

## **CRW1301 – Beginning Poetry Writing**

(Section 16E1, Class #12324), Spring 2022

**Instructor Name:** Lupita Eyde-Tucker, MFA@FLA Poetry, 2023

**Course meeting times & locations:** Wednesdays, Period 9-11 – 4:05 – 7:05 PM, TUR 2303

**Office Location and Hours:** Wednesday, 1-3 PM, or by appt., at TUR 4307

**Course website:** <https://ufl.instructure.com/courses/445633>

**Instructor Email:** leydetucker@ufl.edu

### **WHAT WE WILL ACCOMPLISH:**

In this course we will read poems, think about poems, write poems, and write about poems. Poems are like little machines built from words, and these machines, when we plug them into our minds through reading and hearing, can create images, emotions, ideas, reactions, and epiphanies. This might sound like an oversimplification, but I'm not the only one that sees poems this way.

The word *poem* comes from the Greek word *poesis*. Poesis means “to make” in ancient Greek. The word has roots in both literature and philosophy. Poesis is a transformative action, to bring forth, to turn a thing into something else, figuratively speaking. We are going to explore all sides of poesis in this semester, bringing forward your own poems and examining the ways modern and contemporary poets create machines out of words.

To accomplish this, each week, students will write critical responses to poems from our readings utilizing The Four Pillars, alternating between 250-word discussion board responses and 750-word critical response essays.

Additionally, every class meeting will include creative writing time. To satisfy the creative goals of this course, students will write one poem every week from prompts based on the poems in our weekly reading packets. Beginning with week 7, we will workshop your poems in class with the goal of revising new work. Our creative work will culminate with each student preparing a chapbook of their poetry, to include a selection of revised poems written for the class, an artist statement, and a reflective piece.

By the end of this course, students will be expected to have a foundation in the vocabulary of poetic devices, structures, and forms, and be able to read and talk about poetry in an academic setting. Students will be expected to conduct themselves as members of a creative writing workshop, and to demonstrate a sincere and honest attempt to develop their own writing practice.

### **REQUIRED TEXTS:**

Hour of the Ox, by Marci Calabretta Cancio-Bello

The January Children, Safia Elhillo

How Small, Confronting Morning, by Lola Haskins

Any version of these books is acceptable, including ebook or Kindle versions, although hard-copy is ideal for annotation. Annotation will help you in writing your critical response essays.

**My favorite place to buy used books:** <http://www.BetterWorldBooks.com>

**Weekly Reading Packets:** these will be provided by the instructor.

**Recommended Texts:** Little Seagull Handbook (to assist with critical response essays, which will require MLA format)

## ASSIGNMENTS:

**Discussion Board Posts:** You will be expected to post to themed discussion boards six times during the semester. Each entry must be a minimum of 250 words long and be written formally, including proper grammar, spelling, and audience consideration. You will also respond to at least one of your peers' posts per cycle. 250 words x 6 DB = 1500 words

**Critical Response Essays:** To become a good writer of poetry, you must first be an informed and engaged reader of poetry. To that end, you will be asked to write four 750-word critical response essays. Your response should be a considered critique of the poem in question, paying particular attention to the poetic devices/strategies discussed in class. The response should not simply say "I liked this poem" or "the poet did a good job." Each essay will require a deeper analysis that must be expressed in a clear, concise thesis statement. These assignments are designed to help you learn to write literary analysis. Quoting lines from a poem as evidentiary support is encouraged, but such quotations must not exceed 10% of the paper's word count and must be correctly cited. All papers must employ MLA format. 750 words x 5 essays = 3750 words.

**Poem Drafts:** These poems will be responses to prompts given in class. Your poems must be submitted as single-spaced, left-aligned, 12pt serif font. All poems must be titled. Your name and the assignment number should appear in the top right corner of the page. Poems must employ correct spelling and grammar and be written in complete sentences (no sentence fragments!). Poems should be submitted on time and should adhere to the prompt. Additionally, you should avoid fantasy, rhyme that feels forced, an abundance of abstract concepts that aren't rooted in the physical world, and attempts at sounding wise.

**IMPORTANT – Poems are due on Sunday night!** This is so that I have time to read them and prepare the worksheet for class. Note that poems will be graded the first time they are turned in and again in the final portfolio.

