

Syllabus

Course Information:

Course Title: Introduction to Creative Writing: Poetry

Course Number CRN 13787

Credits: 4

Course Date 1/7/18—3/25/18

Course Meeting Times: TTH 03:15pm - 05:05

Course Location: LIB 023

Instructor: Jane Thielsen, MA, Email: jthielsen@cocc.edu (best contact)

OFFICE HOURS: MADRAS 2:30 PM - 3:00 PM MW

Redmond 5:00-5:30 PM MW

Bend 5:15- 5:45 TTH and by arrangement

Final Exam Time: T 3/20/18 3:15—5:15 p.m.

Course Description: Introduces students to the craft of poetry through study of the poetry and notebooks of established writers for writing techniques, forms, styles and work processes and through the writing and submission of approximately one complete poem per week for class discussion and analysis.

RECOMMENDED PREPARATION: WR 121

Learning Outcomes:

After the completion of this course, the student will be able to do the following:

Outcome 1: Acquire a basic understanding of the literary conventions of poetic writing, including the importance of diction, imagery, rhythm or sounds, metaphor, poetic tension, and rhyme.

Outcome 2: Demonstrate the ability to draw from both personal memory and shared myth as two distinct sources of poetic creativity in two separate compositions.

Outcome 3: Demonstrate the ability to express a personal vision within the organic structures of an open form poem and within the fixed structures of a closed form poem.

Outcome 4: Demonstrate a basic facility with stanza, rhyme, and meter in composing a sonnet.

Outcome 5: Demonstrate a basic understanding of nature imagery and language compression, expressing complex ideas through simple words in composing a haiku or tanka.

Outcome 6: Demonstrate a basic understanding of the interplay between multiplicity and singularity in composing a ghazal.

Outcome 7: Practice the competitive aspects of a “slam” by writing and performing a poem in the beat or hip-hop tradition.

Outcome 8: Practice the ability of self-critique, assessing one’s own work by writing a cover letter for submitting a poem to a journal or website.

Outcome 9: Practice reading, analyzing, and evaluating poetry by other writers, including both published poems and works by fellow students; and demonstrating the ability to give critique to peers in a supportive, discerning and helpful manner.

Outcome 10: Develop discipline for a creative writing practice, which includes inviting and fostering creative opportunity (calling the muse).

Instructional Methods

This course will be taught using a variety of interactive instructional methods including lecture, class discussions, audio/video materials, small group work, project creation, weekly student readings and writings.

Textbook & Materials

Textbook Title: n/a

Publisher: n/a

Materials: Writing tools

OUTLINE BY MAJOR TOPICS:

Topics and Assignments – (Guest poet visits subject to scheduling)

Week 1 Introductions; *Power of the Word* video; favorite poem analysis, write a poem in that form

Week 2 – brief overview of poetry since ancient times—comparison or current forms to primitive small group feedback on assignment; read/discuss a Turner poet/poem; cover scansion/meter; write a poem based on characteristics of indigenous/primitive poems, analyze examples.

Week 3--- small group feedback on assignment; read/discuss a Turner poet/poem, folklife poetry, guest poet/reader for folklife style or view readings—write a *ballad*, analyze examples.

Week 4--- small group feedback on assignment; read/discuss a Turner poet/poem; imagery, meter, diction—write a *sonnet*— analyze examples —*Power of the Word*

Week 5--- small group feedback on assignment; write a *ghazal*, analyze examples

Week 6--- small group feedback on assignment; write a *haiku* or *tanka*, analyze examples---

Week 7--- small group feedback on assignment; write a *blank verse* poem, analyze examples

Week 8--- small group feedback on assignment; write a poem about a painting, any form.

Week 9 small group feedback on assignment; write a *personal poem* in any form, analyze examples

Week 10 small group feedback on assignment; write an *elegy* in any form, analyze examples.

Week 11 small group feedback on assignment; prepare for final presentation, traditional reading or slam/rap, collect portfolio.

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Course Work Grading These details subject to change as needed.	Possible Points	Percentage of course grade Subject to change as needed
10 short assignments--Responses, exercises, short essays (250-300wd.) --worth 10pts. each	100	50 % of final course grade
1 poem per week for 10 weeks -- worth 10pts each.	100	
Portfolio: completeness, presentation, Crit. essay, public reading	25pts ea	40% of final course grade
Attendance, participation, conduct: <i>un---excused absences, leaving class more than 30 min. early w/o arrangement or conduct issues will cost 5pts ea. occurrence.</i>) Missing more than 2 classes w/o prior arrangement will threaten final course grade.	Avg.	10% of final course grade 100%
		100%

Assignments--In-class work and out of class assignments average into 80% of grade.

