

# CRW 2300—Beginning Poetry Writing (1645), Section # 12352, Spring 2022

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W 9-11 (4:05 p.m.–7:05 p.m.) in MAT 0004

Office Hours: W 3:00-4:00 PM or by appointment in TUR 4335

Course website: Canvas

## Why we're here and what we'll do:

You will read poems, write poems, and write about poems in this course. Throughout the semester, prompts will direct your writing practice for class. You will critique and receive suggestions from your colleagues through workshops and produce final portfolios of revised work.

By the end of this course, you will have a foundation in the vocabulary of poetic devices and forms, and you will be able to read and talk about poetry in an academic setting. You'll be able to conduct yourselves as productive members of a creative writing workshop and demonstrate a sincere attempt to develop a writing practice.

Ultimately, you are here for a rigorous exploration of poetry. Emily Dickinson once wrote in a letter, "Nature is a Haunted House—but Art—a House that tries to be haunted." A good poem should spook you and leave you asking, "What does this say about the human experience?" or "Why has this stayed with me?" I hope you leave this class having found the poems that resonate with you and inspire you to create your own fine work.

**Required Texts:** Physical copies only.\*\*Have mercy on your pocketbook and search for used copies of these texts. If you're feeling wild, buy your books locally from used book stores!\*\*

- *An Introduction to Poetry*, 13th ed- Kennedy and Gioia, 13th ed
- *The Carrying*, Ada Limón
- *Falling Awake*, Alice Oswald
- *Nightingale*, Paisley Rekdal
- *Ariel*, Sylvia Plath

\*\*Supplementary readings and audio files will be distributed via Canvas.\*\*

## Assignment Descriptions:

**PARTICIPATION:** Come prepared! Read and write notes on all readings. Arrive on time with all material necessary for class, and stay off your phone. Make thoughtful, witty comments during each class session. **Please note that this course is discussion-driven, and you must contribute.**

You should read and give complete commentary on each poem for workshops before class begins. Do not do this in a rush right before class. In this class, the workshop demands thoughtfulness,

preparation, and effort. Critiques should be honest, constructive, and encouraging. The Golden Rule of Workshop is to critique others as you would like to be critiqued.

**POEM DRAFTS:** These poems will be responses to a prompt given in class. **You must submit your poems in single-spaced, left-aligned, 12pt serif font. Please make sure your poems include a title. Additionally, your name and the assignment number should appear in the top right corner of the page.** Poems must employ correct spelling and grammar, and you must write them in complete sentences. Furthermore, poems should be submitted to me on time and should adhere to the prompt, although if you choose to revise some of these prompted poems for the final packet, you may do away with the constraints of the prompt if it suits the poem. 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.

Do not write these poems the hour before class. Note that I will grade each poem once it is turned in and again in the final portfolios.

**READING:** Find the poems that inspire you to want to do your own good work, and demonstrate your reading of at least three of them on the weeks they are due. Post your demonstrations to the discussion board by Wednesday at midnight. I recommend looking to the Poetry Foundation's website to source poems for this assignment.

**Ways to Demonstrate Reading:**

**Imitation:** Poems written after the fashion of the one you read. **Prose Response:** ~250 words of summary, explication, and discussion of craft regarding the poem you read. (All poems read must be included with the assignment). **Art:** painting, music, or film you've created inspired by the poem.

**DISCUSSION:** You will submit readings on the discussion board on Wednesday by midnight the weeks they are due. Each student will respond with a meaningful response of at least 150 words to one of their peers. These responses should be posted by Friday of the same week.

**PRESENTATIONS:** Each student will give a presentation on an assigned topic. The student will be given 10-15 minutes to provide a brief overview of the topic, a close reading of at least one poem, and 3+ thought-provoking questions that will stimulate our discussion.

**POEM SUBMISSION:** You'll submit one of your final poems for consideration at a literary magazine. Send me a screenshot of the Submittable page after you submit it.

**CRITICAL RESPONSE PAPERS:** Students will write three response papers. These papers are intended to incorporate criticism, terminology from the textbook, and personal opinions. Include evidence from the text to support your ideas and arguments. The response should be rigorous.

