

3061ART

Modern Poetry

Semester 1 2009

Academic Organisation:	School of Humanities
Faculty:	Faculty of Humanities & Social Sciences
Credit point value:	10
Student Contribution Band:	Band 1
Course level:	Undergraduate
Campus/Location/Learning Mode:	Nathan / On Campus / In Person
Convenor/s:	APro Martin Travers (Nathan)
Enrolment Restrictions:	Nil
This document was last updated:	3 February 2009

BRIEF COURSE DESCRIPTION

Modern Poetry offers students an opportunity to engage with a selection of twentieth century poems that are interesting, complex, challenging, moving, and above all, pleasurable. In this course we will learn to think and talk about poems as surprising and unconventional arguments about a wide array of topics, and to see poetry itself as a continuing and (in both senses of the word) vital reflection on human existence. As we read and learn to appreciate these works we shall also consider their claims to modernity, their 'newness'. Finally, this course will help you to become more aware of how texts form and are formed by their historical and cultural context.

Incompatible: 2041HUM Modern Poetry

Incompatible: 3061AMC Modern Poetry

SECTION A – TEACHING, LEARNING AND ASSESSMENT

COURSE AIMS

Modern Poetry (3061ART) offers students an opportunity to engage with a selection of twentieth century poems that are complex, challenging, even shocking. In this course we will learn to think about poems as surprising and unconventional arguments about a dizzying array of topics. We will ask many questions of these poems, as we place them in their personal and literary contexts. As we read and learn to appreciate these works we will also consider their claims to modernity, their “newness”. The overall aim of the course is to make students more sensitive to the linguistic and aesthetic subtleties of texts.

LEARNING OUTCOMES

3061ART offers a survey of twentieth century poetry. While this is selective, students will learn about key poets and the literary, social, and political movements in which their work circulated. Students will also acquire skills in critical reading and writing as well as valuable research experience.

CONTENT, ORGANISATION AND TEACHING STRATEGIES

There will be an introductory lecture, and then three ‘foundational’ lectures, introducing students to the three blocks of the course, covering ‘Pre-Modernist’ poetry, ‘Modernist’ poetry, and ‘Post-Modernist’ poetry. These lectures will act like a grid for the course, locating poets not only within their personal aesthetic frameworks but also within their cultural and historical contexts. The main work of the course, however, will be done in the two-hour seminars in which a range of poems will be analysed in detail. The techniques of poetic analysis that will be introduced in the course will be applied in depth to a single poem (chosen from the Dossier) on a weekly basis. Students will be guided through these poems as we open them up to considered and close readings.

CONTENT SUMMARY

The course studies a selection of modern British and America poetry from the twentieth century. Particular attention is given to key modernists such as W.B. Yeats, T.S. Eliot, Dylan Thomas and W.H. Auden as well as to significant earlier and later poets. Modern Poetry offers a survey of selected twentieth century poetic works as well as an introduction to key concepts in literary analysis. We will also ask what makes poetry modern and more broadly how and why does modernity (and Modernism) express itself poetically?

Week	Lecture	Seminar	Readings
1.	Introduction	Choosing poem for oral presentation.	None
2.	Block 1: 'Modernism and Pre-Modernism'	Thomas Hardy, A.E.Housman, Ernest Dowson, Gerard Manley Hopkins, Robert Frost.	Poems, and Introduction by Thornton in dossier.
3.		The Imagists: T.E.Hulme, H.D., Ezra Pound, Marianne Moore.	Poems, and Imagist manifestoes in dossier.
4.		W.B. Yeats.	Poems, and Introduction by Jeffares in dossier.
5.		T.S. Eliot.	Poems, and Mays article in dossier.
6.	Block 2: 'Other Modernisms'	First World War poets: Edward Thomas, Rupert Brooke, Wilfred Owen.	Poems, and essays by Gregson in dossier.
7.		W.H Auden.	Poems, and article by Hendon in dossier.
8.		Dylan Thomas.	Poems, and essays by Horan and Lewis in dossier.
9.		American Modernism: Wallace Stevens, E.E. Cummings, Gertrude Stein.	Poems, and Grey Introduction in dossier.
10.	Block 3: 'Post-Modernisms'	The Beats and others: Allen Ginsberg, Frank O'Hara, James Wright, Sally Stern.	Poems, and Introduction by Honan in dossier.
11.		Robert Lowell, Sylvia Plath.	Poems, and articles by Kendall and Crick in dossier.
12.		Philip Larkin, Thom Gunn, Ted Hughes.	Poems, and article by Alvarez in dossier.
13.	Revision and Review	No seminar	None

ASSESSMENT

Item	Assessment Task	Length	Weighting	Total Marks	Due Date and Time
1.	Oral Presentation and Write-up	10 minutes + 1000 words	20%	100	Chosen by students and presented in weeks 2-12.
2.	Essay	2, 500 words	40%	100	Friday week 13
3.	Exam	3 hours	40%	100	Exam week

Oral Presentation: 20%

A ten-fifteen minute presentation delivered in seminar. You are assessed on your ability to construct and present a lucid and informed introduction to one of the poems. This should not be a line-by-line reading or a summary of what other critics have said. Instead, your paper should offer a coherent, sustained argument that results from your reading of the poem. Your close reading should analyse only features relevant to your particular interpretation of the poem. 10% will be awarded to the presentation, and a further 10% to the writing-up.