**Chapbook:** The final project for this course will be a chapbook, which will include at least 5 revised, "finished" poems. Your chapbook will also include a cover and a title, a 450-word Artist Statement, and a 300-word reflective piece that details your revision process. You may also include any other design/visual elements you wish, provided you create them on your own or have permission to use them. *When you send the chapbook, please also send your original, unrevised poems in a separate document so that I can compare the new version against the original version.*

## COURSE-SPECIFIC POLICIES:

1. You must complete all *assignments* to receive credit for this course.

2. **Paper Format & Submission:** All papers are expected to be written in 12pt serif font with MLA format.
3. **Late Papers/Assignments:** To be announced in class
4. **Paper Maintenance Responsibilities:** You must keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over. The chapbook assignment requires that you submit the original versions of your revised poems. Develop a system to organize your work to avoid problems later in the semester.
5. **Class Participation:** Participation is 12.5% of your total grade. Everyone starts out with 250 participation points. To maintain your points you must come prepared to discuss the readings in class, including poems to be workshopped, with all required materials: books, writing implements, assignments, etc. Non-participation will result in a deduction in points and can impact your final grade. The more you participate, the more you will learn and enjoy the course.
6. **Classroom Behavior:** I expect everyone to be kind and respectful to each other in class. Cell phones are expected to be silenced and put away.
7. **Attendance:** UF's attendance policies state that a student who misses more than 6 class periods automatically fails a course. Each of our course meetings is equal to THREE class periods. Therefore, if you miss more than two class meetings you will **automatically fail**. Please don't miss class! This policy is for unexcused absences, and does not apply excused absences. Absences are only excused with a doctor's note. Click here for UF's attendance policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. Like all lecture-discussion courses, this course needs you! Use your allotted absences wisely (for emergencies, major illness) as you would for any job.
8. **Tardiness:** Being tardy 3 times = 1 absence. Don't be late, please. If you have transportation issues, please talk to me about it.

**COURSE SCHEDULE (subject to change – the most current one is on Canvas)**

Wk	Date	Read/View for Class	DUE
1	1/5	<b>In Class: The Four Pillars – Emma Lazarus' "New Colossus"</b>  <b>Homework:</b> Poem Prompt 1 Close Reading Discussion Board #1 Read Packet 1 – be prepared to discuss in class w/your annotations	   <b>1/9/2021</b> <b>1/9/2021</b> <b>1/12/21</b>
2	1/12	<b>In Class: Metaphor – Reading Packet 1</b>  <b>Homework:</b> Poem Prompt 2 Close Reading Discussion Board #2 Read Packet 2 - be prepared to discuss in class	   <b>1/16/2021</b> <b>1/16/2021</b> <b>1/19/21</b>
3	1/19	<b>In Class: Imagery – Reading Packet 2</b>  <b>Homework:</b> Poem Prompt 3 Close Reading Discussion Board #3 Read Packet 3 - be prepared to discuss in class	   <b>1/23/21</b> <b>1/23/21</b> <b>1/26/21</b>
4	1/26	<b>In Class: Diction – Reading Packet 3</b>	

