

**Beginning Poetry Writing
CRW 1301 Fall 2017**

Instructor: Michael Sirois

Course meeting times & locations: F | Period 3 - 5

Office Location and Hours: Thursday 12:45 - 1:45 or by appointment

Turlington 4315

Course website: Canvas

Instructor Email: msirois@ufl.edu

This course is designed to teach students the skills to read and write poetry. Through lectures, class discussions, and assigned readings students will acquire the ability to thoughtfully and critically examine a poem. By participating in class workshops students will apply these skills to their peer's work as well as their own.

During the first part of the semester, students will read and discuss poetry while becoming familiar with literary devices and sensitive to the sounds and rhythms of poetry. Students will be expected to annotate the assigned poems and come to class prepared to discuss them. Developing these skills will be important for the second part of the course, where, in addition to reading assigned poems, students will submit their own poetry and workshop their peers' poems.

This course fulfills the University's 6,000 word requirement in addition to the 12 poems you'll write throughout the semester, 10 revised poems for your final portfolio.

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).

- 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.

REQUIRED TEXTS: DO NOT BUY E-BOOKS (see me after our first class if you need to discuss this)

Introduction to Poetry (Third Edition): X.J. Kennedy

Poems 1965 to 1975 by Seamus Heaney

Leaving Saturn by Major Jackson

Poems by Elizabeth Bishop (Farrar, Straus, and Giroux)

Short Haul Engine by Karen Solie

Shouting at No One by Lawrence Joseph:

Hay by Paul Muldoon

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* Consistent with UF's attendance policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

This class meets once a week. Missing one class means missing an entire week. After three 50-minute **unexcused** absences, or the equivalent (as in, missing one and a half classes this semester) your course grade will be lowered.

UF's attendance policies details what is an acceptable absence, and I honor that policy, but I ask that if you miss a class for an acceptable reason **you contact me** as soon as possible so as to not be penalized.

If you miss 2 weeks of class, (two 3-hour absences) you will automatically fail this course.

Being more than five minutes late to class lowers your class participation grade by 10 points.

3. *Paper Format & Submission:*

I require printed copies **and** Canvas submissions. You will receive comments back on your printed copies, and on Canvas when applicable.

Poems and response papers should be in 12 pt. Times New Roman font, with 1" margins. Your name, this class number, and the title of the assignment should appear in the upper right-hand corner. Everything must have a title.

If your submission is not in this correct format, you will be penalized 5%.

4. *Late Papers/Assignments:*

I do not accept late work.

I will consider extensions only in extenuating circumstances with advance notice and documentation.

5. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

6. *Academic Honesty and Definition of Plagiarism.* Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

7. Students with *disabilities* who are requesting accommodations should first register with the

[Disability Resource Center \(352-392-8565, www.dso.ufl.edu/drc/\)](http://www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor.

8. For information on UF Grading policies, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

9. *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). Grade appeals may result in a higher, unchanged, or lower final grade.

10. *Course Evaluations.* Toward the end of the semester, you will receive email messages asking

you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>

11. [Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center \(352\) 392-1575, or contact them online: http://www.counseling.ufl.edu/cwc/Default.aspx](http://www.counseling.ufl.edu/cwc/Default.aspx)

12. *Classroom behavior and etiquette:*

This classroom is a safe space, free of judgment, where we will discuss issues that are sensitive in nature and worth discussing. When your peers speak, you are expected to listen. You are expected to respond.

Cell phones, laptops, and other electronic devices are not permitted to be used during class. This means and are not allowed on your desk. If I have to ask you more than once to put a device away, I will ask you to leave the classroom and count you absent for the day.

If you fall asleep in my class, I have the right to count you absent for the class period.

13. *UF's policy on Harassment:* UF provides an educational and working environment that is free

from sex discrimination and sexual harassment for its students, staff, and faculty:

<http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>

Wk	Day		Due	HW
1	Aug 25	Syllabus, overview of texts & course format Exercises in poetry writing, assignment of first poem		-Read: Heaney <i>Death of a Naturalist</i> Especially "Digging," "Death of a Naturalist," "The Early Purges" "The Diviner"

				<p>-Write Poem #1</p> <p>-Read: <i>Intro to Poetry</i> (Ch. 1 “Entrances)</p>
2	Sep 1	<p>Sign up for leading in-class discussions of books</p> <p>Lecture and discussion from <i>Intro to Poetry</i></p> <p>Poetry exercises continued</p> <p>Book Discussion: Heaney</p>	-Poem #1	<p>Read Heaney <i>Door into the Dark</i> Especially “The Forge,” “Thatcher,” “A Lough Neagh Sequence” “Bogland”</p> <p>Write Poem #2</p> <p><i>Intro to Poetry</i> Chapter 2</p>
3	Sep 15	<p>Lecture and discussion from</p> <p><i>Intro to Poetry</i></p> <p>Book Discussion: Heaney</p> <p>**Rhiana**</p>	-Poem #2	<p>-Read Solie First Section (I Like You) Especially “Eating Dirt,” “Design Flaw,” “Days Inn,” “I Like You,”</p> <p>-Write Poem #3</p> <p>-<i>Intro to Poetry</i> Chapter 3</p>
4	Sep 22			

