**Classical Poetry**

 **Course Outline**

**Course Instructor**:

**Email**:

**Course Code**: LR209

**Office location:**

**Office hours**: TBA

**Credit hours**: 3

**COURSE DESCRIPTION**

This course focuses on the study of poetry from Geoffrey Chaucer to Alexander Pope. Though belonging to different poetical genres, the poetry of Chaucer, Shakespeare, Donne, Milton, and Pope have stood the tests of time and no further study in this genre of literature is possible without studying these bench marks of English poetry. Offering a study of the gentle satire of Chaucer’s *Prologue* *to Canterbury Tales* (c. 1389), the puritanical strain of Milton’s epic *Paradise Lost* (1667), the fiery quality of Love and divine poetry of the metaphysical poet John Donne, some sonnets of William Shakespeare and the aforementioned mock epic of Alexander Pope, this course is designed to cover the classical aspects of English poetry. By teaching the fundamentals of poetry that this course introduces a diversity of poetic expressions that will help the students to further their inquiry into this genre in the coming semesters. The course will involve a mixture of lectures and class discussions.

**Course Objectives:**

This course aims to;

* Trace the generic specific historical development of classical poetry, but also to develop a keen awareness of poetic language and tone.
* Introduce various forms and styles of the genre of poetry by creating an in-depth understanding of this genre in the students.
* Appreciate other forms of poetry they will be studying in the coming semesters like a combination of elegy, ode, lyric, ballad, free verse, and many other types.
* Understand and appreciate poetry as a literary art form
* Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
* Students will be able to understand and interpret key Classical texts.
* Students will be able to examine the selected poetry.
* Students will be able to strengthen the ability to read literary works closely and sensitively.
* Students will be able to foster the practice of relating texts to their various contexts.
* Students will be able to develop the habit of comparative study of literary works.
* Students will become familiar with the critical and theoretical contexts in which these texts have been and are currently being read.

**COURSE DELIVERY METHOD**

In every meeting, the lecturer will lead/moderate the discussion in constructive way. Students will work individually or in a small group to give their own opinion or understanding on the materials. Students are expected to have a prior knowledge in the materials in order to have discussion and to arrive conclusion. The lecturer will facilitate the discussion and give guidance. Students are expected to read and have a thorough knowledge of novels. Lectures will introduce the historical background of the Victorian period, and cover the production, reception and interpretation of the set texts. Students will team up in pairs to lead class discussion throughout the semester.

**COURSE REQUIREMENTS**

**In this course, students are expected to:**

* In every meeting, the students are obligated to read or to have a prior knowledge by reading the “set material” given in the first meeting.
* In every meeting, the students will participate to have discussion on the materials.
* Attend all class sessions for requisite number of hours and participate in class activities.
* **Keep up with the reading.**
* Complete all assignments in time.
* Prepare and appear in all **announced/ unannounced quizzes.**
* Respect and benefit from diverse, often opposing, values and opinions.
* Make use of the criticism offered by the instructor and peers positively by revising the work.
* Make use of library, dictionary, take notes, and raise questions during reading tasks.
* Fully participate in class discussions and help foster a discourse community by listening to the peers’ views and ideas as well as articulating their own in an effective manner.
* Pass midterm and final term exam.

Course requirements include **active participation** in class and the timely completion of all assigned readings and written work.  **Late papers will not be accepted without prior permission.**

* Please read all the texts for a given day, even though we might not discuss each one equally during that hour. I will tell you in advance how far you need to read to keep up with class discussion.

Each of you has shared responsibility for what happens in this course and for what you get from it. Each of you has a unique perspective that you bring to a text that could enrich other readers’ understanding. I look forward to hearing from each of you during the semester.

**COURSE POLICIES**

* **Late submission** of assignments **will not be entertained. (Unexcused late papers** will be **penalized one step (from an A to an A-, for example) every day they are late).** If you have an emergency, do let me know.
* **Academic honesty** should be assumed.
* **Avoid Plagiarism.** All the cases of plagiarism will be referred to controller’s office. Please click the link given below for university policy on plagiarism. (<http://www.uvas.edu.pk/news/HEC_PLIAGERISM_POLICY.pdf>)
* Students who miss more than six lectures will not be allowed to attend the final examination.
* **Teacher reserves the right to make new rules and changes to the course, if required.**
* Laptops and cell-phones must be switched off during lectures.
* **No retake of missed quizzes.**
* **NO COPIED ASSIGNMENTS!**
* I’m here to help and will be glad to meet with you to discuss your papers or any other concerns.

