|  |  |  |
| --- | --- | --- |
| UMT Logo.jpg | **Institute of Communication and Cultural Studies** | C:\Users\System Manager\Desktop\AIbEiAIAAABECOy0sfCk_-bztAEiC3ZjYXJkX3Bob3RvKigzNjA5ZGZmZmU2YmZmZDY4NTk2N2Y5MWIwOWE5OWIyYWY4OWM2MmZjMAFow7sCk_x5gGblunN4wLHbPahkMQ.jpg |
| **University of Management and Technology** |
| **Sialkot** |

**Course Title: Romantic poetry**

**Course Code:** LR314

**Semester:**

**Course Instructor:**

**Email:**

**Course Description**

This course provides students with a foundation in the methods of close reading and analysis essential to an understanding of poetry and, more broadly, to the study of literature.  Furthermore, it introduces students to the ways we write and make arguments about poetry.  The course addresses the basics of prosody, aspects of poetic language (such as diction, metaphor, image, tone), and major verse forms (such as the sonnet, elegy, ode, ballad, dramatic monologue, free verse).  In addition to the formal qualities of poetry, students will also study poems from a range of literary periods and movements in order to learn how these formal qualities change and develop over time as well as how poems are both shaped by and, in some cases, even manage to shape their (and perhaps our) world.

**Introduction to Poetry**

The Romantic period, usually defined as roughly the period from 1780 to 1830, witnessed the emergence of the first truly mass audience for poetry. For the first time, poets addressed not a courtly audience, an audience of subscribers or an elite metropolitan audience, but a massive, anonymous, socially diverse and geographically distributed readership. Literacy rates increased markedly in this period, and the total number of books in circulation exploded. These developments produced what historians of reading have theorized as a "reading revolution" in which "intensive" reading was replaced by "extensive" reading.

**Methodology**

        Students will write twelve to fifteen pages of interpretation or criticism, spread out over two or more essays as final project, and also take a midterm and a final examination.

**Objectives**

In addition to the skills training common to all English Literature Honours courses this will aim to develop in students the ability to:

* Identify key aspects of how Romantic poets imaged the role of the poet in society
* Describe the evolution of publishing, marketing and reviewing poetry in Britain from the late eighteenth to the early nineteenth century
* Identify and analyze rhetorical strategies developed by Romantic poets to address shifting audience formations
* Articulate how distinct paradigms of reading exist in tension in the work of some Romantic poets

**Course Policies:**

* Acceptance of late class work will be left to the instructor’s discretion (in most cases you will lose ten percent of grade for each day)
* Class participation is mandatory. Beware! 10% of your course marks is based on your performance in class
* Instructor reserves his right to exercise his discretionary power for tardiness or late attendance (Most of the times, you will lose ten percent of the attendance grade for coming late the third time)
* **Academic honesty** is a student’s moral responsibility. All work you submit must be your own.
* **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>

**Books List for Romantic Poetry**

**The Selected Poems of William Wordswoth**

Wordsworth, W. (1913). *Selected Poems of William Wordsworth*. H. J. Hall (Ed.). Oxford University Press.

**Lyrical Ballads and Other Poems**

Wordsworth, W., & Coleridge, S. T. (2003). *Lyrical Ballads and Other Poems*. Wordsworth Editions.

**The Odes of John Keats**

Vendler, H. (1985). *The Odes of John Keats*. Harvard University Press.

**Songs of Innocence and Experience by William Blake**

Blake, W., & Lincoln, A. (1991). *Songs of Innocence and of Experience* (Vol. 2). Princeton University Press.

**The Complete Works of Percy Bysshe Shelley**

Shelley, P. B. (1906). *The Complete Works of Percy Bysshe Shelley* (Vol. 8). Virtue.

**Course Material**

**Wordsworth:** Ode: Intimations of Immortality, My Heart Leaps Up, A Slumber Did My Spirit Seal, Desideria, London, 1802, I Wandered Lonely As a Cloud, A Complaint

**Keats:** Ode on a Grecian Urn, Ode to Nightingale, Ode to Autumn

**Blake :** Selection from Songs of Innocence and Experience,

# **Samuel Taylor Coleridge:**Kubla Khan, A Vision in a Dream, The Suicide's Argument,

# The Good Great Man

**Shelley:** If we are left with time; Ozymandias, Love's Philosophy, Mutability

|  |
| --- |
|  |

**Weekly Break up of Topics**

**Romantic Poetry Lesson Week 1: Introduction to Course Outline**

**Romantic Poetry Lesson Week 2: Introduction to Romantic Age and Romantic Poets**

Students will be given a brief outline about the characteristics of Romantic age and Romantic poets.

**Group activity: Teacher will write a few questions regarding**Romantic age and Romantic poets on white board to engage students in discussion. **Students will discuss with their group members to make their understanding vibrant.**

**Homework:** Students choose a literary piece of writing of their favorite poet and highlight all the figures of speech and discuss in class the critical analysis on that specific poem.

**Romantic Poetry Lesson Week 3: William Wordsworth**

**Teacher will start the discussion about** William Wordsworth, the characteristics of his poetry, his style and his works. Background to the poem Ode: Intimations of Immortality will be shared. Detailed and thorough discussion will be done on verses of the poem.