Major Essay (2,500 words): 40%

This essay will ask you to explore in depth some particular topic (e.g, a theme, a formal device, or a generic connection) in the work of one or more of the poets in the course. A fresh, coherent thesis must be argued, but in addition, you will be expected to demonstrate a working familiarity with standard critical readings of the poem. Your argument may refute, refine, or develop what these other critics have written, or draw attention to something they have overlooked, in the course of developing and supporting your own argument. A full list of questions will be available in week 1.

Exam: 40%

You will be asked to answer three questions. These questions will assume a broad understanding of the course as a whole, and will be comparative in nature, i.e. will require a good knowledge of several poets and their poetry.

GRADUATE SKILLS

Graduate Skills	Taught	Practised	Assessed
Effective communication (written, oral and interpersonal)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Information literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work autonomously / in teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity and innovation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsible, effective citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHING TEAM

Convenor Details	Nathan
Campus Convenor	Associate Professor Martin Travers
Email	M.Travers@griffith.edu.au
Office Location	2.48_N16
Phone	3735 7076
Fax	3735 7730
Consultation times	tba

COURSE COMMUNICATIONS

Students can contact the course convenor during office hours (tba), by phone and email. In addition, 3061ART will make use of electronic bulletin boards as well as discussion groups accessible through Learning@Griffith.

TEXTS AND SUPPORTING MATERIALS

The set text for this course is a dossier of poems. It will be available from the Coop Bookshop in early February.

SECTION B – ADDITIONAL COURSE INFORMATION

Key Dates

15 March	Last date for adding a course for Semester 1
29 March	Census date for Semester 1 – last date to drop a course without being liable for fees
30 April	Last date for withdrawal without failure (WF) from Semester 1 courses

Submission of Items

All assessment items should be submitted to Off Campus & Assignment Handling Services (OC&AHS) unless instructed to do otherwise by the Course Convenor. **All assessment items must be presented on or before the due date.** Securely attach an *OC&AHS Assignment Cover Sheet* to the front of your assignment which can be obtained from OC&AHS or via the web (<http://www.gu.edu.au/ins/forms>). Do not submit assessment items in plastic folders, as we cannot guarantee that the folder will be returned to you. **You should also keep a copy of your assessment item in case the original is lost and you are requested to resubmit the item.**

Students who are submit their assignment on campus may do so at the following locations:

Nathan Campus:	Lending Services Counter, Nathan Library, Willet Centre (N53) during library hours only. After hours submission box located outside OC&AHS Office, (N53, 0.02) - opposite the Enternet Café.
Gold Coast Campus:	Lending Services Counter, Information Services (G10) during library hours. CMOH – Lending Services Counter (GH1, Level 5) during library hours.
Logan Campus:	Lending Services Counter, Logan Library (L03) during library hours. After hours submission box located outside OC&AHS Office, L03, 2.12.
Mt Gravatt Campus:	Lending Services Counter, Information Services Centre (M13) during library hours only.
South Bank Campus	Lending Services Counter, QCA Library and QCGU Library, during library hours. (S01_1.22)

Late Submission

For students who require an extension of 1-5 days for medical and other legitimate reasons involving family or work problems—

- you do not need to apply to the Convenor/Tutor
- your assignment **MUST** be accompanied by documentary evidence AND a letter explaining the reasons for lateness. The evidence might take the form of a medical or other professional certificate, or a letter from an employer regarding last-minute emergency work.

If you do not provide documentary evidence with your letter you may be penalised. You may lose 5% of your final mark for each day* that the item is late. **A weekend equates to one day.*

Students who require an extension of more than 5 days should make application for deferred assessment on the official form, supplying clear explanation and documentary evidence.

Plagiarism/Academic Misconduct

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct which is contrary to these standards is academic misconduct for which the University may penalise a student.

It is YOUR RESPONSIBILITY to be familiar with the University Policy on Academic Misconduct. The misconduct most frequently encountered in the School of Humanities is plagiarism. **Plagiarism is the “knowing” presentation of the work or property of another person as if it were the student’s own.**

Examples of plagiarism include:

- Word for word copying of sentences or paragraphs from Internet sources, books, articles, or another student’s work, without clearly identifying the relevant passages as direct quotations, and disclosing their origin by appropriate referencing
- closely para-phrasing sentences or paragraphs from one or more sources without appropriate acknowledgment in the form of a reference to the original work or works;
- Using another person’s ideas, work or research data without appropriate acknowledgement.