**RECOMMENDED READINGS:**

**1.** GEOFFREY CHAUCER (1343-1400) *The Prologue to the Canterbury Tales* (Excerpts)

**2.** EDMUND SPENSER *Farie Queen* (Book 1, Canto-1)

**3.** JOHN MILTON *Paradise Lost*

Book-I (line 1-100 & 5 Speeches of Satan)

 Book-IX (Speeches of Adam & Eve)

**4.** JOHN DONNE (1572-1631):

(Selection from Love & Divine Poems)

**5.** William Shakespeare (1564-1616) (Sonnets)

**6.** Alexander Pope (1688-1744)

 *The Rape of the Lock* (1712) (canto 1, 2, 5)

**COURSE CONTENTS**

**Week 1**

Course Introduction

Introduction of poetry/Classical poetry

Definitions

Forms of poetry

**Week 2**

Introduction of Chaucer (The age of Chaucer, Chaucer as A social Reformer, Chaucer’ art of characterization)

*Prologue* : its detailed reading with critical analysis

 **(Quiz)**

**Week 3**

*Prologue* : its detailed reading with critical analysis

 **(Assignment)**

**Week 4**

Discussion on *Prologue*

Chaucer’s characters as individuals and types

Realism in Chaucer

Chaucer’s Prologue as a cross-section of society

Female characters

**Week 5**

Introduction of Edmund Spenser

*Farie Queen* (Book 1, Canto-1)

 **(Quiz)**

**Week 6**

Introduction of John Milton (Age of Milton and its influence on his life and works) (Characteristics of Milton Poetry) (Milton’s life and poetry) (Discussion of Milton’s endeavor to justify the ways of God to men)

*Paradise Lost*

 Book-I (line 1-100 & 5 Speeches of Satan)

**(Assignment)**

**Week 7**

Discussion on *Paradise Lost* (Socio-political background to the composition of Paradise Lost)

Satan’s Character

Arguments of *Paradise Lost*

Powerful speeches of Satan

**Week 8**

**MID TERM**

**Week 9**

Introduction of John Donne

Introduction to Metaphysical poetry

John Donne as a love poet

Imagery in John Donne’s poetry

Love poems and Divine Poems by John Donne: its detailed reading with critical analysis

**Week 10**

Introduction of William Shakespeare

Shakespeare’s Sonnets

**(Assignment)**

**Week 11**

Introduction of Pope (Alexdener Pope Life and Works) (Fundamental aspects of Pope’ Poetry)

*The Rape of The Lock* : its detailed reading with critical analysis

 **(Quiz)**

**Week 12**

*The Rape of The Lock* : its detailed reading with critical analysis

**Week 13**

*The Rape of The Lock* : its detailed reading with critical analysis

*The Rape of the Lock*as a social satire

*The Rape of the Lock* as a mock epic poem

Significant character sketches

**(Assignment)**

**Week 14**

*The Rape of The Lock* : its detailed reading with critical analysis

A mirror to the 18th century aristocratic social life

**(Quiz)**

**Week 15**

**Presentation + Final Term**

**ASSESSMENT CRITERIA**

|  |  |
| --- | --- |
|  **Tasks** |  **Weight age (marks)** |
| **Assignment-1** (10-points) |   10% |
| **Assignment-2**  (10-points)  |  |
| **Assignment-3** (10-points) |  |
| **Assignment-4** (10-points) |  |
| **Assignment-5** (10-points) |  |
| **Instructions:** All written work should be carefully edited and proof-read for grammar and punctuation, as well as for clarity of ideas and thoughts. All work should be submitted in typed & printed form prepared on Word doc.  |  |
| Quiz-1 (10-points)Quiz-2 (10-points)Quiz-3 (10-points)Quiz-4 (10-points) |  10% |
| Presentations |  10% |
| Class Participation/ Graded Discussions |  10% |
| Mid Term |  25% |
| Final Exam |  35% |