



&lt;insert course name here&gt;

&lt;insert course code number here&gt;

**I. COURSE DESCRIPTION: I**

In this course, CICE students with assistance from a Learning Specialist, will examine the function of poetry in society. The course will explore poetry as a historical record, a document and catalyst of social movements, as well as an expression of language. The course will examine some the major poetic movements and innovations and how these have assisted in the cultural development of North America. Throughout the course, CICE students will trace the various poetic forms and manifestations from classical poetry to contemporary hip hop. CICE students will also explore the many therapeutic and educational applications of poetry.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Identify the major movements, works and poets in the history of English poetry.

Potential Elements of the Performance:

- Develop a basic understanding of the social and literary importance of specific literary movements
- List various styles and features of the various poetic movements
- Explain the social and psychological contributions of the major poetic movements and the participating poets
- Describe the evolution of poetry and the social contexts from which they arise

2. Explain the techniques of poetic expression.

Potential Elements of the Performance:

- Develop a basic understanding the function of the line
- Identify the poet's use of rhythm and rhyme
- Identify the use of imagery and language for poetic purposes
- Experience the link between poetry and speech

3. Explore the social relevance of poetry.

Potential Elements of the Performance:

- Design and Conduct a poetry appreciation survey
- Reflect on the survey results

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- Attend and respond to a poetry event
  - Assess the nature of work: is poetry work?
4. List the challenges met by poets throughout history.

Potential Elements of the Performance:

- Examine the stigma surrounding poetry
  - Consider the challenges faced by poets who oppose socio-political norms
  - Explore the economics of poetry
  - Investigate the censorship of poets and their work
5. Analyze and practice critical assessments of poems and poetry events.

Potential Elements of the Performance:

- Read critical appraisals of poetry and essays of literary theory
- Write critical appraisals/reviews of poems and poetry events
- Identify differences between liking a work and appreciating it
- Identify differences between criticism and judgment

**III. TOPICS may include:**

1. The poetic voice and the authorial voice: who is speaking and where do poems come from?
2. The poet's tools: The language of image and symbol; the importance of the line; experimental poetry.
3. Nature and poetry.
4. Publishing and Censorship: the publishing industry as it relates to poetry and why poetry is often the target for censorship.
5. Poetry and Social Movements: Revolution, War and Peace.

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**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Gioia, D. 100 great poets of the English language. New York: Penguin, 2005.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

<b>Response and Activity Assignments</b> Short in-class assignments and responses.	<b>35%</b>
<b>Book or Event Review</b>	<b>15%</b>
<b>Class Project</b>	<b>25%</b>
<b>Major Assignment</b> One of: <ul style="list-style-type: none"> <li>• Research Essay;</li> <li>• Oral Presentation with written commentary;</li> <li>• Completion of a poetry manuscript (10-15 poems);</li> <li>• Poetry Journal</li> </ul>	<b>25%</b>
<b>TOTAL</b>	<b>100%</b>

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been	

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	awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

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**VI. SPECIAL NOTES:****The Addendum****Course Outline Amendments:**

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

**Retention of Course Outlines:**

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

**Prior Learning Assessment:**

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

**Attendance:**

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

**\*\*Response Assignments will be accepted only from students in attendance. Students must inform the professor 24 hours in advance of any anticipated absence.**

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**Accessibility Services:**

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

**Communication:**

The College considers *Desire2Learn (D2L)* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool.

**Plagiarism:**

Students should refer to the definition of “academic dishonesty” in Student Code of Conduct. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

NOTE: The Learning Specialist will assist the CICE student with APA formatting.

**Tuition Default:**

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of <choose November, March, or June> will be removed from placement and clinical

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activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

**Student Portal:**

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

**Electronic Devices in the Classroom:**

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.