Late Work will not be accepted w/o prior arrangement and will still earn penalty for each day late.

Missed Exams/quizzes—no make-ups w/o prior arrangement.

Absences: unexcused absences cost 5pts each—**missing more than 3 classes without pre-arrangements will threaten course grade.**

Extra Credit: n/a

Cheating/Plagiarism: earns an F and college disciplinary action.

Course Policies and Advice Un-arranged for late work will not be accepted. On-time assignments will be graded ahead of even arranged-for late ones. In-class assignments, including peer review drafts, must be completed by the end of the class period in which they are assigned. *Emailed assignments aill not be accepted without prior arrangement.*

Reading Assignments: Each week, students will have material to read and consider, some to be done before class and some during class. Written commentary on assigned readings, called “responses” are part of each reading assignment done outside of class. These responses will be used for responses must be typed in MLA format. Please review **Responses** handout link on main class page for guidelines to follow.

Peer Review/Edits: Students will be required to share a draft of all assigned poems with a class member before the final draft is due or at any other assigned time. These drafts will be read by other students and so **must be readable and typed**. Specific editing forms will be used to guide student feed-back and will be part of the poem turned in for credit. There are no make-ups for missing peer review sessions.

Weekly Poems: Each week there will be a “prompt” or poetic form to use as a focus for a poem. Generally, poems will be assigned on Thursday, peer reviewed on the following Tues. and turned in on the following Thursday. Poems that do not address the assignment will not receive credit. Poems turned in for credit must be: in black type, in standard fonts on white paper; use margins and student/class information as per MLA guidelines; must have a thematic title and have a form that fits the poem. Along with the written poem for credit, there must also be the peer edit done by another student in the class, and a Process Writing that gives the process or “story” of writing the poem—how it started, changed, what influenced the form, the focus and the personal understandings/questions that may have resulted. In-class writing exercises (handwritten) may be assigned to generate ideas and thinking.

Weekly Response/Essays: “Essay” writing for grading must have a thematic *title*, and in the top left corner of the page, the student's name, date, course information and assignment name. Please staple multiple pages *before class* (in-attention to this format will earn points off...). No handwritten work will be accepted for a grade/rating. Generally, a short reading assignment and the response to it will be assigned on Tues. and due for discussion and turn in on Thurs.

MLA Formatting: All out of class writing tasks must be submitted using MLA format – typed, double-spaced, 12-point Times New Roman (or Arial). **See samples on the OWL web site or our writing handbook for a current guide (or the templates on the class page) for this MLA-formatting, including use of a header to be sure each page contains student’s name and page number.** In addition, MLA crediting of any ideas/information **other** than the student’s own views/thinking will avoid plagiarism and insure academic, legal and personal integrity (see below for more on plagiarism issues). **Please note: Be sure to keep back-up files on a removable disk (cd, hard drive or flash drive) of ALL work turned in for a grade, and keep a photocopy of hand-written material.**

Attendance and Participation We will use small group workshops as a major component of teaching and learning writing, so **attendance is mandatory**. Students must, also, be responsible for their own learning by asking questions, doing extra reading, etc. as needed to further their understanding. **Students who cannot attend a class, must notify the instructor by email before class time and arrange with another student in class to take notes. Missing more than 20 minutes of class without arrangement will count as an absence. More than 2 unexcused absences will lower the course grade.** The instructor is not obligated to recount in detail what was covered in class for an absent student. The Bb class site and the open internet class page will have course materials, general assignments, etc. for access from any internet computer. But adjustments to in-class activities or coverage of material may be made that do not conform exactly to the day’s assignment schedule. **Students should get the name and contact information of at least one classmate who is willing to share notes.**

SPECIAL WEATHER/COLLEGE CLOSURE POLICIES: If a situation requires class to be cancelled, students must keep up with class assignments on the assignments web page. If assignments are due on a cancelled class day, students can email them to jthielsen@cocc.edu **BUT ONLY THROUGH COCC MAIL ACCOUNT NOT BY PERSONAL EMAIL.** Please save a file as a doc or docx and attach to the mail.

