readings);
- help students perfect their ability to do independent interpretations of a poem in English, by means such as close readings, explications, broader analyses, and comparisons, using formal and socio-historical approaches;
- provide the proper tools to reinvest in the classroom environment (how to teach poetry as linguistic performance)

In agreement with the 12 abilities identified by the MELS (*Ministère de l'Éducation, du Loisir et du Sport*) pertaining to the BEALS program, this course will devote its time to the development of the following competencies:

1. *To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.*

This course intends to discuss and analyze the various approaches to the poem. It will thus be essential to study the various elements of poetry related to interpretation. In so doing, the students should develop a well-rounded approach to interpreting a poem, and be able to provide a critical overview of its components in the form of essays. Ultimately, this course intends to introduce to a multitude of aspects related to uses of language that they can reinvest in the context of teaching English as a second language. Class discussions are encouraged, as interactivity is deemed essential to critical thinking.

2. *To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.*

This ability is fundamental to this instructor. With the essays and writing assignments, this course intends to develop the writing skills of the students by focusing on the various elements and approaches to the essay. In emphasizing the necessity of precise vocabulary and format, this course will guide the students in their mastering of the various rules of writing. Class discussions will also be led by small groups of students, thus allowing them to practice, in a class environment, ESL teaching and pedagogy. Students will be evaluated for their participation and involvement in the class discussions.

3. *To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted by the programs of study. AND*

4. *To pilot teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted by the programs of study.*

These abilities should be developed within the context of the short presentations where students will be responsible for class discussions. A written report of their projects will also be expected. Such report will include methodology and objectives, which will be subjected to a later self-evaluation.

- Plagiat / voir *Règlement des études de l'Université Laval* : <http://www.lit.ulaval.ca/index.php?id=493>
- Centre de prévention et d'intervention en matière de harcèlement : <https://www.ulaval.ca/services-ul/harcelement.html>
- Politique relative au calendrier de publication des résultats : 30 % de la note globale devra avoir été attribuée et communiquée aux étudiants deux jours ouvrables avant la date d'abandon sans échec et sans remboursement. Seuls les cours à formule particulière, ayant été approuvés par les directions d'unité, seront exemptés de cette politique, ce qui devra faire l'objet d'une mention dans le plan de cours.

Échelle de conversion de notes (1^{er} cycle)

Excellent : A+ = 94-100 A = 89-93 A- = 85-88
Très bon : B+ = 82-84 B = 78-81 B- = 75-77
Bon : C+ = 72-74 C = 68-71 C- = 65-67

Passable : D+ = 61-64 D = 55-60
Insuffisant : E = 0-54

8. *To integrate information and communications technologies in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.*

Students will be required to submit their projects and lists of questions to the rest of the class via the portal before the class. Moreover, their short presentations may be given using PowerPoint. This methodology will require that the students reinvest the skills previously acquired for the purpose of class discussions.

11. *To engage in professional development individually and with others,*

This instructor will favor class interaction, especially the sharing of pertinent information pertaining to culture, literature and the arts. Inclusion of other arts forms (theater, cinema, painting) may also be interesting for the development of the students as they become aware of the cultural interlinkings they might potentially use later as teaching methods.

Pedagogical Approach

Lectures followed by class discussions. Each class will also involve short presentations.

Evaluation

Participation – 5% (weekly, active, and knowledgeable participation required)

Short presentation and self-assessment: 15%

Writing assignments: 15% (three in total)

Short Essay – 25%

(4-6 double-spaced pages in 12-point print, not including your references and bibliography)

Final Essay – 40%

(7-8 pages double-spaced pages in 12-point print, not including your references and bibliography)