



## ENGL 203 - POETRY WORKSHOP 1 Course Outline

Approval Date: 05/14/2020

Effective Date: 08/16/2021

### SECTION A

**Unique ID Number** CCC000144558

**Discipline(s)**

**Division** Language and Developmental Studies

**Subject Area** English

**Subject Code** ENGL

**Course Number** 203

**Course Title** POETRY WORKSHOP 1

**TOP Code/SAM Code** 1507.00 - Creative Writing / E - Non-Occupational

**Rationale for adding this course to the curriculum** This course is being updated to remove the requirement of ENGL 200.

**Units** 3

**Cross List** N/A

**Typical Course Weeks** 18

**Total Instructional Hours**

#### Contact Hours

**Lecture** 54.00

**Lab** 0.00

**Activity** 0.00

**Work Experience** 0.00

**Outside of Class Hours** 108.00

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**Total Contact Hours** 54

**Total Student Hours** 162

**Open Entry/Open Exit** No

**Maximum Enrollment** 30

**Grading Option** Letter Grade or P/NP

**Distance Education Mode of Instruction** On-Campus  
Hybrid  
Entirely Online

## SECTION B

### General Education Information:

## SECTION C

### Course Description

**Repeatability** May be repeated 0 times

**Catalog Description** A course designed to teach the craft of reading and writing poetry. Poets will meet in a workshop environment where they will complete weekly reading assignments and write poems based on assignments that facilitate knowledge of the craft of poetry. Students will also learn creative writing workshop techniques as they exchange suggestions on their work in progress as part of workshops. Written critiques of poems and instruction in poetic technique will be provided by the instructor.

### Schedule Description

## SECTION D

### Condition on Enrollment

#### 1a. Prerequisite(s)

- Eligibility for ENGL 120 or
- ENGL 120 with a minimum grade of C or better or equivalent or
- ENGL 200 with a minimum grade of C or better or equivalent

**1b. Corequisite(s):** *None*

**1c. Recommended:** *None*

**1d. Limitation on Enrollment:** *None*

## SECTION E

### Course Outline Information

#### 1. Student Learning Outcomes:

- A. Students will write original pieces of poetry demonstrating their competency in literary conventions.
- B. Students will read and understand to authors' use of conventions of poetry.

#### 2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Compose free verse of varying line lengths.
- B. Select and employ poetic techniques of metaphor, simile, personification, alliteration and assonance.
- C. Assess and employ effective use of formal poetic forms including the sonnet, the villanelle and the pantoum.
- D. Understand the difference between lyric and narrative poetry.
- E. Understand how to effectively use sound in poetry.
- F. Appraise and employ description, imagery, and dialogue.
- G. Choose and formulate various techniques to generate poems.
- H. Understand how to positively contribute to the improvement of other students' work through workshopping.
- I. Learn how to effectively revise poetry.
- J. Understand the basics of publishing their work.
- K.

#### 3. Course Content

- A. The Writing Process: Instructors will help students fully utilize the stages of the poetic writing process by:

- a. assigning multiple short exercises to generate material;
  - b. using readings and exercises to train students' perspective;
  - c. helping students learn to expand exercises into finished poems using expansion and revision techniques.
- B. The Craft of Poetry
- a. The Line
  - b. The Stanza
  - c. Poetic Form
  - d. Figures of Speech
  - e. Narrative and Lyric Device
  - f. Imagery
- C. The Workshop Process. Students will learn the basic elements of creative writing workshop by focusing on:
- a. Listening to critiques of their work;
  - b. reading the work of their fellow students closely and constructively;
  - c. learning to provide constructive criticism;
  - d. and synthesizing and making use of student feedback about their own work.
- D. Learn about contemporary poetry by
- a. reading current journals and
  - b. learning about publication.
  - c.

#### 4. Methods of Instruction:

**Activity:** In-class writing exercises

**Critique:** Detailed comments by instructor on all poems the student turns in.

**Discussion:** Students will be expected to discuss assigned works.

**Individualized Instruction:** At least one, one-on-one conference with the Instructor about the students craft, and recommendations for future reading.

**Lecture:** Weekly lectures on poetic craft that connect the weekly readings to the writing exercises being taught in class.