Conduct and Behavior COCC college personnel expect all students to behave appropriately in the college classroom. This means that everyone must at all times show respect for fellow classmates and instructors. Common courtesy is essential to a productive learning environment for all students. **Any disruptive or distracting behavior in the classroom INCLUDING PERSONAL CONVERSATIONS, shuffling papers, rummaging in bags and/or arriving late will result in a point penalty that lowers grade and possibly earns a referral for disciplinary action. Disruptive behavior may also include: any discourtesy to student or instructor, willful disobedience, threatening behavior, profanity or vulgarity, disturbance to the learning atmosphere, dominating a discussion, doing work for another class, dishonesty, cheating and eating in class, etc. Any electronics can be used only with consent of the instructor. *Instructor will rearrange seating and work partners or refer students who disregard these issues for further disciplinary action .*** Instructor must be advised of emergency situations that require a student to leave class for communication issues. **Students are expected to be ready to attend class for the allotted time and, as a courtesy to the continuity of the class, may not leave the room without consent of the instructor.**

Learning Environment: Class room time will provide a safe, open setting to ask questions, share ideas, investigate material and consider various points of view. Students who come prepared to engage in lively, stimulating discussion, explore their own thinking, write with honesty, care and curiosity, and conform to guidelines of assignments will insure that they benefit from this class, personally and academically. By staying in this class, students are agreeing to and committing to these goals and standards. Students are also accepting responsibility for contributing to the learning of the group as a whole. We will regard writing as a crucial skill for academic success, as a tool for learning, and as a satisfying, enriching end in itself

Course Grading Scale:

- A 93-100 Outstanding performance –meets the assignment goals – grammatically correct overall
- A- 90-92 Superior – nearly meets the assignment goals – mostly correct overall
- B+ 87-89 Excellent - meets most assignment goals – mostly correct overall
- B 83-86 Very good - meets most assignment goals – some grammar/mechanical problems
- B- 80-82 Good – meets most assignment goals – less correct overall
- C+ 77-79 Better than satisfactory but barely meets the assignment goals technical problems
- C 70-76 Satisfactory meets the basic assignment goals – problems with mechanics
- D 65-69 Passing (Note: Courses in which “D” grades are earned may be limited or not used in specific certificate or degree programs) Does not meet basic assignment goals or grammar and mechanics basics
- F 0-64 Not passing – Does not demonstrate understanding of assignment or mechanical goals

For some course work turned in for credit, a rating scale may be used to help indicate quality of the work.

RATING SCALE: 5 (= 95+ excellent)/ 4 (= 85 close)/ 3 (= 75 a good start) / 2 (= 65 ALERT for immediate help!)/ 1 (= 55- not-in-the-ballpark, student's success seriously at risk)

Final Exam: T 3/20/18 3:15—5:15 p.m.

Policies: See Examples of Course Policies, Expectations and Agreements (above).

Students Rights and Responsibilities:

Please read the Students Rights and Responsibilities handbook available <http://studentlife.cocc.edu/Resources/Policies/default.aspx>

Americans with Disabilities Statement:

Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term. Students may contact COCC Disability Office in Boyle Education Center to discuss special needs, 383-7583.

COCC Non-Discrimination Policy:

Central Oregon Community College is an affirmative action, equal opportunity institution.. It is the policy of the Central Oregon Community College Board of Directors that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status in any educational programs, activities or employment. Persons having questions about equal opportunity and non-discrimination, please contact Human Resources for referral to the appropriate personnel, 383-7236.

Depending on the course content (e.g. Massage Therapy or Nursing), it may be advisable to include the following:

Physical Contact Statement:

Due to the nature of this course, students are advised that physical contact between the instructor and student, or student to student is required for some lab assignments (example, taking blood pressure, taking pulse, etc.) If you have concerns about these requirements, you are encouraged to discuss these with the instructor prior to the next class session to determine if appropriate alternative assignments exist. If you do not think you will be able to participate to the extent required by the course, you are encouraged to drop the course within the appropriate deadlines in order to obtain a refund.

Student Insurance:

Students are not covered by medical insurance while on campus or involved in college classes and activities. Students are responsible for their own medical and dental insurance coverage.



Overall: Conscientious engagement with course materials, honest effort and participation in class discussion will insure a rewarding experience in this course.

A Course in Creative Writing

They want a wilderness with a map-
but how about errors that give a new start?-
leaves that are edging into the light?-
or the many places a road can't find?

Maybe there's a land where you have to sing to
explain anything: you blow a little whistle just
right and the next tree you meet is itself. (And
many a tree is not there yet.)

Things come toward you when you walk. You
go along singing a song that says where you
are going becomes its own because you start.
You blow a little whistle-

And a world begins under the map.

William Stafford