

**SYLLABUS:  
INTERMEDIATE POETRY WRITING  
FALL 2013**

**Course:** CRW 2300, Section #2528

**Meeting Time:** W P9-11, Turlington 2306

**Instructor:** Taryn Gilbert

**E-mail:** [tgilbert@ufl.edu](mailto:tgilbert@ufl.edu)

**Office Hours:** By appointment (e-mail to arrange)

**Required Texts:**

*Writing Poems* [8<sup>th</sup> Edition], Boisseau, Bar-Nadav, Wallace

Supplemental readings will be provided by the Instructor. Retain all poems, handouts, and materials from this course. Start a folder or notebook the first week of class, and maintain it. You are responsible for having print-outs of readings and poems in class, and for keeping track of your own grades.

**Web sites that you will find useful for the successful completion of this course:**

Class Website ([crw2300gilbert.wordpress.com](http://crw2300gilbert.wordpress.com))

Sakai E-Learning ([lss.at.ufl.edu](http://lss.at.ufl.edu))

The Poetry Foundation ([poetryfoundation.org](http://poetryfoundation.org))

Poetry Daily ([poems.com](http://poems.com))

Purdue OWL ([owl.english.purdue.edu](http://owl.english.purdue.edu))

**Course Description:**

CRW 2300 is a poetry course that focuses on understanding and developing poetic techniques through reading, writing, and workshop. This combined seminar/workshop will focus on establishing a familiarity with critical reading skills and the formal elements of poetry –form, imagery, tone, etc.— to refine our own approaches to poetry.

This is a General Education course that provides student-learning outcomes listed in the Undergraduate Catalog. For more information, see:

<http://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx#learning>

This course can satisfy the UF General Education requirement for Composition. For more information, see:

<https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx>

This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see:

<https://catalog.ufl.edu/ugrad/current/advising/info/gordon.aspx>

**Analog/Digital Approach:**

Outside of class, students will be active users of technology. In the classroom, most if not all work will be done longhand and face-to-face. This will require a notebook for in-class writing, and a folder for printed discussion materials. In-class work may draw on ideas raised in the digital portion of this classroom, but will not access it directly. Cell phones and computers should not be used in class unless specifically directed.

**Classroom Etiquette**

Students will be respectful of others. Using cell phones or computers for non-class-related activities, and/or making inconsiderate or offensive remarks will be considered reasons to be removed from the classroom. This will result in an absence and a forfeiture of credit for all in-class work for that session.

**Major Assignments:**

**Short Critical Responses** (*300 words x 5*)

You will write five short (300 word) critical responses of poems over the course of the semester. These responses will consist of an analysis of the key poetic devices used as well as a discussion of the poem as a whole. These are graded exercises emphasizing formal academic analysis rather than personal response.

**Critical Response Presentation Worksheet** (*200 words*)

You will be responsible for leading the class in a discussion of one assigned poem. You will create a handout for your classmates to guide them through the key elements of the poem and facilitate discussion. Poems will be assigned at the beginning of the semester.

**Critical Analysis Paper 1** (*1,200 words*)

The first critical analysis essay for this course will be a close-reading-based analysis of at least 1,200 words. This paper will be an exercise in formal writing skills as well as poetic analysis. MLA style is required.

**Critical Analysis Paper 2** (*2,000 words*)

Your second Critical Analysis Paper for this course will be a thesis-driven argument of at least 2,000 words. This assignment will focus on original analysis, and will build upon the formal writing and poetic analysis skills refined in the first paper. MLA style is required.

**Introductory Essay** (*200 words*)

Write an essay of 200 words introducing yourself to your instructor. The essay should focus on your background in English and/or writing courses and your goals for this course. This is an opportunity to display your writing skills, and should be accordingly written in a style appropriate to an academic setting.

**Portfolio** (*900 words*)

You will submit a portfolio of six revised poems accompanied by their originals. In addition to the poem revisions, you will submit 150-word responses to each poem discussing your revision process. The portfolio should be submitted in a folder.

