

CRW 1301: Poetry Writing

Section 1653
Fall 2013
Wednesday 10-E1, CBD 0212

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Office Hours: Wednesday 4:00-5:00

Course Description

CRW 1301 is a poetry course that emphasizes reading, writing, and criticizing poetry. This seminar/workshop operates on the philosophy that you must become a skilled, critical reader of poetry in order to become a better writer of it. Our discussions will employ the types of vocabulary and considerations specific to poetry. These discussions should help you to articulate your impressions and criticisms, a facility you'll need in the second half of the course, where, in addition to studying published poems, you'll be workshopping the poems of your peers and writing original poetry yourself.

Statement of Objectives

The student learning outcomes for this course are as detailed in the Undergraduate Catalog at <http://www.registrar.ufl.edu/catalog/policies/advisinggenerated.html#requirements>.

Required Texts

The following texts are available at the Reitz Union Bookstore:

- *Introduction to Poetry*, X.J. Kennedy & Dana Gioia
13th Edition, Longman, ISBN# 0321470346
- *Norton Anthology of Poetry*, edited by Ferguson, Salter, Stallworthy
5th Edition, W.W. Norton & Company, Inc., ISBN# 0393979202

Recommended, but not required:

- *The Elements of Style*, William Strunk, Jr. & E. B. White
4th Edition, ISBN# 7603200544

Additionally, you will be asked to do a lot of printing for this class; you will need to bring copies of the week's workshop poems to class with you, and I will frequently post PDF readings. Please arrange to have access to a printer and printing supplies.

Course Requirements

Assignments

Point Breakdown

Creative Writing Component		Subtotal: 500 points
8 Poem Drafts		50 points each = 400
Final Portfolio with Revised Poems		100 points
Analytical Writing Component	Total: 6000 words	Subtotal: 350 points
4 Close Readings	2000 words (500 each)	100 points (25 each)
Anthology with Critical Introduction	1500-word intro	100 points
Book Review	1500 words	100 points
Introduction to Final Portfolio	1000 words	50 points
Participation		150 points
		TOTAL: 1000 points

Assignment Descriptions

Poems (8 x 50 points each = 400 total points):

You will write a total of eight poems over the course of the semester. The first two will be turned in only to me. Starting with Poem 3, we will workshop poems in class.

Requirements:

- Poems must:
 - be single spaced with 1" margins
 - be left-justified (not center- or right-, although indentation and other variations in form are allowed)
 - be written in Times New Roman font, size 12
 - have your name and the assignment number at the top of the page.
- Poems must respond to the assignment given.
- Poems must be written in complete sentences (if you eliminated the line breaks, the text would read coherently and be grammatically correct).

Workshop Procedure: Turn your poem in to E-Learning as a .doc or .rtf attachment before class on the date that it is due. I will read all the poems and randomly select half of them to workshop the following

week. (Each student's work will be workshopped three to four times throughout the semester.) I will upload all of the poems to be workshopped to an announcement on our E-Learning site by the end of the day on Thursday. Please PRINT OUT all poems to be workshopped, read each carefully (at least two times), and mark up the copies with feedback. Prepare at least TWO POSITIVE and TWO CRITICAL comments for each poem, and be prepared to share them during workshop. Bring the copies to class on the day of workshop. At the end of class, you will return the poems to the poets who wrote them.

Close Readings (2000 words, 100 points):

You will conduct 4 separate close readings. A close reading involves observing facts and details in a text then using that textual evidence as support for a greater argument. For these papers you will rely entirely on your observations of the text and will not use any sources. A close reading goes beyond what a poem is saying and makes detailed observations about *how* a poem is communicating. It is strongly suggested that you pick short poems (less than 20 lines) for your first two close readings. This will allow you to dig deeper into the poem and become comfortable with conducting a more thorough examination of the text. A close reading should go beyond theme or motif and note puns, word choice, line breaks, rhythm/meter, structure, juxtaposition, irony, etc and demonstrate how all these elements fit together (or not). You will then interpret the poem based on the patterns or tensions in your observations. All of your paper's claims should be supported with integrated and explicated quotes. Despite the limited word count (500) these papers should show a thorough understanding of the ins and outs of the poem.

