

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGL 256-01 Creative Writing: Poetry 2 Winter 2008</p>
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COURSE OUTLINE

The Approved Course Description is available on the web @ camosun.bc.ca

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Dr. Candace Fertile	
(b)	Office Hours:	M 3-4pm (I) T 12-2pm (L), W 4:30-5:30pm (L), TH 12-1 pm (L) or by appointment	
(c)	Location:	Paul 337	
(d)	Phone:	370-3354 (24 hour voicemail)	
(e)	Email:	fertile@camosun.bc.ca (best way to contact me)	

2. Intended Learning Outcomes

Upon completion of this course students will be able to

1. Write poems that are clear, provocative, and well-crafted.
 - Write different types of poetry using a variety of forms (fixed, blank and free) in a variety of styles (lyric, narrative, and dramatic).
 - Use the following literary devices effectively: concrete and abstract language, structure, point of view, syntax, rhythm, sound, image, and metaphor.
 - Revise their own writing according to articulated standards.
2. Critically analyze poetry by professional writers and peers.
 - Evaluate the effectiveness of form, structure, and style (e.g. poetic technique, figures of speech, rhythm, diction) in a range of poetry.
 - Compare, select, and employ a variety of structures, rhetorical strategies and styles.
 - Examine and evaluate the structure and limitations of different publication media (Internet, chap book, small press, reading, etc.).
3. Submit for publication.
 - Identify appropriate magazines and the poetry they publish.
 - Obtain publication guidelines via print or Internet.
 - Write a cover letter and a brief biography.
 - Submit a coherent series of poems for publication consideration.

3. Required Materials

The Poet's Guide to Poetry by Mary Kinzie

4. Course Content and Schedule (subject to change)

This tentative schedule provides a plan for reading from the textbook. Class time will also include discussion of specific poems, techniques, and student work; workshopping of student poems; listening to poetry; and various writing exercises. Because of the creative nature of this course the schedule is likely to shift at times to reflect the strengths and interests of the members of the class. Kinzie's *A Poet's Guide to Poetry* is highly technical and will likely prove to be an on-going resource for poets. This course treats the reading and analysis of poetry as part of the process of improving the writing of poetry.

January

8-10 Introduction

15-17 Kinzie 1-44

22-24 Kinzie 45-74

29-31 Kinzie 75-110

February

5-7 Kinzie 111-141

12 Kinzie 142-186

14 no class (Reading Break)

19-21 Kinzie 187-214

26-28 Kinzie 215-261

March

2-4 Kinzie 262-289

11-13 Kinzie 290-329

18-20 Kinzie 330-344

25-27 intense workshops

April

1-3 intense workshops

8-10 wrap-up and celebration of student poetry—readings

5. Basis of Student Assessment (Weighting)

- 10% individual poems for workshops (first draft, minimum 14 poems)
- 20% midterm portfolio (5 revised poems; due February 21)
- 10% written commentary on students' poems (10—hand in throughout course; minimum 150 words each)
- 10% participation in workshops and discussion
- 15% reading journal (14 in total—minimum 200 words each)
- 0% cover letter (compulsory)
- 0% readings in class (at least one of your own poems and one other; compulsory)
- 35% final portfolio (10 poems—of which one must be a long poem, plus written assessment of portfolio--minimum 600 words; due April 8)

6. Grading System Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

Additional Information:

1. Workshops and discussions are for the benefit of writers. Commentary should help individuals improve their work.
2. Work must be completed on time. Submissions are due at the beginning of class.
3. Attendance and participation are crucial to the success of the class and to the opportunity for individual learning.
4. Please see me if you are having difficulties.
5. Work handed in must be work that has been written for this class. (Plagiarism will not be tolerated, but my view is that you must want to write if you are taking this course.)
6. Reading poetry, appreciating it, and writing it can be hard work AND great fun.

Poetry Explication

The following is a list of questions you may wish to ask when you are reading a poem. These questions may be helpful when you are discussing poetry, and they will definitely help when you are preparing to analyze a poem.

1. Who is the speaker? (e.g. male, female, old, young, dead, alive)
2. What kind of person is the speaker? (e.g. kind, intelligent, proud)
3. Does knowledge of the speaker help with the poem's meaning?
4. To whom is the speaker speaking? Why?
5. What is the setting (time and place)?
6. What is the tone (happy, sad, serious, etc.)?
7. How is the tone achieved?
8. What is the outline of the poem, its general structure and development?
9. If the poem is a narrative one, what are the events?
10. Can you paraphrase (put into your own words) the poem?
11. What is the theme of the poem? (Note: theme is not the same as subject.)
12. Is there more than one theme?
13. What kind of diction (word choice) does the poem have?
14. Are there any words that are particularly well chosen? Why?
15. What is the imagery (animal, garden, scientific, etc.) of the poem? What kinds of images are used?
16. Can you identify and explain the following:
 - a) metaphors (comparison saying one thing is another)
 - b) similes (comparison using the words like, as or than)
 - c) personification (given human qualities to animals or inanimate objects)
 - d) metonymy (figure of speech that substitutes one idea or object for a related one—crown for king)
 - e) synecdoche (figure of speech in which a part stands for the whole—hands for workers)
 - f) paradox (self-contradictory statement)
 - g) overstatement (hyperbole)
 - h) understatement
 - i) irony
 - j) symbols
 - k) allusions
17. Is the poem an allegory?
18. Does the poem use sound repetition? (alliteration, assonance, consonance)
19. Does the poem have onomatopoeia?
20. Does the poem rhyme? (if so, what kind of rhyme is used: masculine, feminine, dactylic, end, internal, near, eye or sight rhyme)
21. Is the sound of the poem adapted to the sense?
22. What is the form or pattern of the poem?
23. Does the poem relate to a literary convention, a school of thought, or a period?
24. What's the significance of the title?

Please note—these questions cannot be applied to all poems, but they will give you a starting ground for discussion.

For Thursday January 10, please do the following three tasks.

1. Arrange the following words into a poem and be able to justify your arrangement:

so much depends upon a red wheel barrow glazed with rain water beside the white chickens

2. Also arrange the following words into a poem and be able to justify your arrangement:

Ice storm the hill a pyramid of black crystal down which the cars slide like phosphorescent beetles while I walking backwards in obedience to the wind am possessed of the fearful knowledge my compatriots share but almost never utter this is a country where a man can die simply from being caught outside.

3. Also please bring to class a copy of a published poem that you admire.