### Poems

You will write a poem for weekly submission according to the assigned prompt. You will be responsible for responding to comments from your instructor and classmates in revising your poems. In order to be given credit, poems must:

- a. be single spaced with 1" margins
- b. be left-justified
- c. be written in Times New Roman font, size 12
- d. have a title
- e. have your name, section, and the assignment number at the top of the page.
- f. poems must respond to the assignment given (with **no end-rhyming** unless specified)

Assignment	Points
Portfolio	300
Critical Analysis Paper 2	200
Critical Analysis Paper 1	100
Critical Response Worksheet	50
Poem Drafts	50
Short Critical Responses	5x 25
Essay Drafts	2x 25
Introductory Essay	25
Participation	100
<b>Total</b>	<b>1,000</b>

### Grading:

**A:** You did what the assignment asked for at a high quality level. Your work demonstrates an in-depth understanding of the concepts we've covered in class, and shows originality and creativity. Work in this range shows all the qualities listed below for a B, but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a style. Since careful editing and proofreading are essential in writing, papers in the A range must be free of grammatical or mechanical errors (papers with more than one or two errors cannot receive an A).

**B:** You did what the assignment asked of you at a high quality level. Work in this range needs revision; however, it is complete in content, is organized well, and shows special attention to style.

**C:** You did what the assignment asked of you. Work in this range needs significant revision, but it is complete in content and the organization is logical. The style is straightforward but unremarkable.

**D:** You did what the assignment asked of you at a poor quality level. Work in this range needs significant revision. The content is often incomplete and the organization is hard to discern. Attention to style is often nonexistent or chaotic.

**E:** An E is usually reserved for people who don't do the work or don't come to class. However, if your work is shoddy and shows little understanding of the needs of the assignment, you will receive a failing grade.

### *Grading Scale*

A	4.0	93-100%	C	2.0	73-76%
A-	3.67	90-92%	C-	1.67	70-72%
B+	3.33	87-89%	D+	1.33	67-69%
B	3.0	83-86%	D	1.0	63-66%
B-	2.67	80-82%	D-	0.67	60-62%
C+	2.33	77-79%	E	0.00	0-59%

Students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant. Grade appeals may result in a higher, unchanged, or lower final grade.

### **Late Work Policy**

Late work is not accepted. To receive credit, all work must be handed in on time in hard copy and/or electronically as specified in the assignment instructions. Assignments due in-class are due **at the beginning of class** and tardy students will not have their assignments accepted.

You are allowed **one extension** for the semester. This must be requested in person **before** the assignment is due. Extensions may not be used on the final Portfolio, on peer-review drafts, or on assigned discussion leading.

### **Attendance Policy**

Active participation is a fundamental element of success in this course, and requires that students come to class prepared each week. Students are allowed **a maximum of two absences**, and will receive a letter-grade deduction for each additional absence.

An absence will count as excused only if the student is participating in a university-sponsored event (athletics, theater, music, field trip, religious holidays) and provides documentation from an appropriate authority. Absences related to university-sponsored events must be discussed with me **prior** to the date that will be missed.

Tardiness will be treated as an absence when a student arrives later than 10 minutes after the start of class.

### **Student Disability Accommodations**

The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: <http://www.dso.ufl.edu/drc/>

**Harassment**

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/sccr/sexual/>

**Academic Honesty**

All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

**Schedule:**

*This schedule shows major assignment deadlines. Readings and smaller assignments will be maintained on [CRW2300gilbert.wordpress.com/schedule](http://CRW2300gilbert.wordpress.com/schedule), along with updates and/or changes.*

<b>Week</b>	<b>Assignments Due</b>
<b>1</b>	Syllabus Overview
<b>2</b>	E-mail Assignment
<b>3</b>	Poem 1; Critical Response 1
<b>4</b>	Poem 2; Critical Response 2
<b>5</b>	Poem 3; Critical Response 3
<b>6</b>	Poem 4
<b>7</b>	Poem 5; Essay Draft
<b>8</b>	Essay 1
<b>9</b>	Poem 6; Critical Response 4
<b>10</b>	Poem 7
<b>11</b>	Poem 8; Critical Reading 5
<b>12</b>	Poem 9
<b>13</b>	Poem 10
<b>14</b>	Essay Draft
<b>15</b>	Essay 2
<b>16</b>	Portfolio