

Printed: 03 December 2024, 07:38AM

The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	3063LHS
COURSE TITLE	Poetry and Poetic Imagination
ACADEMIC ORGANISATION	LHS School of Humanities, Languages and Social Science
TRIMESTER	Trimester 1 2024
MODE	In Person
LEVEL	Undergraduate
LOCATION	Gold Coast, On Campus
CREDIT POINT VALUE	10

Course Description:

In this course we will seek to discover the power of poetry. You will develop a familiarity with many different forms of poetry, and practice ways of talking about and reading these forms. We'll look at a wide range of modern and contemporary work, sourced from across the 20th and 21st centuries and from around the world. Rather than attempting a historical survey of any particular tradition, our reading will be much more wide-ranging. By looking across cultures, languages and epochs, we will develop a series of criteria that can be used to appreciate and enjoy poems from almost anywhere. We will look at different aesthetic trends, from the conservative to the avant-garde, as well as some of the key themes in contemporary poetry, including colonialism, environmentalism and feminism. We will also read poems in translation, and you will have the opportunity to make translations of your own. In your final assessment, an independent research project, you will have the freedom to explore those aspects of the course that were most interesting to you. Poetry and Poetic Imagination will show you how, in reading poetry, you learn more not only about literature and language, but also about the power of the poetic imagination and how it can infuse the world around us with fresh energy and meaning. INCOMPATIBLE: The Spellmakers: Reading Poetry (2160LHS)

Assumed Background:

Poetry and Poetic Imagination requires an advanced understanding of literary texts and critical reading. Please note that this is a third-year course in the Literary Studies major, which means that students should have completed the first two years of the major before enrolling in this course. As a bare minimum, students should have completed at least two Literary Studies subjects at the time of enrolment. Students who don't meet these requirements should seek advice from the course convenor beforehand.

1.2 Course Introduction

Poetry and the Poetic Imagination offers students a wide range of poetry styles and voices, from around the world and from over a century of writing. The main objective of this course is to introduce students of literature, and prospective educators, poets and scholars, to a range of poems that are by turns inspirational, provocative and confronting. Through close engagement with a diverse collection of poetry through a wide variety of means such as close reading, discussion, research and writing, students will develop the ability to talk and write about poetry with confidence. While the course will focus on the study of poetry, students will also learn strategies for teaching poetry in the classroom.

Previous Student Feedback

"The organisation of the course was absolutely fantastic and evidently well-considered. As a student with little previous exposure to poetry, I felt myself becoming more and more confident with each passing week."

"Stuart is clearly very passionate and knowledgeable about the subject matter. His enthusiasm is contagious."

"I was convinced that this course would be terrible because I had no interest in poetry, but Stuart really changed that. He was really engaging and looked at the course content in a really unique and engaging manner, which really sparked my interest. The quality of the teaching staff in this course is brilliant and is what made the course stand out for me."

1.3 Course Staff

Primary Convenor **APro Stuart Cooke**

PHONE	3735 6017
EMAIL	stuart.cooke@griffith.edu.au
HOMEPAGE	experts.griffith.edu.au/8239
CAMPUS	Nathan Campus
BUILDING	Macrossan (N16)
ROOM	2.59
CONSULTATION	Please arrange appointments via email.

Tutor **Dr Anne Stuart**

EMAIL	a.stuart@griffith.edu.au
CAMPUS	Gold Coast Campus
BUILDING	Arts & Education 1 (G30)
ROOM	4.18

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

Additional Timetable Information

This course is composed of a 1-hour lecture and 2-hour seminar. Students are required attend at least 80% of seminars, and to complete all necessary reading and preparation prior to each seminar.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

1.6 Technical Specifications

Please visit <https://www.griffith.edu.au/about-griffith/campuses-facilities/digital/it-requirements> for IT requirements.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

Poetry and the Poetic Imagination aims to help students develop a love and appreciation for some of the most spectacular poetry of the past century.

