CRW 1301 - BEGINNING POETRY WRITING
(Class #12719/30302, Section #6989/M124)
Spring 2021

Instructor: Sarina Redzinski (she/they)   Time: R 6-8 (12:50 pm-3:50 pm) in CBD 0224 & Online

Contact: sredzinski@ufl.edu   Office Hours: R 4:00 pm - 5:00 pm and by appointment

Canvas Website for F2F Students: https://ufl.instructure.com/courses/423202

Canvas Website for Online Students: https://ufl.instructure.com/courses/423510/users

Class Description:

Poetry can often feel like an inaccessible and inscrutable art form, and sometimes it is. But poetry is also a way to better get to know yourself and the world around you while acquainting you more closely with the intricacies and astounding abilities of language. By the end of this class, you will be more confident discussing poetry, writing poetry, and reading poetry. I want you to feel empowered by poetry, not dwarfed by it.

The way we will get there is I will provide you with accessible poetry with which you can more easily engage as well as a vocabulary to discuss more complicated poetry that you may have previously found difficult to relate to. We will look closely at essays and poems written by established poets that will help us integrate into the world of poetry, embracing its wonders and its difficulties. You will also share your own work, which will be workshopped by the class. Don't be afraid to take risks!

COVID STATEMENT:

This semester, the university has mandated a return to face-to-face (F2F) teaching. To this end, it has required courses such as our own to observe the HyFlex model, wherein some students are present in the classroom even as others are simultaneously participating from remote locations.

I am mindful, however, of the fact that we are still in the midst of a global pandemic and that a vaccine has not been made available to the general population. Thus, if you are registered for a F2F section of this class and suspect you may have been exposed to COVID, you should report for testing immediately and observe an obligatory quarantine period. https://coronavirus.ufhealth.org/screen-test-protect-2/ You should also report to me immediately so that you may continue your coursework by joining your classmates enrolled in remote sessions.

Likewise, if I suspect I have been exposed to the virus, I will immediately report and quarantine. During this time, I will continue to teach all my students on the platform initially reserved for those enrolled in a remote section: I will give the student enrolled in my F2F section clear instructions about joining online synchronous sessions.

I am aware of the fact that COVID-19 continues to impact our daily lives. Thus, if you are experiencing any hardships because of the virus, please contact me as soon as possible so that we may make any necessary arrangements contingent on your circumstances. I genuinely want this class to be a fulfilling and enriching experience for each of you, not an added stressor during an already stressful time. Do not hesitate to ask for help.

General Education Objectives:
- This course confers General Education credit for Composition (C), and also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes:
At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:
- **Content**: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication**: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Texts:

*X.J. Kennedy and Dana Gioia: *An Introduction to Poetry,* **13th edition**
*Richard Hugo: *The Triggering Town*
*Louise Glück: *The Wild Iris*
*Terrance Hayes: *American Sonnets for My Past and Future Assassin*
*Supplemental Materials (posted on Canvas)

<u>Recommended Text:</u>
*Melissa Kwasny: *Toward the Open Field: Poets on the Art of Poetry 1800-1950*

<u>Assignments:</u>

Poems (10 points x 10 poems = 100 points): I will read your first two poems and provide feedback, then the other 8 poems will be eligible for class workshop.

Close Readings (10 points x 5 close readings = 50 points): You will write 400 words on an assigned aspect of a poem or poems. We will practice close reading in class.

Extended Close Reading (25 points): You will write a 1,500 word close reading on one of the poems from the collections we read in class.

Event Profile (25 points): You will watch one of the MFA readings (NOT MINE) and give a 500-word response on the poetry. Do not comment on the appearance, delivery, or other aspects of the poet themselves.

Anthology of Creative Work (50 points): You will compile a collection of 10 poems written by poets within the last 20 years that you believe fit together in some way. You will then write 1,500 words on your choices and method of organization.

Final Portfolio (50 points): You will compile revisions of 5 of your 10 poems and a reflective letter at the end of the semester.

<u>Course Policies:</u>

Course Completion: You must complete all *assignments* to receive credit for this course.

Attendance: This class thrives on participation and personal engagement, so you are expected to attend every class. Still, if you find yourself unable to make it to class, you are allowed two unexcused absences for any reason. Once you have three unexcused absences, though, you risk both a docked grade and failure of the class, depending on how class participation is otherwise.

Tardiness: If you log into/arrive at class 5 or more minutes late, you will be considered tardy. 3 tardies equal one absence.

