

B3EN230511T

Semester: 5	
Programme : ENGLISH	
Course : AN INTRODUCTION TO BRITISH & AMERICAN POETRY	
Paper code: B3EN230511T	Credits: 4
Hours/week : 4	
Category: Core/MDC/SEC/VAC : CORE (MINOR)	
Theory / Practical / Composite : THEORY	
No of Modules : 2	

Course Overview: This course is designed to introduce the students to a study of poetry so that they are able to appreciate the form, content and diversity of English and American poetry.

Course Outcome:

1. **Remember:** Key poetic forms (sonnet, ode, elegy, dramatic monologue) and recognize major poets and their historical-literary contexts.
2. **Understand:** How poetic structure, diction, and imagery contribute to meaning across diverse genres and traditions.
3. **Apply:** Close reading techniques to the interpretation of selected poems, demonstrating awareness of poetic devices, voice, tone
4. **Analyze:** How poets engage with themes of identity, nature, mortality, war, and cultural imagination across time and geography.
5. **Evaluate:** The relationship between poetic form and socio-political content, especially in poems addressing gender, race, class, and nationhood
6. **Create:** Original responses—analytical or creative—that reflect an understanding of poetic form, thematic depth, and cultural resonance.

Prerequisites: *Basic knowledge about any prior course*

SYLLABUS

UNIT/Module	CONTENT	HOURS or NUMBER OF CLASSES	CO Mapping	COGNITIVE LEVEL
I.	<p>Introduction to Poetry: Form and Tradition</p> <p>Sonnet: William Shakespeare: Sonnet 116/Sonnet 130 or Elizabeth Barrett Browning: ‘How Do I Love Thee?’</p> <p>Ode: John Keats: ‘Ode to a Nightingale’ or P.B. Shelley: ‘To a Skylark’</p> <p>Elegy: John Donne: ‘Death Be Not Proud’ or Dylan Thomas: ‘Do not go gentle into that good night’</p> <p>Dramatic monologue & dramatic lyric: Robert Browning: ‘My Last Duchess’ or ‘Porphyria’s Lover’</p>	24	<p>CO1</p> <p>CO2</p> <p>CO3</p> <p>CO4</p> <p>CO5</p> <p>CO6</p>	<p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> <p>K5</p> <p>K6</p>

II.	<p>Poetry and the Cultural imagination: Identity, Politics and Place</p> <p><u>The Poet, the Self and the World:</u> John Milton: 'On His Blindness' Alfred Tennyson: 'Ulysses' Emily Dickinson: 'A Word dropped careless on a page' or 'Because I Could Not Stop for Death' T.S. Eliot: 'The Love Song of J. Alfred Prufrock' Wallace Stevens: 'Anecdote of the Jar' Imitiaz Dharker: 'Tissue'</p> <p><u>Nature, Environment, Pastoral:</u> William Wordsworth: 'The Solitary Reaper' Robert Frost: 'Mending Wall' or 'Birches' Elizabeth Bishop: 'The Fish' Ted Hughes: 'Hawk Roosting' Seamus Heaney: 'Digging'</p> <p><u>War, Politics, Nation:</u> Walt Whitman: 'I hear America Singing' W.B. Yeats: 'The Second Coming' Wilfred Owen: 'Anthem for Doomed Youth' W.H. Auden: 'The Shield of Achilles' or 'September 1,1939' Carol Ann Duffy: 'War Photographer'</p> <p><u>Gender, Race and Class:</u> Langston Hughes: 'The Negro Speaks of River' Gwendolyn Brooks: 'We Real Cool' Anne Sexton: 'Her Kind' Mary Oliver: 'Wild Geese' Eavan Boland: 'Ode to Suburbia' (The selection of texts will be determined by the course instructor)</p>	24	CO1 CO2 CO3 CO4 CO5 CO6	K1 K2 K3 K4 K5 K6
Text Books				
TO BE SPECIFIED BY COURSE INSTRUCTORS				
Suggested readings				

TO BE ANNOUNCED BY INDIVIDUAL PROFESSORS IN CLASS

Web Resources

TO BE SPECIFIED BY COURSE INSTRUCTORS

Evaluation

Evaluation

Theory CIA: 30

20 marks Assessment; 5 marks assignment; 5 marks Attendance

End-Semester: 70

MODULE I: 25 MODULE II: 45

Paper Structure for Theory Semester Exam:

MODULE ONE

One long question out of three: 1 x 15=15

One reference to context out of three: 1x10= 10

MODULE TWO

Three long questions out of five: 3x15=45

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Remember : Key poetic forms (sonnet, ode, elegy, dramatic monologue) and recognize major poets and their historical-literary contexts.	K1
CO2	Understand: How poetic structure, diction, and imagery contribute to meaning across diverse genres and traditions.	K2
CO3	Apply: Close reading techniques to the interpretation of selected poems, demonstrating awareness of poetic devices, voice, tone	K3
CO4	Analyze: How poets engage with themes of identity, nature, mortality, war, and cultural imagination across time and geography.	K4
CO5	Evaluate: The relationship between poetic form and socio-political content, especially in poems addressing gender, race, class, and nationhood	K5
CO6	Create: Original responses—analytical or creative—that reflect an understanding of poetic form, thematic depth, and cultural resonance.	K6