The course aims to:

- 1) provide you with a foundation for undertaking further studies in poetry.
- 2) develop your confidence for reading, writing and talking about contemporary poetry.
- 3) encourage you to identify continuities and discontinuities between different poetic movements and their historical epochs.
- 4) promote clear, logical and creative thinking, and the ability to take part in seminar discussions with civility and courtesy.
- 5) develop the skills required for writing clear, cogent and well-constructed literary criticism.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Critically analyse diversities of culture, history and environment in a range of 20th and 21st century poems.
- 2 Exercise critical judgement of diverse aesthetic qualities in poetic styles.
- 3 Draw on secondary sources to validate arguments from different positions.
- 4 Source, analyse and present results of independent research as a coherent argument.
- 5 Reflect on the diverse cultural contexts in which poetry is composed.

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial		•	•
Socially responsible and engaged in their communities		•	
Culturally capable when working with First Australians	•	•	
Effective in culturally diverse and international environments	•	•	

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students include:

Readings: From the reading list, students can access Required and Recommended Learning Resources through direct links to articles, ebooks, databases, websites, the Library catalogue and digitised readings in one convenient place. Students can also prioritise their readings, add personal study notes, and export citations.

Learning@Griffith: There is a dedicated page for this course at myGriffith.

Student Support: Provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

Careers and Employment: The team provides Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree Research (HDR) Career Consultations.

Library: The Library provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. The Library works in collaboration with the academic community to achieve academic and research outcomes.

Student Computing: The University provides access to common use computing facilities for educational purposes.

Griffith Information Technology Code of Practice - Provides guidance to all users of Griffith University Information Technology.

Academic Integrity Module: This module will help you to understand the principles around integrity and will set you up for success at University and in the workplace. It will take approximately 15 minutes to complete. It is strongly encouraged that you complete it by the end of the first trimester of study.

Academic integrity student tutorial: This tutorial helps you understand more about academic integrity and why it is important. You will learn about the types of academic misconduct and the University's policies.

Academic Integrity Declaration

Breaches of academic integrity seriously compromise student learning, as well as the academic quality of the University's

programs. All breaches of academic integrity are taken seriously.

By enrolling in this course and submitting assessment, I agree that:

- I have read the [Student Academic Integrity Policy](#) and the [Student Breaches of Academic Integrity Procedure](#).
- Except where indicated through references/citations, all assessment submitted will be my own work, based on my personal study and/or research.
- I will not collude with another student or person in the production of assessment in this course unless group work and collaboration is an expectation of the assessment item.
- No assessment item has been submitted for assessment in any other course at Griffith, or at any other University or at any other time in the same course without the permission of the relevant Course Convenor.
- I will not copy in part or in whole or otherwise plagiarise the work of other students and/or other persons.
- I will not make any of my assessment in this course available to another student, without the permission of the Course Convenor.
- In the case of online quizzes and examinations, I will only access the materials permitted in the exam instructions and limit my internet usage to what is needed to take the exam.

I accept that should I be found to be in breach of the non-disclosure provision identified above, action will be taken under the [Student Academic Integrity Policy](#). Penalties may include failing the course or exclusion from the University.

I also **acknowledge** and agree that the course convenor may:

- Give access to assessment to another Griffith staff member for the purpose of marking.
- Submit assessment items to a text-matching service. This web-based service will retain a copy of any assessment item for checking the work of other students but will not reproduce it in any form.
- Use assessment items for the purposes of moderation, or as exemplars, according to University policies.

3.5 Other Learning Resources & Information

Reading packets of selected poetry and critical prose will be placed on Learning@Griffith each week. You will need to be able to access these readings during lectures and seminars, whether electronically or in hard copy. It is strongly recommended that you print out each reading packet so that you can make notes on the material during class.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
4 Mar 24	Introduction (Lecture): An introduction to the course content and themes, and to poetry itself.	1, 2, 5
11 Mar 24	MODULE 1: The Materials of Poetry (Lecture): The Image	1, 2, 5
18 Mar 24	The Materials of Poetry (Lecture): Visual Poetry	1, 2, 5
25 Mar 24	The Materials of Poetry (Lecture): Poetics of Closure	1, 2, 5
8 Apr 24	The Materials of Poetry (Lecture): Open Poetics	1, 2, 5
15 Apr 24	The Materials of Poetry (Lecture): Poetry and Translation	1, 2, 5
22 Apr 24	MODULE 2: Themes in Poetry (Lecture): Feminist Poetics	1, 2, 5
29 Apr 24	Themes in Poetry (Lecture): Indigenous Poetics	1, 2, 5
6 May 24	Themes in Poetry (Lecture): Decolonial Poetics	1, 2, 5
13 May 24	Themes in Poetry (Lecture): Poetry and the More-than-Human	1, 2, 5
20 May 24	NO LECTURE OR TUTORIAL (Self Directed Learning): No lecture or tutorial will be held this week so that students have extra time to prepare their Major Projects.	1, 2, 5
27 May 24	NO LECTURE OR TUTORIAL (Consultation): Individual consultation with your tutor for feedback on your Major Assessment.	1, 2, 5

