

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	CBS2A02
Subject Title	Human Nature Through Poets' Eyes
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	English proficiency
Objectives	The subject examines human nature around the world through a close study of poems, both ancient and modern. The comparison of poems on related topics helps to put cultural differences in focus, and allows a deeper understanding of both one's own cultural tradition and of foreign traditions. Though examples are selected from around the world, including North and South America, Europe, Africa, and Asia, there is an emphasis on poems in Chinese and English, which students are expected to read in the original languages.
Intended Learning Outcomes (Note 1)	Upon completion of the subject, students will be able to: (a) identify representative poems from the world's great literary traditions. (b) interpret poetry in a sensitive and historically informed manner. (c) discuss how poetry provides insight into fundamental concerns related to human nature. (d) appreciate and enjoy both Chinese poetry and non-Chinese poetry.
Subject Synopsis/ Indicative Syllabus (Note 2)	1. Introduction: poetry and human experience in China and elsewhere 2. Nature poetry (Bashō, Meng Haoran, Senghor) 3. Love poetry (Catullus, Shakespeare, Shelley, Dante, Lorca) 4. Melancholy poetry (Housman, Arnold, Qu Yuan) 5. Autobiographical poetry (Plath, Rimbaud, Montale, Tao Qian) 6. Women's poetry (Sappho, Li Qingzhao, Sexton) 7. War poetry (Owen, Yeats, Akhmatova, Du Fu) 8. Comical poetry (limericks, <i>senryū</i> , Nash) 9. Mystical poetry (St. John of the Cross, Herbert, Rilke, Yeats) 10. Poetry of mourning (Milton, Pan Yue) 11. Dramatic poetry (Shakespeare, Browning, Tang Xianzu)
Teaching/Learning Methodology (Note 3)	The subject combines lectures with various activities intended to encourage the students to approach the poems more directly, including discussion, writing exercises, and presentations.

Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Quizzes	10%	√	√			
	2. Response papers	40%		√	√	√	
	3. Presentation	20%		√	√	√	
	4. Final exam	30%	√	√	√	√	
	Total	100 %					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Quizzes and final exam are appropriate to assess students' retention of subject matter and basic recognition of poems (a). All assessment forms are used to assess students' ability to understand and interpret poems (b). With the exception of the quizzes, the other modes of assessment all assess students' ability at higher-order reflection on the significance and importance of texts studied: (c) and (d).</p>							
Student Study Effort Expected	Class contact:						
	▪ Lecture		14 Hrs.				
	▪ Seminar		28 Hrs.				
	Other student study effort:						
	▪ Review and reading		42 Hrs.				
	▪ Writing of assignments		42 Hrs.				
	Total student study effort		126 Hrs.				
Reading List and References	<p>Fussell, Paul. 1979. <i>Poetic Meter and Poetic Form</i>. New York: Random House.</p> <p>Miner, Earl. 1990. <i>Comparative Poetics: An Intercultural Essay on Theories of Literature</i>. Stanford: Stanford University Press.</p> <p>Zhang Longxi. 1992. <i>The Tao and the Logos: Literary Hermeneutics East and West</i>. Durham: Duke University Press.</p> <p>Cranston, Edwin. 1993-. <i>A Waka Anthology</i>. Stanford: Stanford University Press.</p> <p>Gross, John, ed. 1994. <i>Oxford Book of Comic Verse</i>. Oxford, New York: Oxford</p>						

	<p>University Press.</p> <p>Milosz, Czeslaw. 1996. <i>A Book of Luminous Things</i>. New York: Harcourt and Brace.</p> <p>Vendler, Helen. 1997. <i>Poems, Poets, Poetry: An Introduction and Anthology</i>. Boston: Bedford Books of St. Martin's Press.</p> <p>Lawall, Sarah, ed. 2002. <i>Norton Anthology of World Literature</i>. New York: Norton.</p> <p>Arp, Thomas. 2002. <i>Perrine's Sound and Sense</i>. Boston: Thomas Wadsworth.</p> <p>Fry, Stephen. 2005. <i>The Ode Less Travelled: Unlocking the Poet Within</i>. London: Hutchison.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.