		<p>Lecture and discussion from <i>Intro to Poetry</i></p> <p>Book Discussion: Solie</p> <p>**Katie**</p>	<p>-Poem #3</p>	<p>-Read Solie Second Section (Night Blind) Especially “In Passing,” “Skid,” “In-Flight Movie,” Roger the Shrubber,” “For the Short Haul”</p> <p>-Write Poem #4 (First workshop poem! Bring 9 copies) -<i>Intro to Poetry</i></p> <p>Chapter 4</p>
5	Sep 29	<p>Book Discussion Solie</p> <p>Create Guidelines for Workshop</p> <p>**Nicole**</p> <p>Conferences (during class time)</p>	<p>-Poem #4</p>	<p>-Read Joseph (Section 1) Especially “Then,” “Before Going Back,” “I Think about Thigpen Again,” “Not Yet” -<i>Intro to Poetry</i></p> <p>Chapter 5</p> <p>-Write poem #5</p> <p>-First Response Paper (1,000 words)</p>
6	Oct 6	<p>No Class</p>		<p>Read Joseph (Section 3)</p>

			-Response Paper (due on the 8th) #1 (1,000 words)	
7	Oct 13	Workshop 1 Lecture and discussion from <i>Intro to Poetry</i> Book Discussion Joseph **Cailin**	-Poem #5	-Read Joseph (Section 2) - <i>Intro to Poetry</i> Chapter 6
8	Oct 20	Workshop 2 Lecture and discussion from <i>Intro to Poetry</i> Book Discussion Joseph **Allison**	- Poem #6	-Read Bishop - <i>Intro to Poetry</i> Chapter 7 Response Paper #2 (1,250 Words)
9	Oct 27	Workshop 3 Lecture and discussion from <i>Intro to Poetry</i> Book Discussion Bishop **C.J.**	-Response Paper #2 (1,250 words) -Poem #7	-Read Bishop - <i>Intro to Poetry</i> Chapter 8
10	Nov 3	Workshop 4	-Poem # 8	

		Lecture and discussion from <i>Intro to Poetry</i> Book Discussion Bishop		-Read Muldoon & Jackson - <i>Intro to Poetry</i> Chapter 9
11	Nov 10	No Class	Poem #10 (on Canvas)	Response Paper #3 (1,500 Words)
12	Nov 17	Workshop 5 Lecture and discussion from <i>Intro to Poetry</i> Book Discussion Muldoon & Jackson **Jessica**	-Poem #9 Response Paper #3 (1,500 words)	<i>Work on Portfolio</i>
13	Nov 24	No Class		Final Portfolio
14	Dec 1	Book Discussion Jackson In-class reading, final Q&A, celebration	Bring final portfolio to class. (1,250 words)	Final Portfolio

	Dec 15	Final Paper Due (1,000 Words)		

ASSIGNMENTS

	Points	Word Count
12 Poem Drafts	150	
Poem Discovery Discussion:	100	
Workshop Participation:	100	
Overall Class Participation:	100	
Response Paper #1	100	[1000 words]
Response Paper #2	100	[1,250 words]
Response Paper #3	100	[1500 words]
Response Paper #4	100	[1000words]
Portfolio (Reflection Letter)	100	[1,250 words]
10 Final Poems	150	

Totals:	1,000	[6,000 words]
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DESCRIPTION OF ASSIGNMENTS

PARTICIPATION

Throughout the semester you can lose participation points by:

- Being late to class. (-10 points)
- Not having the required books (-5 points)

- Not bringing poems to turn in (-5 points) * unless granted an extension by me ahead of time
- Not bringing workshop poems (-5 points)
- Not participating in class discussions (-5 points)

RESPONSE PAPERS : These are your chance to write critically about the work that we have been reading and discussing. In these assignments you will employ literary devices to create a thoughtfully developed critique of the reading. You may focus on one poem in the assigned reading, put two together in communication, or address the collection as a whole. You are allowed to use quotes from the poems or text, but must cite these quotes in MLA format. Quoted material should not exceed 10% of the reflection.

12 POEM DRAFTS: Throughout the semester you will be given ten prompts out of which you will produce ten poems. If all the directions are followed within the prompt and the poem is formatted corrected you will receive full credit. Also, throughout the semester you must turn in two “extra” poems—for these, you can write anything you wish. If it is apparent no effort was put into a poem it will receive no credit. Poems must always be turned in as a hard copy AND on canvas.

