

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ENGL 262
Course Title: Poetry Writing

Year: 2019-2020
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

Creative Writing Course: In this workshop students write and share poems. Voice, form, rhythm, imagery, figures of speech, symbolism, and other elements of poetry are emphasized. Peer work is critiqued and revised in a workshop environment. In addition, students read and discuss the work of selected poets. ENGL 262 fulfills the SUNY General Education requirement in The Arts. Prerequisites: Prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Spring semester.

Course Context/Audience

This course is intended for students earning the Creative Writing Certificate but may also be of interest to members of the college community.

Basic Skills/Entry Level Expectations

- Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.
Math: M0 Course requires very little or no math.
Reading: R3 Course may be taken concurrently with RDNG 116.

Course Goals

This course provides opportunities for students to

1. Explore the elements of poetry by analyzing and discussing selected poems.
2. Compose a series of poems in various forms.
3. Share and critique student-written poems.
4. Revise their work.

Course Objectives/Topics

Objective/Topic	% Course
Reading and discussing selected poems	15%
Composing poems	40%
Workshop activities including sharing and critiquing student-written poems	30%
Revision	15%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. ➤ 	Students are expected to write and revise as well as read, interpret, and evaluate poetry based on poetic elements, style, and themes. To compose poetry, students must question, gather, interpret, and evaluate information and opinions relating to the subject of their poems. Students must reach informed conclusions and/or solutions in order to present theme and meaning in their poetry. Students must analytically consider their own viewpoint and those of others to participate in writing exercises, workshop, and group discussion.
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	Discussion of and/or written response to diverse readings will give students the opportunity to examine multiple perspectives. Students will examine how their identity and cultural placement affect and define their poetry. They will also examine the role of poetry in social, economic, and environmental movements.

Instructional Methods

Lecture, discussion, workshop writing, peer editing, and revision.

Methods of Assessment/Evaluation

Method	% Course Grade
Composing poems (writing and revision)	40%
Class participation (discussion, critiques of peer work)	40%
Class participation (reading and discussing selected poems)	20%

Text(s)

An Introduction to Poetry, Kennedy, X.J. and Dana Gioia, 10th edition © 2002 New York: Longman.

Recommended:

Bibliography

AWP Director's Handbook – A Compendium of Guidelines and Information for Directors of Creative Writing Programs.

REV 01-14-16/K. Johnson

Association of Writers & Writing Programs. 2003. 5 Nov. 2004.

Becker, Carol, Ed. *The Subversive Imagination: Artists, Society, and Social Responsibility*. New York: Routledge, 1994.

Behn, Robin and Chase Twichell. *The Practice of Poetry: Writing Exercises from Poets Who Teach*. New York: Quill, 2001.

Berman, Jeffrey. *Risky Writing: Self-disclosure and Self-transformation in the Classroom*. Amherst: U of Mass. P, 2001.

Bernays, Anne, and Pamela Painter. *What If? Writing Exercises for Fiction Writers*. New York: Longman, 1995.

Bishop, Wendy. *Released into Language: Options for Teaching Creative Writing*. Urbana, IL: NCTE, 1990.

Bishop, Wendy, and Hans A. Ostrom. *Colors of a Different Horse: Rethinking Creative Writing Theory and Pedagogy*. Urbana, IL: NCTE, 1994.

Bizzaro, Patrick. *Responding to Student Poems: Applications of Critical Theory*. Urbana, IL: NCTE, 1993.

Brooke, Robert. *Writing and Sense of Self: Identity Negotiation in Writing Workshops*. Urbana, IL: NCTE, 1991.

Dacey, Philip, and David Jauss. *Strong Measures: Contemporary American Poetry in Traditional Forms*. New York: Harper & Row, 1986.

Kennedy, X.J. and Dana Gioia. *An Introduction to Poetry*. 10th Ed. New York: Longman, 2002.

Monteith, Moira, and Robert Miles. *Teaching Creative Writing: Theory and Practice*. Philadelphia: Open University Press, 1992.

Moxley, Joseph Michael. *Creative Writing in America: Theory and Pedagogy*. Urbana, IL: NCTE, 1989.

Paschen, Elise, and Rebekah Presson Mosby, eds. *Poetry Speaks*. Naperville, IL: Sourcebooks Mediafusion, 2001.

Root, Robert, and Michael Steinberg. *Those Who Do, Can: Teachers Writing, Writers Teaching: A Sourcebook*. Berkeley: NCTE, 1996.

Other Learning Resources

Audiovisual
Access to the TC3 Media Collection
Electronic
Library databases (Proquest, Infotrac, Worldcat, and others) used for research when appropriate.
Other
Internet and email access. Appropriate instructional technology including VHS/DVD use, internet access and projection, and computer lab access (word processing and screenplay format software).