		<b>Homework:</b> Poem Prompt 4 Response Essay #1 Read Packet 4 - be prepared to discuss in class	1/30/2021 2/1/21 2/2/21
5	2/2	<b>In Class: Sensory Elements – Reading Packet 4</b>  <b>Homework:</b> Poem Prompt 5  Read Packet 5 - be prepared to discuss in class	2/6/21 2/9/21
6	2/9	<b>In Class: Lyric vs. Narrative Poems – Reading Packet 5</b>  <b>Homework:</b> Poem Prompt 6 Close Reading Discussion Board #4 Read Packet 6 - be prepared to discuss in class	2/13/21 2/13/21 2/16/21
7	2/16	<b>In Class: Repetitive Forms – Reading Packet 6</b> <b>Workshop: 6 poems from the worksheet</b>  <b>Homework:</b> Poem Prompt 7 Response Essay #2  Read “Hour of the Ox” by Marci Calabretta Cancio-Bello	2/20/21 2/22/21 2/23/21
8	2/23	<b>In Class: Hour of the Ox by Marci Calabretta Cancio-Bello</b> <b>Workshop: 6 poems from the worksheet</b>  <b>Homework:</b> Poem Prompt 8 Read “Hour of the Ox” by Marci Calabretta Cancio-Bello	2/27/21 3/2/21
9	3/2	<b>In Class: Hour of the Ox by Marci Calabretta Cancio-Bello</b> <b>Workshop: 6 poems from the worksheet</b>  <b>Homework:</b> Poem Prompt 9 Response Essay #3  Read “The January Children” by Safia Elhillo	3/6/21 3/15/21 3/16/21
10	3/9	<b>SPRING BREAK</b>	
11	3/16	<b>In Class: The January Children, by Safia Elhillo</b> <b>Workshop: 6 poems from the worksheet</b>  <b>Homework:</b> Poem Prompt 10 Close Reading Discussion Board #5 Read “The January Children” by Safia Elhillo	3/20/21 3/20/21 3/23/21
12	3/23	<b>In Class: The January Children, by Safia Elhillo</b>	

		<b>Workshop: 6 poems from the worksheet</b>	
		<b>Homework:</b> Poem Prompt 11 Response Essay #4 Read “How Small, Confronting Morning” by Lola Haskins	<b>3/27/21</b> <b>3/29/21</b> <b>3/30/21</b>
<b>13</b>	<b>3/30</b>	<b>In Class: How Small, Confronting Morning, by Lola Haskins</b> <b>Workshop: 6 poems from the worksheet</b>	
		<b>Homework:</b> Poem Prompt 12 Close Reading Discussion Board #6 Read “How Small, Confronting Morning” by Lola Haskins	<b>4/3/21</b> <b>4/3/21</b> <b>4/6/21</b>
<b>14</b>	<b>4/6</b>	<b>In Class: How Small, Confronting Morning, by Lola Haskins</b> <b>Workshop: 6 poems from the worksheet</b>	
		<b>Homework:</b> Poem Prompt 13 Response Essay #5	<b>4/10/21</b> <b>4/12/21</b>
<b>15</b>	<b>4/13</b>	<b>In Class: Review</b> <b>Workshop: 6 poems from the worksheet</b>	
		<b>Homework:</b> Chapbook	<b>4/17/21</b>
<b>16</b>	<b>4/20</b>	<b>Chapbooks – Final Reading</b>	<b>4/20/21</b>

### Point Break Down

Assignment	Words/Total	Points	Total
6 Discussion Board Posts	250 each / 1500 total	60 points each	360 (18% of grade)
5 Response Essays	750 each / 3750 total	90 points each	450 (22.5% of grade)
1 Chapbook	750 words total	375 points	375 (18.75% of grade)
13 Poems	n/a	40 points each	530 (23.5% of grade)
Class Participation	n/a	250 points total	250 (12.5% of grade)
Extra Credit	Tba	35	35
<b>Total Words:</b>	6000	<b>Total Possible Points:</b>	2000

### Grading Rubric

A = 94-100 A- = 90-93 B+ = 87-89 B = 84-86 B- = 80-83 C+ = 77-79 C = 73-76 C- = 70-72  
D+ = 67-69 D = 63-66 D- = 60-62 E = 0-59

### 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.

### University-Specific Policies

1. *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/about/title-ix-rights/>
2. *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 (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.>  
 UF Student Honor Code:  
 A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
  - a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
  - b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
  - c. Submitting materials from any source without proper attribution.

- d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.>
3. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/> ), which will provide appropriate documentation to give your instructor early in the semester.
  4. *Students who are in distress* or who are in need of counseling or urgent help: please contact [umatter@ufl.edu](mailto: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/>
  5. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
  6. *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](mailto:cblount@ufl.edu) Grade appeals may result in a higher, unchanged, or lower final grade.
  7. *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://ufl.bluera.com/ufl/>

**COVID Statement:**

If you suspect that you may have been exposed to COVID, please report for testing immediately and observe an obligatory quarantine period. You should also report to me immediately so that you may arrange to continue your coursework. Together we will figure it out.

During our face-to-face encounters in-class and in-person office hours, while it is not required, it is expected that students and faculty wear face coverings as advised by the CDC.