1. To receive credit, poems must:
2. have 1” margins and be single spaced
3. be left-justified (not center- or right-, although indentation and other variations in form are allowed depending on the prompt for the week)
4. be written in Times New Roman font, size 12
5. have a title
6. have your name, the date, and the assignment number at the top right of the page
7. Poems must fulfill the prompts given.
8. Poems must be written in complete sentences (if you eliminated the line breaks, the text would read coherently and be grammatically correct). No fragments are allowed.
9. These poems are graded on fulfillment of the prompt & adherence to formatting guidelines and effort in creativity, polish, and originality.

LEADING CLASS DISCUSSION: This assignment requires each student to sign-up for a day when they will lead a class discussion about the assigned poet for that particular week. poem. The student is responsible for giving a brief biography on the poet, giving us a close reading of a poem, and then presenting the class with provoking questions that will stimulate our discussion.

FINAL PORTFOLIO

This is the culmination of your work. It will consist of 10 poems that showcase what you have written this semester.

Artist’s Statement & Reflection Letter (1,000 words)

This will be the introduction to your portfolio and will be the space where you reflect and justify the poems you have created over the semester. Here you will address how certain poets have influenced your work in specific ways. You may identify strengths in your writing, and weaknesses as well. You will discover and discuss themes or ideas that work to create a cohesive set of poems in this portfolio.

Final Portfolio of Poems (10 poems)

The final portfolio will include 10 poems, which have been revised from the original and take into account my feedback and the feedback of your peers. Learning to edit your own work is an important component in this class, and vital skill for any writing you do in the future. You'll be graded on the quality of the poem & its improvement from the original.

EXTRA CREDIT OPPORTUNITIES

Students may earn extra credit by attending the MFA@FLA reading series—readings of original poetry and fiction by students in UF's Masters in Fine Arts in creative writing program.

These readings take place roughly Thursdays at 8 p.m. at The Bull downtown and last approximately 1 hour. I will e-mail you the schedule for dates, which you will be responsible for marking on your own calendar.

Each reading attended (with a short paragraph, about 50 words, reviewing the experience) is worth 5 points of extra credit.

You may submit these reflections on Canvas.

GRADING SCALE:

A 4.0 93-100 930-1000	C 2.0 73-76 730-769
A- 3.67 90-92 900-929	C- 1.67 70-72 700-729
B+ 3.33 87-89 870-899	D+ 1.33 67-69 670-699
B 3.0 83-86 830-869	D 1.0 63-66 630-669
B- 2.67 80-82 800-829	D- 0.67 60-62 600-629
C+ 2.33 77-79 770-799	E 0.00 0-59 0-599

GRADING CRITERIA:

Grade	Essays	Poems
A	<p>An “A” paper responds to the assignment prompt in full. It presents an original, specific, and clearly worded argument supported by sufficient evidence from authoritative sources. Writing style is engaging, clear, and concise, and the paper employs a logical organization. It is free from mechanical or formatting errors and cites sources using the proper citation format.</p>	<p>An “A” poem responds to the assignment prompt in full. It uses vivid and carefully considered language and follows an original and cohesive vision. It employs poetic techniques discussed in class to a constructive purpose. Its sentences make complete grammatical sense and it is free from mechanical or formatting errors.</p>
B	<p>A “B” paper responds to the assignment prompt. It presents an original argument, but ideas may need further development or clearer articulation. The argument is supported by evidence. Writing style is generally clear and organization is logical, but there is room for improvement. There are very few mechanical errors and sources are cited properly.</p>	<p>A “B” poem responds to the assignment prompt. It presents a unique vision, but ideas may need further development. It uses poetic techniques but could be doing more to bring craft and drama to the poem. Language used is effective but may need some refining. There are very few mechanical errors.</p>
C	<p>A “C” paper may not fully respond to the prompt. Argument is overly broad or in need of clarification and development. Some evidence is used to support the argument, but claims are not sufficiently defended. Writing style lacks clarity and organization is problematic. Several mechanical errors or incorrect citations.</p>	<p>A “C” poem may not fully respond to the prompt. Vision is disjointed or overly clichéd. Poetic techniques are not used to their fullest potential. Language seems hastily chosen or unoriginal. There are several mechanical errors.</p>

D	A “D” paper does not fully respond to the assignment prompt. Argument is underdeveloped or nonexistent. Little or no evidence is used to support claims. Writing style and organization are unclear. Many mechanical errors or incorrect citations.	A “D” poem does not fully respond to the assignment prompt. Poem seems hastily written with little overall vision to hold it together, unoriginal word choices, and many mechanical errors. Poetic techniques are missing or misused.
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