**Visiting Lecturers:** When possible, visiting poets will be invited to the class to provide guest lectures on an aspect of poetic craft

**Other:** Manuscript production, evaluation of written creative work, written quizzes, written final examinations and/or final portfolio, journals, presentations, workshop and class discussion. For example: Students will submit a portfolio manuscript of 20 pages of poetry demonstrating a thematic focus, vivid description, dramatic conflict and a coherent point of view. Students will write a reflective introductory essay of 2-3 pages where they analyze how their craft has improved over the semester and where they introduce the theme of the portfolio collection. For example: Students will complete a journal comprised of weekly craft exercises based on the textbook reading and in-class lectures demonstrating their understanding of various craft elements, such as symbols, metaphors, narration, etc.

**Online Adaptation:** Activity, Directed Study, Discussion, Group Work, Journal, Lecture

**6. Methods of Evaluation:** Describe the general types of evaluations for this course and provide at least two, specific examples.

#### Typical classroom assessment techniques

Portfolios -- Students will create a final portfolio of 6-8 their revised poems and write a 1000 word reflection paper about their growth in the craft of poetry over the semester.

Projects -- Students will research a

Class Participation -- Students will be expected to write each day, to come prepared for class and ready to discuss the assigned reading.

Class Work -- In-class writing exercises

Home Work -- Revised poems, readings and comments on other students' work  
Final Class Performance -- There will be an end of semester reading for all members of the class

Letter Grade or P/NP

**7. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

-Each week students will be assigned a chapter on poetic craft and will be assigned several sample poems that reflect the week's skill. Students will also be required to read and respond to their peers' work as part of our weekly workshops.

EXAMPLE: Typical Reading Assignment for a week includes:

Chapter 1 ?Writing Poetry?

?Images, Symbols and Figurative Language? 41 -48,

Poetic Forms ? Sonnet 53-54, Pantoum 66 ? 67 and Prose Poem 68 -70

?An Anthology of Poems? 74 - 103

and handout that includes example poems in each form.

B. Writing Assignments

Each week, students will be asked to write no less than two in-class writing exercises. In addition, students will be asked to revise at least one of these exercises per week into a formal poem. At the end of the semester, students will be asked to further revise poems for a final portfolio that will showcase their best work. Students will also write a reflective essay about their final portfolio that reflects on their growth in poetic craft.

EXAMPLE: The Sonnet

Students are asked to write a sonnet after being given a lecture on the sonnet and several specific examples (?My Personal Recollections on Not Being Asked to the Prom? by Gail White (20)

?Atlantis ? A Lost Sonnet? by Eavan Boland

<http://www.poets.org/poetsorg/poem/atlantis%E2%80%94lost-sonnet>

Sonnet XVIII by William Shakespeare (53 ? 54)

Sonnet 6 by Rilke <http://www.poets.org/poetsorg/poem/sonnet-6>

Broken Sonnet by John Yau

<http://www.poetryfoundation.org/poem/246426>)

Students are asked to make their poems 14 lines long and 10 syllables per line. And

they are asked to give their sonnet it a specific setting. Students are also asked to use previously learned figurative language such including the simile and the metaphor.

Students are asked to include a turn or volta toward the end of their poem that gives the reader some sort of jump, or a-ha moment.

C. Other Assignments

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**8. Required Materials**

**A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.**

Book #1:

Author: Alison Booth

Title: The Norton Introduction to Poetry

Publisher: W.W. Norton

Date of Publication: 2006

Edition: 9th

Book #2:  
Author: Margaret Ferguson  
Title: The Norton Anthology of Poetry  
Publisher: W.W. Norton  
Date of Publication: 2004  
Edition:

Book #3:  
Author: Robin Behn  
Title: The Practice of Poetry  
Publisher: William Morris Paperbacks  
Date of Publication: 1992  
Edition:

Book #4:  
Author: Turco, Lewis  
Title: The Book of Forms  
Publisher: UPNE  
Date of Publication: 2011  
Edition: revised

Book #5:  
Author: Lamott, Anne  
Title: Bird by Bird  
Publisher: Anchor  
Date of Publication: 1995  
Edition:

Book #6:  
Author: Burroway, Janet  
Title: Imaginative Writing  
Publisher: Longman  
Date of Publication: 2014  
Edition:

Book #7:  
Author: Starkey, David  
Title: Creative Writing: Four Genres in Brief  
Publisher: Bedford Books  
Date of Publication: 2017  
Edition: 3rd

Book #8:  
Author: Starkey, David  
Title: Creative Writing: Four Genres in Brief  
Publisher: Bedford Books  
Date of Publication: 2017  
Edition: 3rd

**B. Other required materials/supplies.**