Course Syllabus

Department: Humanities
Date: February 18, 2013

I. Course Prefix and Number: ENG 233
   - Course Name: Workshop in Poetry Writing
   - Credit Hours and Contact Hours: 3 Credit Hours – 3 Contact Hours
   - Catalog Description including pre- and co-requisites: supporting data required for grade prerequisite of 'C-' or higher.

This course focuses on the Writing of Poetry. Techniques and skills of the various forms of poetry, including free verse as well as traditional forms are examined in class and practiced in student writing. Students will learn and practice strategies for brainstorming, drafting, critiquing, and revising their work, as well as the critical expertise and technical language to help them better discuss works-in-progress.

Previous experience in poetry is not required, but the student is expected to be proficient in the mechanics of writing.

Prerequisite: English 101 or permission of Instructor

Relationship to Academic Programs and Curriculum including SUNY Gen Ed designation if applicable:

This course fulfills a Liberal Arts or General Elective in AA, AS, and AAS degree programs. This course meets SUNY Gen Ed Arts Outcome.

II. Course Student Learning Outcomes: State the student learning outcome(s) for the course (e.g. Student will be able to identify...)

Students will be able to draft and revise poems in various forms.

Students will be able use generative strategies appropriate to any given approach. The strategies include: freewriting, word games, clustering, mapping, writing from images, exploring figures of speech.

Students will understand and respond to various rhetorical and imaginative situations.

Students will know basic concepts about poetry: the traditional terms, the forms it takes, the craft elements necessary to its success.

Students will be able to read published poetry writers as models for their own work, and learn how to read their colleagues’ writing with authority, compassion, and insight.
Students will interact effectively in workshops by giving and receiving various forms of feedback on drafts in progress.

**THE ARTS**

- Students will:

  demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.

**CRITICAL THINKING (REASONING)**

  * Students will:

  - Identify, analyze, and evaluate arguments as they occur in their own or other’s work; and
  - Develop well-reasoned arguments.

**INFORMATION MANAGEMENT**

  * Students will:

  - Perform the basic operations of personal computer use;
  - Understand and use basic research techniques; and
  - Locate, evaluate and synthesize information from a variety of sources.

**College Learning Outcomes Addressed by the Course:** *(check each College Learning Outcome addressed by the Student Learning Outcomes)*

- [x] writing
- [x] computer literacy
- [ ] oral communications
- [ ] ethics/values
- [x] reading
- [x] citizenship
- [ ] mathematics
- [ ] global concerns
- [x] critical thinking
- [x] information resources

**III. Assessment Measures (Summarize how the college and student learning outcomes will be assessed):** *For each identified outcome checked, please provide the specific assessment measure.*

<table>
<thead>
<tr>
<th>List identified College Learning Outcomes(s)</th>
<th>Specific assessment measure(s)</th>
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<tbody>
<tr>
<td>writing</td>
<td>Students will assemble and submit a <strong>Manuscript</strong> of their work at the end of the semester. This manuscript will include a <strong>Reflective Introduction</strong>. Students will also submit a <strong>Process Portfolio</strong> that includes generative exercises, class notes, reader responses, revisions and changes to their creative pieces, and any other work they believe may</td>
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<td><strong>oral communications</strong></td>
<td>Students will also participate in a public reading from their manuscripts at the end of the semester, demonstrating modes and styles of poetic recitation.</td>
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<td><strong>reading</strong></td>
<td>Students will include information about how their assessment of other texts (including both student work and published work) has contributed to their analytical and creative expression within their reflective introduction. Explications of various texts will be included in their process portfolios.</td>
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<td><strong>critical thinking</strong></td>
<td>Students will draft a reflective introduction that measures their learning over the course of the semester, assesses their own learning and learning habits, and demonstrates the work they have completed. This reflective introduction will also analyze and explain the choices they have made within the manuscript.</td>
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<tr>
<td><strong>computer literacy</strong></td>
<td>Students will type and present the manuscript and reflective introduction in electronic formats when applicable.</td>
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<tr>
<td><strong>citizenship</strong></td>
<td>Students will participate in a writing community. Their participation will include peer feedback sessions, on and off campus literary events, online participation in various digital literary communities (blogs, website, social media, etc) and submissions to various literary publications. Their participation will be quantitatively assessed through evidence of participation (online posts, event attendance, receipts of submissions, etc) as well as qualitatively assessed through their reflective introduction to their manuscript.</td>
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<td><strong>information resources</strong></td>
<td>Students will include both primary and secondary sources in their manuscript. These sources will be appropriately documented. Annotations of these sources will be included in the process portfolio.</td>
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**IV. Instructional Materials and Methods**

**Types of Course Materials:**

A Creative Poetry Anthology such as *Contemporary American Poetry*, A. Poulin, Jr.

A Book-Length work of Poetry

A Craft Text such as *Writing Poems*, Boisseau, Bar-Nadav, Wallace, eds. or *Patterns of Poetry*, Miller Williams
Methods of Instruction (e.g. Lecture, Lab, Seminar …):
Seminar, lecture, discussion, workshop, response papers, student driven peer reviews, classroom exercises.

V. General Outline of Topics Covered:
- Definitions and History of poetry
- Features and characteristics of the genre
- Craft Elements and Considerations (Style, Voice, figures of speech, etc)
- Strategies for Reading-for-the-Craft
- Strategies for Generating
- Strategies for Drafting
- Strategies for Revising
- Research Strategies, including incorporating sources