Poetry Anthology with (1500 word) Critical Introduction (100 points):

You will create your own anthology of contemporary poetry by selecting eight poems by current poets that we have not examined in class. You will choose a theme to guide your selection process: a specific issue or current event with global, political, economic, social, or environmental implications. Your introduction will explain the connective threads between the poems as well as your criteria in choosing them.

The goals of this assignment are to expand the breadth of voices in the poetry classroom, to give students the opportunity to investigate individual interests, to learn about criteria and evaluation arguments, and to promote critical thinking about the issue of what makes a poem "good" or worthy of inclusion in a certain category.

Book Review (1500 words, 100 points):

You will find and read a full-length book of poems by a single poet that has been released in the past five years and write a review of the work. For this assignment, we will practice not only reading poems closely, but also engaging our own critical opinions and examining the way poems work together to form a complete volume.

Final Portfolio with 1000 word-introduction (150 points):

Portfolio (100 out of 150 points): Near the end of the semester, you will revise at least five poems, taking into account my feedback and the feedback of your peers, as well as your own vigorous reexamination of each poem. The portfolio will be graded as a whole based on the quality of your revisions and the scope of your improvement throughout the semester.

Introduction (1000 words; 50 out of 150 points): You will reflect on your writing processes for the poems you've written throughout the semester, you will discuss your revision tactics, and you will examine your own growth as a poet. You will also look at your poems as a collected body of work and examine any themes or questions that arise from them being put into proximity.

Participation (150 points):

Because this is a discussion- and workshop-based class, you are expected to be an active participant.

Reading Quizzes and Homework (50 out of 150 points): Students are responsible for completing all assigned reading each week, as well as for reading the workshop poems and for writing comments on them. At several points during the semester, I will give unannounced reading and participation quizzes ranging from 5-15 points. **Quizzes cannot be made up in the case of absence.** There will also be infrequent homework assignments, ranging in value from 5-15 points.

Class Discussion and Workshop Participation (50 out of 150 points): To receive full participation points, you should speak up **at least once** during each class discussion. In workshops, you should be a vocal, but respectful, participant. Not participating in class is an indication to me that you have not done the readings or that you are not engaged in the course.

Recitation in Conference (50 out of 150 points): Memorization has, historically more than recently, played a vital role in the teaching of poetry. Poetry is an oral art. And while we will be studying poems as text, it is equally important for you to engage in poetry away from the page. Once you have memorized a poem it becomes your poem as much as the author's. Hopefully by the end of the course you will not only be able to recall the poem, but the poem will recall itself to you (a very common experience for poetry readers). Through memorization you will expand upon your experience of poetry by thinking and feeling *your own way* through a poem.

This assignment will take the form of a conference and every student will meet with me once during the course of the semester. A week before our conference you will email me a copy of the poem that you will present. Your presentation should include recitation (from memory), a brief overview of the formal elements, and eventually a more informal discussion about what you find most engaging or intriguing about the poem you have selected. You are welcome to refer to your notes AFTER you have finished your recitation.

Your grade largely will largely depend upon your ability to fully recite the poem. You should select a poem between 120-180 syllables (roughly sonnet length) by a published and respected author.

Grading Scale

A	4.0	93-100%	C	2.0	73-76%
A-	3.67	90-92%	C-	1.67	70-72%
B+	3.33	87-89%	D+	1.33	67-69%
B	3.0	83-86%	D	1.0	63-66%
B-	2.67	80-82%	D-	0.67	60-62%
C+	2.33	77-79%	E	0.00	0-59%

Grading Criteria

All larger assignments will be graded on a point scale, with letter grade equivalents. However, the poem drafts will initially be graded on a check, check-plus, check-minus scale. At the end of the semester, you will receive an overall grade for all poem drafts (out of 400 points). The overall grade is based on how well the poems respond to the prompts, how well they show an understanding of poetic concepts learned in class, overall level of effort, and improvement over the course of the semester. If you'd like to discuss your progress at any point, please feel free to email me so that we can set up a time to meet. Refer to the table on the next page for an explanation of letter grades.

