

MODULE SPECIFICATION FORM

Module Title: Introduction to Poetry	Level: 4	Credit Value: 20
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Module code: HUM484	Cost Centre: GAHN	JACS3 code: Q320
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Trimester(s) in which to be offered: 1	With effect from: September 2014
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Office use only: To be completed by AQSU:	Date approved: July 2014 Date revised: - Version no: 1
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Existing/New: Existing	Title of module being replaced (if any): N/A
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Originating Academic Department: Creative Industries	Module Leader: Debbie Hayfield
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Module duration (total hours): 200 Scheduled learning & teaching hours: 60 Independent study hours: 140 Placement hours: 0	Status: core/option/elective (identify programme where appropriate): Core for English and Optional for all other programmes
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Programme(s) in which to be offered: BA (Hons) English BA (Hons) English & Creative Writing BA (Hons) English and History	Pre-requisites per programme (between levels): None
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Module Aims:

This module aims to:

- Introduce students to an overview of poetry from the 14th century onwards in order to demonstrate changing styles, forms, and content
- Identify and describe the language and form of poetry and its differences from other kinds of writing
- Develop the skills of close reading and enable analysis and discussion of poetry, both orally and in writing

Intended Learning Outcomes:

At the end of this module, students will be able to:

1. Compare and contrast a wide range of poetry, describing the ways authors achieve specific effects in the genre. (KS1,5)
2. Identify the various styles and forms of poetry they will encounter, and respond independently to examples. (KS1,5)
3. Recognize the influence of historical factors on poetic expression and evaluate texts accordingly. (KS1,5)
4. Identify and compare some of the important developments in poetry. (KS1,3,5,9)

Key skills (KS) for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self-management)*
10. *Numeracy*

Assessment: This module will be assessed via 100% coursework made up of formative and summative assessment. In Assessment 1 the students will be required to carry out a close critical reading of two poems of their choice from the poems studied to date. Assessment 2 requires students to write an essay which will consist of a critical analysis of a range poetry of their choice, based on an agreed theme or topic.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2	Essay	40%		1500
2	1,2,3,4	Essay	60%		2500

Learning and Teaching Strategies:

Students will be provided with a selection of poetry each week, beginning with Chaucer in the 14th century and moving chronologically through to contemporary poetry. Each week there will be an introductory talk which will historically and culturally contextualize the poetry and introduce the students to technical and critical terms which will enable students to discuss poetry at an appropriate academic level.

Students will be encouraged to discuss individually and in groups their interpretations of the poems; how meaning is produced in poetry through such things as form, rhyme; rhythm, imagery, and use of language and generally give their own response to the stimulus material. This course is designed to foster reading skills and critical responses in the students therefore as much student participation as possible will be sought.

Indicative Syllabus outline:

Students will be provided with a selection of poetry each week, beginning with Chaucer in the 14th century and moving chronologically through to contemporary poetry. Students will be encouraged to discuss their interpretations of the poems; how meaning is produced in poetry through form, rhyme; rhythm, imagery, and language.

The main focus will be on lyric poetry, but some narrative poetry will also be included. The poetry will be selected with the intention of illustrating major developments/movements in poetry such as Augustanism, Romanticism and Modernism, Postmodernism as well as the way meaning is produced through use of different forms, styles, rhythms, and imagery. Poets covered will include: Chaucer, Shakespeare, Donne, Marvell, Pope, Swift, Wordsworth, Shelley, Thomas Hardy, Browning, Matthew Arnold, Gerard Manley Hopkins, Emily Brontë, Christina Rossetti, Yeats, Brooke, Wilfred Owen, Auden, Dylan Thomas, Philip Larkin, James Fenton, Sylvia Plath, Andrew Motion, and Margaret Atwood.

Bibliography:**Indicative reading:**

Matterson, Stephen & Darryl Jones, *Studying Poetry* (London: Arnold, 2000)

Peck, J. *How To Study A Poet* (Basingstoke: Macmillan, 1988)

Peck, J & Coyle, M., *Literary Terms and Criticism*, (Basingstoke: Macmillan, 1984)

Wainwright, Jeffrey, *Poetry: The Basics* (New York: Routledge, 2004)