CRW 2300: Poetry Writing

Instructor: Olga Rukovets
Section: 2528
Wednesday 9-11, TUR 2306
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Office & Hours: Tur 4409, Weds. 3-4 or by appointment

Course Description and Objectives
In CRW 2300, students will learn to read, analyze, and write poetry. In the first half of the semester, we will read poems and learn vocabulary that is essential to the discussion and analysis of poetry. You will learn how to approach poetry with a critical (but constructive) eye. You will recognize which poems move you and why, as well as which ones don’t (and why not!)
In the second half of the semester, these skills will allow you to write your own poems and discuss the poems of your peers with the same meticulous attention. We will also practice reading poetry aloud. Throughout the course, in addition to response papers, students will memorize a poem from an established author, compile and introduce a small anthology of poetry, and submit a final portfolio of their own work with a thoughtful and detailed introduction.

This is a General Education course providing student learning outcomes listed in the Undergraduate Catalog. For more information, see https://catalog.ufl.edu/ugrad/current/advising/info/general-educationrequirement.aspx#learning

Required Texts

Supplemental readings will be provided by the Instructor. Retain all poems, handouts, and materials from this course. Start a folder or notebook the first week of class, and maintain it. You are responsible for having print-outs of readings and poems in class, and for keeping track of your own grades. We will frequently engage in in-class writing exercises, so please always have a piece of paper (ideally, a whole notebook) handy.

Assignments & Grading
This class meets the University’s 6000 word requirement in addition to the poems you’ll write throughout the semester. A revision of 6 poems is required for the final portfolio, as well as the original copies of those poems with my comments (the first draft).

Poems / Workshop
You will turn in 8 poems that respond to the assigned prompts. The first poem you turn in will NOT be workshopped.
Workshop Procedure: Bring a hard copy of your poem to class to turn into me. If it is your week to be workshopped, bring enough copies for the entire class and instructor. Please read each poem 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.

Requirements:
1. To receive credit, poems must:
   a. have 1” margins (and no double-spacing)
   b. be left-justified (not center- or right-, although indentation and other variations in form are allowed)
   c. be written in Times New Roman font, size 12
   d. have a title
   e. have your name and the assignment number at the top of the page.
2. Poems must respond to the assignment given. No end-rhyming unless the prompt says it’s OK.
3. Poems must be written in complete sentences (if you eliminated the line breaks, the text would read coherently and be grammatically correct). No fragments are allowed.

**Response Papers (3500-4000 words total)**
Seven papers (500-600 words each) during the first seven weeks discussing a poem or poem(s) covered in class or from the take-home reading and one paper reflecting on the experience of memorizing a poem (see details under “Memorized Recitation”). Prompts will be on Canvas.

**Portfolio (500-1000 words)**
You will be responsible for composing nine poems throughout the duration of this course based on prompts that I give. You will be required to bring copies for each member of the class once workshops begin. Failure to do so will result in deducted points. The final portfolio will be graded. It will include a reflection/introduction to your work, as well as a discussion of poets who have been most important to your process. The words will be comprised of three parts: a reflection on your writing processes for the poems you’ve written including a discussion of your revision methods and poetic achievements as well as your overall growth as a poet in this course; a discussion of at least two poets (or specific poems) we’ve read in this class that have influenced your writing and which literary devices or techniques you found yourself emulating; a final statement on your portfolio of poems as a whole with an explanation or analysis of thematic ties within your work and any future areas for exploration. One individual conference is recommended before the due date.

**Memorized Recitation (500 words)**
You will memorize and recite one poem (at least 14 lines in length) from your anthology before the class. To accompany this recitation, you will hand in a 1-2 page describing why you selected this particular poem. Some questions you might answer: Why did you choose this poem? Which elements of this piece made it more difficult or easier to memorize? Did you learn anything new about the poem when you began to memorize it? How did the line breaks help or hinder your recitation of the poem?