Grade	Essays	Poems
A	An "A" paper responds to the assignment prompt in full. It presents an original, specific, and clearly worded argument supported by sufficient evidence from authoritative sources. Writing style is engaging, clear, and concise, and the paper employs a logical organization. It is free from mechanical or formatting errors and cites sources using the proper citation format.	An "A" poem responds to the assignment prompt in full. It uses vivid and carefully considered language and follows an original and cohesive vision. It employs poetic techniques discussed in class to a constructive purpose. Its sentences make complete grammatical sense and it is free from mechanical or formatting errors.
B	A "B" paper responds to the assignment prompt. It presents an original argument, but ideas may need further development or clearer articulation. The argument is supported by evidence. Writing style is generally clear and organization is logical, but there is room for improvement. There are very few mechanical errors and sources are cited properly.	A "B" poem responds to the assignment prompt. It presents a unique vision, but ideas may need further development. It uses poetic techniques but could be doing more to bring craft and drama to the poem. Language used is effective but may need some refining. There are very few mechanical errors.
C	A "C" paper may not fully respond to the prompt. Argument is overly broad or in need of clarification and development. Some evidence is used to support the argument, but claims are not sufficiently defended. Writing style lacks clarity and organization is problematic. Several mechanical errors or incorrect citations.	A "C" poem may not fully respond to the prompt. Vision is disjointed or overly clichéd. Poetic techniques are not used to their fullest potential. Language seems hastily chosen or unoriginal. There are several mechanical errors.
D	A "D" paper does not fully respond to the assignment prompt. Argument is underdeveloped or nonexistent. Little or no evidence is used to support claims. Writing style and organization are unclear. Many mechanical errors or incorrect citations.	A "D" poem does not fully respond to the assignment prompt. Poem seems hastily written with little overall vision to hold it together, unoriginal word choices, and many mechanical errors. Poetic techniques are missing or misused.
E	An "E" paper fails to respond to the assignment prompt (<u>including papers that do not meet the minimum word requirement</u>). Papers that are late or plagiarized will also receive an "E."	An "E" poem fails to respond to the assignment prompt. Poems that are late or plagiarized will also receive an "E."

Course Policies and Procedures

Attendance and Tardiness

You are allowed two unexcused absences. A third absence will lower your grade by an entire letter. If you accumulate four unexcused absences, you will fail the course.

An absence will count as excused only if the student is participating in a university-sponsored event (athletics, theater, music, field trip, religious holidays) and provides documentation from an appropriate authority. Absences related to university-sponsored events must be discussed with me PRIOR to the date that will be missed.

I take roll at the beginning of class. If you enter class after roll has been called, you are late. Every two instances of tardiness will count as one absence. If you are more than 15 minutes late, you will be marked as absent for the day. Tardiness will also lower your participation grade.

PLEASE NOTE: If you are absent, it is still your responsibility to make yourself aware of all due dates and to submit the next week's assignments on time.

Classroom Etiquette

No phones or laptops in class unless we are discussing a reading that has been made available online through PDF format. Keep all electronic (or other) distractions in your bag. If I notice you using a cell phone or laptop during class, I will mark you absent for the day without a warning.

Submission Requirements

Assignments must be submitted by the correct time on the day assigned and in the specified format. Late assignments will be docked by one-half the earned letter grade for each day they are late. Minor assignments such as homework will not be accepted late. **IMPORTANT: Submissions on the E-Learning site will close 10 minutes before class starts to give students time to make it to class. You will not be able to submit your assignment after 3:55 p.m.**

Mode of Submission: All papers and poems will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to E-Learning. Final drafts should be polished and presented in a professional manner. All papers and poems must be in 12-point Times New Roman font. Poems should be single-spaced and include your name, the date, and the assignment number. Essays must be double-spaced with 1-inch margins. Please use correct MLA formatting and citation style for critical writing.

Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Conferences

I encourage you to stop by during my office hours if you have questions about your progress in the course, work we are doing, or if you have any other concerns. If my office hours do not work for you, please contact me and we can schedule a better time. Conferences on assignments can improve the quality of your final draft.

Extensions

Each student may take one “free pass” during the semester. This means that you can turn in one poem late, no questions asked, as long as you get it to me within one week. Please contact me via email **BEFORE** the assignment is due to request your free pass.