Classroom Etiquette: This course values all voices dedicated to depicting an honest world-view. We will read work by writers of various religious backgrounds, ethnicities, sexualities, and politics. You may not agree with certain texts; this course, like art itself, does not require your agreement. Some of these texts may make you feel uncomfortable or challenge your world-view. In this course, we will engage adult themes and controversial issues. However, each text does insist upon your intellectual participation and creative engagement. I expect everyone to discuss the assigned texts thoughtfully and respectfully.

This same policy goes for the workshop poems that we will discuss. You should respect your peers and their work as they do the same for you. No hateful or discriminatory comments will be tolerated. We are not here for debate—we are here for attentive and considerate discussion that helps us become better writers.

UF's Policy on Sexual Harassment: The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: https://titleix.ufl.edu/policy-statement/

Formatting: Your poems should be typed in 12 pt., black, legible and professional font (think Times, Times New Roman, etc.) and submitted to Canvas. Use one-inch margins, double-spaced if prose, single-spaced if poetry.

Late Work: During this pandemic, I have no problem at all giving extensions. Please contact me if you are having trouble meeting a deadline or multiple deadlines and we will work out a plan.

Paper Maintenance Responsibilities: Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

Academic Honesty and Definition of Plagiarism: UF students are bound by The Honor Pledge: "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 (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Plagiarism has no place in any class, let alone a creative one, and any attempts at passing over another's work as your own will result in a substantial grade reduction and, in some cases, a report to the Dean of Students.

Students with Disabilities: I believe in a level playing field for all students in this course. If you have a documented disability, please have a conversation with me regarding your specific needs. Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give your instructor early in the semester.

Students in Distress: Students who are in distress or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: https://counseling.ufl.edu/

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, in the Department office (4008 TUR). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher,

unchanged, or lower final grade. For information on UF Grading policies, see: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: https://evaluations.ufl.edu/evals/Default.aspx

Policy on environmental sustainability: Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County Friends of the Library annual book sale.)

Grading Scale:

93-100: A

90-92: A-

87-89: B+

83-86: B

80-82: B-

77-79: C+

73-76: C

70-72: C-

67-69: D+

63-66: D

60-62: D-

0-59: E

Schedule:

*Note: Textbook and additional readings as well as poem prompts will be assigned the week before they are due. This is to keep us all reading at approximately the same pace and keeping on the same subjects.

Date	In Class	Due Today
1/14/21: Welcome	Syllabus, Introduction	

Date	In Class	Due Today
1/21/21: "It may be right for me, but it is wrong for you" : Subjectivity	First Chapter of *The Triggering Town*, See Canvas for additional reading	
1/28/21: "Switch your allegiance from the triggering subject to the words" : Inspiration	Second Chapter of *The Triggering Town*, Assigned Textbook Poems & See Canvas for additional reading	First Poem
2/4/21: "The weirder the better" : Assumptions	Third Chapter of *The Triggering Town,* Assigned Textbook Poems & See Canvas for additional reading	Second Poem First Close Reading @ 11:59 PM
2/11/21: "What endures are your feelings about your work" : Identity	Fourth Chapter of *The Triggering Town*, Assigned Textbook Poems & See Canvas for additional reading	Third Poem
2/18/21: "If these work for you, good" : General Tips	Fifth Chapter of *The Triggering Town*, First Workshop	Fourth Poem Second Close Reading @ 11:59 PM
2/25/21: "Oblivion needs no help from us" : Why Write?	Sixth Chapter of *The Triggering Town*, First Half of *The Wild Iris,* Second Workshop	Fifth Poem
3/4/21: "All art is failure" : Faith	Seventh Chapter of *The Triggering Town*, Second Half of *The Wild Iris,* Third Workshop	Sixth Poem Third Close Reading @ 11:59 PM
3/11/21: "How memory and the imagination modify and transform experience" : Narrative	Eighth Chapter of *The Triggering Town*, First Half of *American Sonnets,* Fourth Workshop	Seventh Poem Extended Close Reading @ 11:59 PM
3/18/21: "Derelict or poet" : What Now?	Ninth Chapter of *The Triggering Town*, Second Half of *American Sonnets,* Fifth Workshop	Eighth Poem Fourth Close Reading @ 11:59 PM
3/25/21: Editing	Assigned Textbook Poems & See Canvas for additional reading, Sixth Workshop	Ninth Poem Anthology Paper @ 11:59 PM
4/1/21: Editing Again	Assigned Textbook Poems & See Canvas for additional reading, Seventh Workshop	Tenth Poem Fifth Close Reading @ 11:59 PM
4/8/21: Taking Stock	Assigned Textbook Poems & See Canvas for additional reading, Eighth Workshop	
4/15/21: Retrospection	Last Class!	

Final Portfolio and Event Profile due APRIL 28th @ 11:59 PM