**Anthology (1000 words)**
You will create an anthology of 8-10 different poems from other poets with a 1000 word introduction. These poems should have some overlapping theme or use of a particular literary device that you will discuss critically in your introduction. You can discuss poems individually as well as group poems together for analysis of themes, devices, images, line breaks, word choice, etc.

**Grading**

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<tr>
<th>Assignment</th>
<th>Point Value</th>
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<td>Poem Completion</td>
<td>10 points (80 points total for 8 poems)</td>
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Response Papers | 50 points (400 points total for 8 papers)
Memorized Recitation | 50 points
Anthology | 110 points
Portfolio (Poems and Final Introduction) | 250 points
Participation and Workshop Attendance | 110 points

Total: 1000 points

Rubric
“A” — A paper at this grade was done at an extraordinarily high-quality level. The work demonstrates an in-depth understanding of the concepts covered, and shows a thoughtful amount of creativity. This paper shows all the qualities listed below for a “B”, but goes beyond what was asked in terms of developing content and analysis. Papers at this level are usually free of all grammatical errors (papers with more than two errors cannot receive an “A”).

“B” — A paper at this grade has done what was asked of the assignment at a high-quality level. The work is complete and may need further revision, but works at an elementary level. The style is straightforward and the organization is logical. It may contain grammatical errors, but it is otherwise readable.

“C” — A paper at this grade has done what was asked of the assignment. The work may need significant revision, but is complete in content and has logical organization. This paper may contain more grammatical errors that render it unreadable at times.

“D” — A paper at this grade has completed the assignment at level of poor quality. The work needs significant revision. It is usually incomplete and the organization doesn’t make sense. Attention to style is nonexistent.

“E” — A paper that does not address the needs of the assignment or shows little effort will result in a failing grade.

I allow one revision from one of the response papers. Late papers will not be accepted. If you are expecting to be absent, be sure to email me your work the day of class. I allow one extension IF you come to me much in advance.

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%

Extra Credit Opportunities
Students may earn extra credit by attending the MFA@FLA reading series—readings of original poetry and fiction by students in the Masters in Fine Arts in creative writing program at the
University of Florida. These readings occur on certain Thursdays at 8 p.m. at The Bull downtown and last approximately 1 hour. I will notify you when these readings take place.

Class Policies

Attendance and Tardiness
Since this class only meets once a week, you are allowed only two unexcused absences. A third absence will result in the drop of a letter grade. 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.

Please come prepared. Forgetting your materials, using a computer or phone, or disrupting your peers will count as a tardiness and will have you dismissed from the class.

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. You are also responsible for getting in touch with a classmate to find out what you missed in class. Save your absences for when you’re really ill. It is your responsibility to keep track of your absences.

UF Statement on Attendance and Make-up Work:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Classroom Etiquette

Cell phones and laptops are prohibited during class! If I notice you breaking these rules, I will mark you absent for the day without a warning.

Submission Requirements

I do not accept late work. Failure of technology is not an excuse. Students are expected to factor in time for proofreading, revising, and printing/electronic submission. Assignments must be submitted by the correct time on the day assigned and in the specified format.

Mode of Submission: All papers and poems will either be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to the instructor’s email or physical copy. 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. I recommend keeping a binder or expanding folder to organize handouts and workshop poems.

Conferences
It is encouraged that you make an appointment with me if you have questions or concerns about the work or your progress in the course. Conferences on assignments can improve the quality of your final draft.

Additional Resources for Students
Writing Studio, 302 Tigert Hall, (352-846-1138) http://writing.ufl.edu/writing-studio/
The Counseling & Wellness Center, 3190 Radio Road (352-392-1575) http://www.counseling.ufl.edu/cwe/

Grade Appeals
Students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant. Grade appeals may result in a lower, higher, or unchanged grade.

Statement of Composition
This course can satisfy the UF General Education requirement for Composition. For more information, see: https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx

Statement of Writing requirement (WR)
This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see: https://catalog.ufl.edu/ugrad/current/advising/info/writing-and-math-requirement.aspx

Student Disability Accommodations
The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: http://www.dso.ufl.edu/drc/

Harassment
UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: http://www.dso.ufl.edu/secr/sexual/

Academic Honesty
All students must 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/secr/honorcodes/honorcode.php

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet,
whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.  