Extra Credit Opportunities

Students may earn extra credit by attending the MFA@FLA reading series—readings of original poetry and fiction by students in UF’s Masters in Fine Arts in creative writing program. These readings take place certain Thursdays at 8 p.m. at Volta Coffee downtown and last approximately 1 hour. See the schedule below for dates. Each reading attended is worth 10 points of extra credit.

Grade Appeals

In 1000- and 2000- level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant. Grade appeals may result in a higher, unchanged, or lower final grade.

Statement of Composition (C) Credit

This course can satisfy the UF General Education requirement for Composition. For more information, see:

<http://www.registrar.ufl.edu/catalog/policies/advisinggened.html>

Statement of Writing (formerly Gordon Rule) Requirement

This course can satisfy the UF requirement for Writing. For more information, see:

<http://www.registrar.ufl.edu/catalog/policies/advisinggordon.html>

Statement of Student Disability Services

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities in the classroom. For more information, see:

<http://www.dso.ufl.edu/drc/>

Statement on Harassment

UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see:

<http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4041>

Statement on Academic Honesty

All students are required to abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see:

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Statement on Grades and Grading Policies

For information on current UF grading policies for assigning grade points, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Statement on Grade Point Equivalencies

UF has recently instituted minus grades. As a result, letter grades now have different grade point equivalencies. For more information, see:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Resources for Students

The Reading and Writing Center
Teaching Center Mezzanine, SW Broward Hall
(352) 392-6420
<http://www.at.ufl.edu/rwcenter>

The Purdue Online Writing Lab (OWL)
<http://owl.english.purdue.edu/>

The Counseling and Wellness Center
3190 Radio Road
(352) 392-1575
<http://www.counseling.ufl.edu/cwc/>

Research and Documentation Online (Diana Hacker &
Barbara Fister)
<http://bcs.bedfordstmartins.com/resdoc5e/index.htm>

Schedule

This schedule is subject to change. Assignments and readings are **DUE THE DAY THEY ARE LISTED** on the syllabus, not the following week. The titles of poems you will read for each week, or the poems themselves, will be posted on the E-Learning page in the Lessons section. Please bring all books from which we have readings due to class on the day they are listed (for PDFs, print them or bring a computer).

Week 1: August 21

Introduction to Poetry Writing

Week 2: August 28

An Introduction to Poetry (IP) Ch. 1 "Reading a Poem"

Norton reading TBD

Week 3: September 4

IP Ch. 3 "Words" and Ch. 4 "Saying and Suggesting"

Norton reading TBD

Week 4: September 11

IP Ch. 2 "Listening to a Voice" and Ch. 13 "Myth and Narrative"

Norton reading TBD

Close Reading 1 Due

Week 5: September 18

IP Ch. 5 "Imagery"

Norton reading TBD

Poem 1 Due

Week 6: September 25

IP Ch. 6 "Figures of Speech"

Norton reading TBD

Close Reading 2 Due

Week 7: October 2

Read example anthology introductions (PDF)

Norton reading TBD

Poem 2 Due

Week 8: October 9

IP Ch. 8 "Sound" and Ch. 10 "Closed Form"

Norton reading TBD

Workshop of Poem 3
Poetry Anthology Due

Week 9: October 16

Norton reading TBD
Close Reading 3 Due
Poem 3 Due

Week 10: October 23

Norton reading TBD
IP Ch. 17 "Recognizing Excellence"
Poem 4 Due

Week 11: October 30

Norton reading TBD
Workshop of Poem 4
Close Reading 4 Due
Poem 5 Due

Week 12: November 6

Norton reading TBD
IP Ch. 9 "Rhythm"
Workshop of Poem 5
Poem 6 Due

Week 13: November 13

Norton reading TBD
Workshop of Poem 6
Poem 7 Due

Week 14: November 20

Norton reading TBD
Workshop of Poem 7
Poem 8 Due

Week 15: December 4

Norton reading TBD
Workshop of Poem 8
Book Review Due

Final Portfolio with Introduction Due Monday, December 9 at 5:00 p.m. through E-Learning (no in-class exam)