4.2 Other Teaching and Learning Activities Information

This course is composed of a 1-hour lecture and 2-hour seminar. Students are required to attend at least 80% of seminars, and to listen to each week's lecture before the seminar.

Seminars will focus on group work involving discussion of the week's lecture and readings. It is essential that you complete the readings before each week's seminar.

Please note:

- There will be no tutorial on the Gold Coast on Easter Monday 10 April.
- There will be no tutorial at Nathan on Anzac Day Tuesday 25 April.
- The tutorial for the Gold Coast Monday 01 May will be moved to Wednesday 03 May. Room TBA.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
Academic development holistic assessment Seminar contributions	11 Mar 24 - 17 May 24	20%	20 marks	1, 2, 5	
Assignment - Written Assignment Short Essay	18 Mar 24 - 20 May 24	20%	20 marks	1, 2, 3, 4, 5	
Assignment - Written Assignment Major Assessment	5 Jun 24	60%	60 marks	1, 2, 3, 4, 5	

5.2 Assessment Detail

Title: Seminar contributions

Type: Academic development holistic assessment

Learning Outcomes Assessed: 1, 2, 5

Due Date:

11 Mar 24 - 17 May 24

Weight: 20%

Marked out of: 20

Task Description:

This course is based in part on a model of learning through dialogue and discussion, where students and the lecturer work collegially to advance everyone's knowledge and ideas. In-class discussion is therefore an important part of the assessment. Your contributions will involve group work, in-class activities, and guided discussions with your peers.

IMPORTANT: part of your grade for this item is based on your written responses to the weekly readings. You are required to come to each seminar with at least two **specific**, written comments or questions about the poems being discussed. Please hand these comments/questions to your tutor at the start of class.

Criteria & Marking:

Seminar contributions will be assessed according to a) the quality of your contributions to group discussion throughout the semester (60%), and b) the quality of your weekly, written questions/comments (40%).

Submission: In Person at the School Department. Submission of comments/questions must be in hard copy at the start of each tutorial.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity

Title: Short Essay

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 3, 4, 5

Due Date:

18 Mar 24 - 20 May 24

Weight: 20%

Marked out of: 20

Task Description:

The Short Essay will be a condensed analysis of a selection of 2-3 poems from one week's readings. The word length is 1200-1500 words.

Each student will be assigned a week during Week 1. Your Short Essay will be due on the Monday after the week you are assigned (eg. if you have been assigned Week 2, then your essay will be due by the end of Monday, Week 3).

Criteria & Marking:

The Short Essay should be written according to academic conventions, with a proper introduction and conclusion, formal English, and the use of secondary sources where necessary.

You are welcome to choose any poems from the week that you have been assigned, and you are welcome to discuss them in any way you wish, however you should explain:

- **why** you have chosen those poems in particular, and
- how they are **similar** to and/or **different** from one another.

Your essay should incorporate points from the week's **lecture** and, ideally, points raised in the subsequent **seminar discussion**. You may also wish to conduct **further research** into the relevant poets, styles and/or themes. Don't forget that all sources (including the poems, the lectures and any further research) must be **properly cited**, and a bibliography must be included.

A detailed criteria sheet will be posted on Canvas in Week 1.

Resubmission:

If a student fails this assessment, a period of 5 working days will be granted to submit a revised version of the essay, which will be eligible for a Pass/Fail mark only.

Submission: Text Matching Tool - Turnitin.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- may be available for resubmission (see conditions outlined in Resubmission)

Title: Major Assessment

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 3, 4, 5

Due Date:

5 Jun 24

Weight: 60%

Marked out of: 60

Task Description:

For the Major Assessment you can choose one of the following options (which will be explained in detail during the semester):

1) Translation Exercise

For this assessment, you can translate a selection of poems from another language. The poems must be from one poet only. You should translate a suite of poems, or one long poem, that equates to approximately 8-9 pages (double spaced). You will receive extra marks for translating poems that have not been translated into English previously.