**Homework:** Students will be asked to read the rest of the poem at home to prepare for the next class.

**Romantic Poetry Lesson Week 4: William Wordsworth(continued).**

**Reading:**Ode: Intimations of Immortality

**Group discussion**/**In-class activity:** Students work in pairs. Each pair chooses one of the given questions regarding Ode: Intimations of Immortality written on board using the analytical and critical appreciation techniques to share their knowledge with their group mate and teacher as well. Each group will be given chance to share their comprehension level.

**In-class activity:** 20-minute writing about the critical appreciation of the poem. Encourage students to use the background knowledge of Romantic age and its connection with that one particular poem. Moreover they will be encouraged to use stylistics while interpreting the poem.

**Homework:** Students develop their in-class writing assignment at home by extending it to the specific area assigned by teacher.

**Romantic Poetry Lesson Week 5: William Wordsworth (continued).**

**Reading:** My Heart Leaps Up, A Slumber Did My Spirit Seal, Desideria, London, 1802, I Wandered Lonely As a Cloud, A Complaint

**In-class activity:** Detailed and thorough discussion will be done on verses of the poems.

Students work in pairs with the **critical appreciation** they have written as a previous assignment.

20-minute writing about the critical appreciation of the poem. Encourage students to use the background knowledge of Romantic age and its connection with that one particular poem. Moreover the will be encouraged to use stylistics while interpreting the poem.

**Homework:**Students will be asked to read about John Keats.

**Romantic Poetry Lesson Week 6: John Keats**

Teacher will start the class by describingthe characteristics of his poetry, his style and his works. Background to the poem Ode to Nightangle.

**Reading:** Ode to Nightangle

**Discussion focus:**Thorough and detailed discussion will be done on the poem.

**In-class activity:** 10-minute writing about the comparison and contrast between William Wordsworth’s and John Keats’ work.

**Homework:** Reading of next poem Ode to Autumn

**Romantic Poetry Lesson Week 7: John Keats (continued).**

Teacher will start the class by describingthe characteristics of his poetry, his style and his works. Background to the poem Ode to Autumn.

**Reading:** Ode to Autumn

**Discussion focus:**Thorough and detailed discussion will be done on the poem.

**In-class activity:** 10-minute writing about the comparison and contrast between two poems of John Keats.

Revision of all previous Topics

**Romantic Poetry Lesson Week 8: Mid-Term Week**

**Romantic Poetry Lesson Week 9: John Keats (continued).**

**In-class activity:** **Teacher will start the discussion about** John Keats, the characteristics of his poetry, his style and his worksto get the feed back and to revive the previous studies. Background to the poem Ode to Autumn and Ode on a Grecian Urn will be shared. Detailed and thorough discussion will be done on verses of the poem.

**Homework:** Students will be asked to get as much information about Coleridge as they can by surfing on internet at home to prepare for the next class.

**Romantic Poetry Lesson Week 10: Samuel Taylor Coleridge**

# **Reading:**Kubla Khan, A Vision in a Dream,

**Teacher will start the discussion about** S. T. Coleridge, the characteristics of his poetry, his style and his works. The teacher will share different ideas and facts by asking a few questions like; the distinct differences of Coleridge from other Romantic poets etc.

Background to the poem Kubla Khan will be shared. Detailed and thorough discussion will be done on verses of the poem.

**Homework:** Students will be asked to read the rest of the poem at home to prepare for the next class.

**In-class activity:**  In first class students will be taken to library to take notes about Coleridge, the characteristics of his poetry, his style and his works;especially pertinent to the poems included in their syllabus. In their notes they should be able to come up with basic knowledge about the poet to make comparison with other poets of the age.

**In-class activity:** In second class there will be 20-minute writing about the critical appreciation of the poem. Encourage students to use the background knowledge of Romantic age and its connection with that one particular poem. Moreover the will be encouraged to use stylistics while interpreting the poem.

**Romantic Poetry Lesson Week 11: Samuel Taylor Coleridge(continued).**

# **Reading:**The Suicide's Argument,The Good Great Man

**Teacher will start the discussion about** S. T. Coleridge, the characteristics of his poetry, his style and his works. The teacher will share different ideas and facts by asking a few questions like; the distinct differences of Coleridge from other Romantic poets.

Background to the poems The Suicide's Argument, The Good Great Man will be shared. Detailed and thorough discussion will be done on verses of the poem.

**In-class activity:** Students can do this activity individually or in small groups. Ask students to listen carefully as you read aloud the poems. Then hand out to students a sheet with questions about details from the poems. The harder (more detailed) questions you ask, the better assessment can be made. Invite students or groups to respond to the questions as the background knowledge is already given. Who caught the most details? This activity will help students to grab the most important information.

**Homework:**Reading of William Blake

**Romantic Poetry Lesson Week 12: William Blake**

**Reading:** Songs of Innocence and Songs of Experience

**Teacher will start the discussion about** William Blake, the characteristics of his poetry, his style and his works. The teacher will share different ideas and facts by asking a few questions like; the distinct differences of Blake from other Romantic poets.

Background to the poems will be shared. Detailed and thorough discussion will be made on verses of the poem.

**In-class activity:** In second class there will be 20-minute writing about the critical appreciation of the poem. Encourage students to use the background knowledge of Romantic age and its connection with that one particular poem. Moreover the will be encouraged to use stylistics while interpreting the poem.

**Romantic Poetry Lesson Week 13: Presentation**

**Romantic Poetry Lesson Week 14: Presentation**

**Romantic Poetry Lesson Week 15: Revision, Discussion and Feedback**