The School regards plagiarism as serious and markers are asked to report all suspected cases. The School of Humanities uses search engines capable of tracing plagiarised material to all parts of the web. For further information, and an indication of the range of severe penalties that plagiarism can attract, all students are advised to refer to the Griffith University Policy on Academic Misconduct at <http://www62.gu.edu.au/policylibrary>

Bibliography & Referencing

All assessment items must be fully and correctly referenced throughout and accompanied by a bibliography. All students should obtain a copy of the School’s *Guide to Referencing*. This guide will be an essential resource for you when writing essays and compiling bibliographies throughout your academic career. Copies of the guide are available from the Reserve section of the Library, and the document will also be available on each course site in Learning@Griffith.

Other guides are available at the Learning Assistance Unit’s Self-Help Resources at http://www.gu.edu.au/ins/training/study/content_studyresources.html. Go to ‘eStudy Centre – Allen & Unwin’ under General Study Skills, and ‘MLA style citation of electronic sources’ under Referencing. Consult your lecturers if unsure about appropriate citation and bibliographic conventions for oral and written work in the arts and humanities.

Special Note

Non-discriminatory language

Please consult the University guidelines on the use of non-discriminatory language in the pamphlet provided with your orientation materials and available from Student Administration. It is School policy that students avoid the use of sexist, racist and other discriminatory language in class work and assessment items. However, in certain circumstances where the appropriate use of such language is shown to be necessary it may be permitted.

Grading Scale

The School or Faculty Assessment Board determines the grade cut-off percentages and the grades awarded in this course. The final grade signifies the overall performance of the student in the course.

Grades awarded are as follows:

High Distinction
Distinction
Credit
Pass
Pass Conceded
Fail

SPECIAL NOTE: To be awarded a grade of Pass Conceded or higher, students must have completed 85% or more of the weighted items, with marks above zero.

Description of Standard Grades:

High Distinction (HD) Exceptional performance indicating complete and comprehensive understanding of the subject matter; genuine mastery of relevant skills; demonstration of an extremely high level of interpretative and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

Distinction (D) Excellent performance indicating a very high level of understanding of the subject matter; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

Credit (C) Good performance indicating a high level of understanding of subject matter; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the course; some minor objectives not fully achieved.

Pass (P) Satisfactory performance indicating an adequate understanding of most of the basic subject matter; partial development of relevant skills; adequate interpretive and analytical ability and achievement of all major objectives of the course; failure to achieve some minor objectives.

Nongraded Pass (NGP) Successful completion of a course assessed on a pass/fail basis, indicating satisfactory understanding of subject matter; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement in all major objectives of the course.

Pass Conceded (PC) Limited performance indicating partial understanding of basic subject matter; partial development of relevant skills; some evidence of interpretive and analytical ability; achievement of most major objectives of the course; failure to achieve some minor objectives.

Fail (F) Unsatisfactory performance indicating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the course.

Other grades which may be awarded are:

Fail, No Submission (FNS) Did not present any work for assessment, to be counted as failure.

Withdrawal with failure (WF)

SECTION C – KEY UNIVERSITY INFORMATION

ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.
- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.

- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
 1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
 2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
 - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
 - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
 3. duplication of the same or almost identical work for more than one assessment item;
 4. copying ideas, concepts, research data, images, sounds or text;
 5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
 6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
 7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the University's Institutional Framework for Promoting Academic Integrity Among Students for further details.

PLAGIARISM DETECTION SOFTWARE

The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

HEALTH AND SAFETY

Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from http://www.griffith.edu.au/hrm/health_and_safety/

Information about Laboratory safety can be obtained from http://www.griffith.edu.au/ots/secure/health/content_labsafety.html

KEY STUDENT-RELATED POLICIES

All University policy documents are accessible to students via the University's Policy Library website at: www.griffith.edu.au/policylibrary. Links to key policy documents are included below for easy reference:

[Academic Calendar](#)

[Academic Standing, Progression and Exclusion Policy](#)

[Assessment Policy](#)

[Examinations Timetabling Policy and Procedures](#)

[Guideline on Student E-Mail](#)

[Health and Safety Policy](#)

[Institutional Framework for Promoting Academic Integrity Among Students](#)

[Policy on Student Grievances and Appeals](#)

[Student Administration Policy](#)

[Student Charter](#)

UNIVERSITY SUPPORT RESOURCES

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[Learning Centres](#) - the University provides access to common use computing facilities for educational purposes. For details visit www.griffith.edu.au/cuse

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[Student Services](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[Learning Services](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.