In addition to the translations, you will provide a brief exegetical essay of 1000 words that a) explains why you chose those poems in particular, b) briefly contextualises the poems with reference to the poet and the context(s) in which they were written, and c) outlines why your versions differ from previous translations of the same poems (if relevant).

2) Research Essay

Your Research Essay will be on a topic of your choice. The only requirement is that your topic relates to the material in the course. For example, you may choose to focus on a particular poet from the readings, or on particular thematic, formal or aesthetic issue that is discussed during the lectures. To be successful, your Research Essay will need to identify a clear hypothesis or research question.

Length: 3000 words (minimum)

*** In Week 12 there will be an opportunity to meet with your tutor to discuss your Major Assignment. Bookings for these meetings will be made in Week 11.**

Criteria & Marking:

*** Detailed criteria will be placed on L@G during the trimester.**

Your **translations** will be evaluated in terms of the following:

- the success of your translations as poems in English;
- the originality of your translations with relation to previous translations of the same poems (if relevant);
- the difficulty of the source poems and of the language in which they were written.

Your **exegetical essay** (Translation Exercise) and your **Research Essay** will be evaluated in terms of the following:

- clear expression using academic English;
- cogent argumentation;
- effective use of textual evidence, including proper citations and a bibliography;
- correct grammar and spelling;
- for a really good mark, some freshness and originality in your reading, thinking & writing.

Resubmission:

If a student fails this assessment, a period of 5 working days will be granted to submit a revised version of the essay, which will be eligible for a Pass/Fail mark only.

Submission: Text Matching Tool - Turnitin.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- may be available for resubmission (see conditions outlined in Resubmission)

5.3 Late Submission

For all courses (other than Honours Dissertation Courses): Refer to the [Assessment Procedure for Students](#).

For all Honours Dissertation courses: Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

5.4 Other Assessment Information

Supplementary Assessment is not available for this course.

Please see the [Assessment Procedure for Students](#) for more information.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's policies can be found in the [Griffith Policy Library](#).

Specific assessment policies include:

- [Assessment Policy](#)
- [Assessment Procedure for Students](#)

LHS School of Humanities, Languages and Social Science

Assessment Guidelines

A formal Referencing Style Handbook is available on the [Learning@Griffith](#) course website.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

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 is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#). Links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Student Conduct Safety and Wellbeing](#)
- [Enrolment Policy](#)
- [Student Charter Framework](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedure](#)
- [Student Complaints Policy](#)
- [Students with Disabilities Policy](#)

Other Course Guidelines

Students should refer to the course's Learning@Griffith site for further information about this course.

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Critically analyse diversities of culture, history and environment in a range of 20th and 21st century poems.

- 2 Exercise critical judgement of diverse aesthetic qualities in poetic styles.
- 3 Draw on secondary sources to validate arguments from different positions.
- 4 Source, analyse and present results of independent research as a coherent argument.
- 5 Reflect on the diverse cultural contexts in which poetry is composed.

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
Introduction (Lecture)	●	●			●
MODULE 1: The Materials of Poetry (Lecture)	●	●			●
The Materials of Poetry (Lecture)	●	●			●
The Materials of Poetry (Lecture)	●	●			●
The Materials of Poetry (Lecture)	●	●			●
The Materials of Poetry (Lecture)	●	●			●
MODULE 2: Themes in Poetry (Lecture)	●	●			●
Themes in Poetry (Lecture)	●	●			●
Themes in Poetry (Lecture)	●	●			●
Themes in Poetry (Lecture)	●	●			●
NO LECTURE OR TUTORIAL (Self Directed Learning)	●	●			●
NO LECTURE OR TUTORIAL (Consultation)	●	●			●
ASSESSMENT TASKS					
Seminar contributions	●	●			●
Short Essay	●	●	●	●	●
Major Assessment	●	●	●	●	●

Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial		•	•
Socially responsible and engaged in their communities		•	
Culturally capable when working with First Australians	•	•	
Effective in culturally diverse and international environments	•	•	