(University of Florida, Student Honor Code, 8 July 2011)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code. The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. You commit plagiarism when you present the ideas or words of someone else as your own.

**Important tip:** There should never be a time when you copy and paste something from the Internet and don't provide the exact location and citation information for the source.

If a student plagiarizes all or any part of any assignment, he or she will be awarded a failing grade on the assignment. Additionally, University policy suggests that, as a MINIMUM, instructors should impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students. Each student’s work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute PROOF of plagiarism. Other forms of academic dishonesty will also result in a failing grade on the assignment as a minimum penalty. Examples include cheating on a quiz or citing phony sources or quotations to include in your assignments.

**Tentative Schedule**

In addition to what’s listed below, we’ll be reading a number of poems from our anthology and online. If online, I will either bring copies or provide the URL where they can be found and printed.

**This schedule is subject to change.** Unless otherwise indicated, assignments and readings are DUE THE DAY THEY ARE LISTED on the syllabus, not the following week.

**Week 1: 8/24**
Syllabus & Introduction

**Week 2: 8/31**
Writing Poems (WP): Chapter 1 *Starting Out* and Chapter 10: *Finding the Poem*
Contemporary American Poetry (CAP) Donald Justice p. 225-227 and James Wright p. 290-293
Response Paper 1 Due

**Week 3: 9/7**
Chapter 8: *Tale, Teller, and Tone;*
CAP Anthony Hecht p. 212-218 and Mary Oliver p.464-469
Response Paper 2 Due
| Week 4: 9/14 | WP Chapter 2: *Verse*;  
|             | CAP Elizabeth Bishop p.17-35  
|             | *Response Paper 3 Due; Poem 1 Due (this will not be workedSHOPp)* |
| Week 5: 9/21 | WP Chapter 7: *Metaphor*;  
|             | CAP Sylvia Plath p.403-419  
|             | *Poem 2 Due; Response Paper 4 Due* |
| Week 6: 9/28 | WP Chapter 5: *The Sound (and Look) of Sense*;  
|             | CAP Frank O’Hara p. 233-240  
|             | *Poem 3 Due; Workshop of Poem 2*  
|             | *Response Paper 5 Due* |
| Week 7: 10/5 | Harn in-class activity  
|             | *Response paper 6 due* |
| Week 8: 10/12 | WP Chapter 4: *Making the Line 2*;  
|             | CAP James Merrill p. 241-254  
|             | *Poem 4 Due; Workshop of Poem 3*  
|             | *Response Paper 7 due* |
| Week 9: 10/19 | WP Chapter 3: *Making the Line 1*;  
|             | CAP W.S. Merwin p. 316-326 and Derek Walcott p.368-381  
|             | *Poem 5 Due; Workshop of Poem 4* |
| Week 10: 10/26 | WP Chapter 9: *The Mysteries of Language*;  
|             | CAP Adrienne Rich p.343-367 and Li-Young Lee p.740-743  
|             | *Poem 6 Due; Workshop of Poem 5* |
| Week 11: 11/2 | Chapter 6: *Subject Matter*;  
|             | CAP Natasha Trethaway p. 768-775 and Sherman Alexie p. 776-782  
|             | *Poem 7 Due; Workshop of Poem 6* |
| Week 12: 11/9 | WP Chapter 11: *Devising and Revising*;  
|             | CAP Louise Gluck p.548-558  
|             | *Poem 8 Due; Workshop of Poem 7* |
| Week 13: 11/16 | *Anthology Due*  
|             | Conferences |
| Week 14: 11/23 | No class – Thanksgiving Break |
Week 15: 11/30  
Memorized Recitations; Workshop of Poem 8
Response Paper 8 Due

Week 16: 12/7  
Conclusion
Portfolios Due