

Ange Mlinko

M 9-11, CBD 0224

Office hours: Monday before class or by appointment

Turlington 4211-E

Email: amlinko@ufl.edu, but only for messages that are time-sensitive or concerning matters outside the course. UF administration mandates that we communicate about this class through Canvas email whenever possible (ostensibly for security reasons).

Required Texts: Weekly PDF downloads, plus four collections: Rosamund Stanhope's *So I Looked Down to Camelot*, Don Paterson's *Rain*, Louise Glück's *Averno*, and James Merrill's *Selected Poems*.

Recommended Texts: Oxford English Dictionary; Princeton Encyclopedia of Poetry and Poetics. Both are available through the Smathers Library portal.

Course objective: Going back centuries, rhetoric has (had?) always been a component of a poet's formal education. Some rhetorical tropes like metaphor and metonymy are perennials of lyric poetry; some tropes are antilyrical, like irony; some tropes are ornamental, like simile; some are philosophical, like paradox. I argue that, in the absence of meter and rhyme in American poetry, rhetorical tropes have become the major organizing principles of free verse.

However formal(ist) all that may sound, this course will emphasize the verbal pleasure and ingenuity to be found in the poems, as well as the intellectual force of the *thinker* driving the versifier. And some of the material will be heartbreaking.

Calendar

August 23 - Metaphor

August 30 - Metonym

September 6 - Labor Day holiday

September 13 - Discussion: Rosamund Stanhope's *So I Looked Down to Camelot*

September 20 - Apophasis

September 27 - Irony and Paradox

October 4 - Discussion: Don Paterson's *Rain*

October 11 - Apostrophe and Prosopopoeia

October 18 - Recapitulation and Revision

October 25 - Discussion: Louise Glück's *Averno*

November 1 - Paranomasia

November 8 - Simile

November 15 - Discussion: James Merrill's *Selected Poems*

November 22 - Anaphora

November 29 - Anachronism and Cliché

December 6 - Revisions

Reading

I hope to look microscopically at these tropes through the PDF packets, then more globally when we discuss book-length poetry collections. Please print out these PDF poems and annotate them freely to aid classroom discussion. Look up exotic words and references—I will call on you to explain them. Have the books in hand—electronic copies are no substitute.

Writing

This is not a workshop, but you will practice these devices. Try your hand at them and bring copies for the class each week.

If you need supplemental reading on the definition of a trope, I urge you to consult the *Princeton Encyclopedia of Poetry and Poetics*, the *Oxford English Dictionary*, and/or any guide to classical rhetoric.

Please only bring written work to class that deploys the trope for that week. These are meant to be studies in **imitatio**.*

Each written assignment should be a sonnet at minimum (14 lines) **or** 200 words in prose form—even better if you can make it very stylish, like a 200-word complete grammatical sentence. Maximum length no more than 2 pages.

Grading

You will be graded on your attendance and participation in class. As this is a seminar-style class, not a lecture, there is no way to recapture the epiphanies of a missed session. One absence carries no penalty; subsequent absences will be excused if you **promptly** submit response papers for each trope you were absent for (500 words within two weeks of the absence). Otherwise, each absence will result in a half-grade reduction.†

* If you completely miss the mark on your assignment—for instance, misunderstanding the trope—you can re-submit it later as a revision.

† If you come down with something medically serious, like Covid, you will get an extension for response papers.

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

[E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

[Career Resource Center](#), Reitz Union, 392-1601. Career assistance and counseling.

[Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

[Student Complaints Campus](#)

[On-Line Students Complaints](#)