The entries will be evaluated based on the following criteria: 1) demonstrated reading of the works, 2) critical thinking, 3) depth of analysis, 4) use of textual evidence, and 5) engagement with the

discussion of craft. Your analytical and critical skills are expected to improve over the course of the semester. “I” statements are allowed but should be used sparingly. You may include quotes from the poems or from the textbook, but the quoted material may not exceed 10% of the word count.

**Minimum 800 words/response.**

**ANTHOLOGY:** This is a **1600-word paper** in which you argue for four poems that you think would work well together in an anthology. There are a number of justifications for anthologizing, including shared themes, tropes, literary devices, etc. Think of this as similar to a comparative essay, thinking of how the poems are in conversation with each other. You must make a clear and convincing case for why these poems belong together.

**POET SLAM:** Memorizing poems is an ideal way to get inside elements such as rhythm, meter, voice, and rhyme. You will perform a memorized poem during class. The poem will be at least fourteen lines long. If not chosen from assigned material, the poem must be approved by me. Your performance will be graded on fluency of delivery and embodiment of the material in question.

**FINAL PORTFOLIO and ARTIST STATEMENT:** This is the culmination of your work. It will consist of a **cover page** and **neat binding**, all **original drafts of your poems with my comments**, **revised poems** that showcase what you have learned this semester, and an **artist’s statement of at least 500 words**.

### **Point Breakdown:**

Participation 200

Presentation 50

Reading responses 50

Discussion 50

Workshop Poems 100

Revision Poem 10

Journal Submission 20

Critical Responses 140

Anthology Essay 140

Poet Slam 40

Portfolio and Artist Statement 200

Total 1,000

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

### **The fine print:**

#### **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 satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6,000 words.

- o  $6(800\text{-word CR}) + 1(700\text{-word CRR}) + 1(500\text{-word AS}) = 6,000$  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.

#### In-Class Recording:

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and

delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

#### Course Policies:

1. You must complete all assignments to receive credit for this course.
2. Attendance: You are allowed two excused absences. A third absence will result in a failing grade for this class. If you have documented extenuating circumstances, please reach out to me; I will handle such situations on a case-by-case basis. <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>
3. Tardiness: Three tardies (arriving more than five minutes late, or leaving class early) equals one absence. <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
4. Classroom behavior and etiquette: Behave respectfully in class. If you do not, you will be asked to leave. **Also, the best, safest, FCC- and FDA- approved way to contact me is on Canvas. Messages require a proper greeting, complete sentences, and an appropriate signature. Additionally, wait at least 48 hours before you contact me about a grade you've received. I try to respond to email within 24 hours during business days. Please check your messages regularly. This is how I will communicate with you.**
5. Students are expected to bring hard copies of relevant class materials and take notes on paper. If a cell phone makes a noise in class (rings, vibrates, etc.), you will lose participation credit for the day. You will also lose participation credit if it is evident you are actively using your phone in class or are unengaged in the class discussion.
6. 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/>

7. Paper Format & Submission: Each assignment must be submitted in 12-point, serif typeface. Pages must be numbered. One staple goes in the left-hand corner if you are submitting a hard copy. There must be a title. Formatting failures will result in a point deduction. All non-poetry assignments should be submitted electronically on Canvas. Some assignments will also be brought into class as hard copies. I will remind you throughout the semester how/when things should be submitted. The schedule will also serve as a guide.

8. Late Papers/Assignments: Late assignments will not be accepted. If for any reason you need an extension, you must approach me at least 24 hours before the deadline.

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

10. 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. 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.

11. 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 the instructor at the beginning of the semester.

12. 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/>

13. If you, or anyone you know, is experiencing food insecurity, the Pantry is a resource to visit. There is no proof of need required in order to shop at the Pantry; you must only bring in your valid UFID card. For more information: <https://pantry.fieldandfork.ufl.edu/>

14. For information on UF Grading policies, see:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

15. Grade Appeals: In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount ([cblount@ufl.edu](mailto:cblount@ufl.edu)), Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.

16. Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Reading and Due Dates

**\*\*Note that poems are due by the Friday before the corresponding workshop.\*\***

Week	Do Outside of Class	In Class
Week One 1.05	<p>**Read chapters one through seven of <i>An Introduction to Poetry</i></p> <p>**Reading Responses due the following Wednesday</p>	<ul style="list-style-type: none"> <li>· Introductions</li> <li>· Logistics</li> </ul>
Week Two 1.12	<p>**Read chapters eight through sixteen of <i>An Introduction to Poetry</i></p> <p>**Reading Responses due Wednesday and responses to posts due Friday</p>	<ul style="list-style-type: none"> <li>· Reading Discussion</li> <li>· Workshop Etiquette</li> <li>· Introduce Practice Prompt</li> </ul>
Week Three 1.19	<p>**Read chapters seventeen through twenty of <i>An Introduction to Poetry</i></p> <p>** Reading Responses due the following Wednesday</p> <p>**Paper 1 due Friday</p>	<ul style="list-style-type: none"> <li>· Reading Discussion</li> <li>· Practice workshop</li> <li>· Introduce Prompt 1</li> </ul>
Week Four 1.26	<p>**Read chapters twenty-one to twenty-five of <i>An Introduction to Poetry</i> and <i>The Carrying</i></p> <p>**Reading Responses due Wednesday and responses to posts due Friday</p>	<ul style="list-style-type: none"> <li>· Reading discussion</li> <li>· Workshop 1</li> <li>· Introduce Prompt 2</li> </ul>



Week Five 2.02	<p>**Read <i>The Carrying</i></p> <p>**Paper 2 due Friday</p>	<ul style="list-style-type: none"> <li>· Workshop 2</li> <li>· Introduce Prompt 3</li> </ul>
Week Six 2.09	<p>**Read <i>Falling Awake</i></p> <p>** Reading Responses due the following Wednesday</p>	<ul style="list-style-type: none"> <li>· Discuss <i>Falling Awake</i></li> <li>· Workshop 3</li> <li>· Introduce Prompt 4</li> </ul>
Week Seven 2.16	<p>**Reading Responses due Wednesday and responses to posts due Monday</p> <p>**Read <i>Falling Awake</i></p>	<ul style="list-style-type: none"> <li>· Discuss <i>Falling Awake</i></li> <li>· Workshop 4</li> <li>· Introduce Prompt 5</li> </ul>
Week Eight 2.23	<p>**Read <i>Nightingale</i></p> <p>**Paper 3 due Friday</p> <p>** Reading Responses due the following Wednesday</p>	<ul style="list-style-type: none"> <li>· Discuss <i>Nightingale</i></li> <li>· Workshop 5</li> <li>· Introduce Prompt 6</li> </ul>

Week Nine 3.03	<p>**Read <i>Nightingale</i></p> <p>**Reading Responses due Wednesday and responses to posts due Friday</p>	<ul style="list-style-type: none"> <li>· Discuss <i>Nightingale</i></li> <li>· Workshop 6</li> <li>· Introduce Prompt 7</li> </ul>
Week Ten 3.09		<p><b>No Class (Spring Break)</b></p>
Week Eleven 3.16	<p>**Read <i>Ariel</i></p> <p>**Reading Responses due Wednesday and responses to posts due Friday</p>	<ul style="list-style-type: none"> <li>· Workshop 7</li> <li>· Introduce Revision Workshop (You must significantly revise two poems.)</li> </ul>
Week Twelve 3.23	<p>**Read <i>Ariel</i></p> <p>**Reading Responses due Wednesday and responses to posts due Friday</p>	<ul style="list-style-type: none"> <li>· Revision Workshop</li> <li>· Introduce Prompt 8</li> </ul>
Week Thirteen 3.30	<p>**Read packet</p> <p>**Pick lines for class Cento</p>	<ul style="list-style-type: none"> <li>· Workshop 8</li> <li>· Group A presentations</li> </ul>
Week Fourteen 4.06	<p>**Submit draft of final paper if you want feedback</p> <p>**Read packet</p>	<ul style="list-style-type: none"> <li>· Group B presentations</li> <li>· Discuss Packet</li> </ul>

<p>Week Fifteen 4.13</p>	<p>**Submit draft of artist statement if you want feedback</p> <p>**Read packet</p>	<ul style="list-style-type: none"> <li>· Group C presentations</li> <li>· Discuss Packet</li> </ul>
<p>Week Fourteen 4.20</p>	<p>**Bring your favorite poem to class</p>	<ul style="list-style-type: none"> <li>· Discuss poems and complete course evaluations</li> </ul>

**Your portfolio and artist statement is due on Canvas by midnight of our final class. That Friday is also the last day to submit proof of your journal.**

**\*\*Final Papers are due by 4.20\*\***