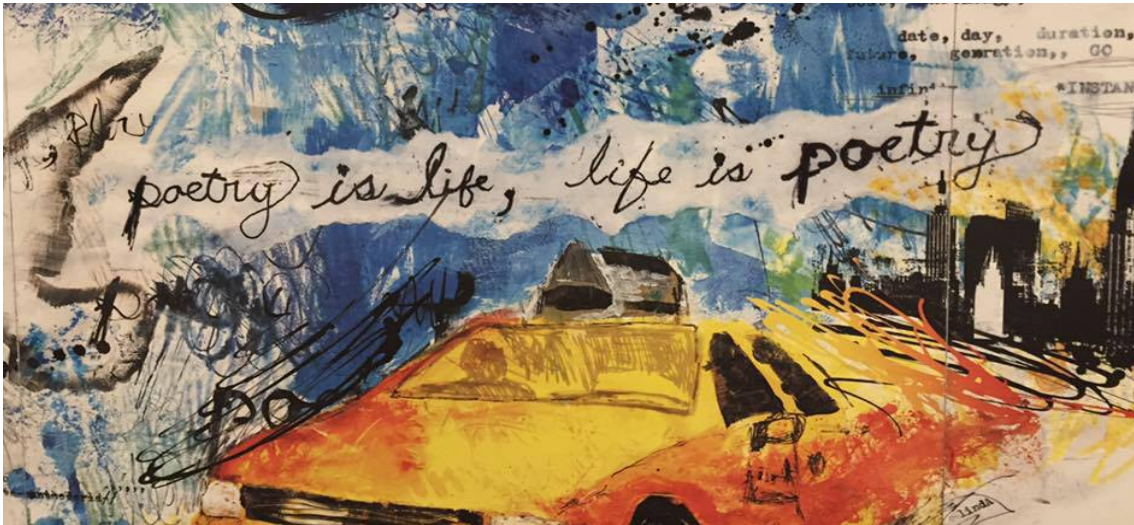


2 English 213: Creative Writing: Poetry
Spring 2023



Meeting Days, Time, & Location: Tues/Thurs, 2:30-3:45, Armstrong Hall, Room 120

Prof. Amy M. Alvarez

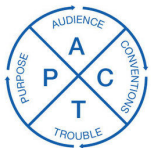
Email: ama0040@mix.wvu.edu

Office: Colson Hall, Room 231

Office Hours: Wednesday: 11:00-3:00 pm; MWF by appointment

***Google Classroom Link (Access to Materials and Assignment Submission):**

<https://classroom.google.com/c/NTc5ODM3OTUxMTY4?cjc=gdtatqg> *



This class supports the Eberly College of Arts and Sciences's commitment to fostering students' abilities in writing, speaking, visual presentations, and multimedia communication. For resources, please visit:

<https://SpeakWrite.wvu.edu/students>.



"Poetry is a matter of life, not just a matter of language." – Lucille Clifton



"And by the way, everything in life is writable about if you have the outgoing guts to do it, and the imagination to improvise."— Sylvia Plath

Required Texts:

- ❖ Addinizio, Kim and Dorianne Laux. *The Poet's Companion: A Guide to the Pleasures of Writing Poetry*. W.W. Norton & Company, 1997.
- ❖ Límon, Ada. *Bright Dead Things*. Milkweed Editions. 2015.

Course Description

In English 213, you will learn to identify the craft of poetry by reading poems by many contemporary poets. You will also write your own poems and will receive and offer helpful critical feedback through writing workshop. We will discuss and practice the elements of poetry (line, sound, form, imagery, figurative language, et cetera) so you will have the tools to write stronger poems that better reflect your own fierce voice.

Keep in mind that the intention of this course is for you to grow as a poet. Therefore, the course is intended for those who are open to progressing as writers, those who are not currently satisfied with their writing, and those who want to work to improve their craft. To that end, we will spend our time reading the work of published poets and writing about that work critically as well as reading each other's work and offering critique with generosity of spirit and intellectual rigor. Ultimately, you will leave this course with new ideas about poetry, what poetry can do, new poets to read, and new poems of your own.

Course Goals:

This course fulfills GEF F.6: The Arts And Creativity and GEC Objective 5: Artistic Expression. In keeping with these goals, by the end of the course you will be able to:

- ❖ Engage in a community of writers through writing workshops and conscientious completion of writing and reading assignments
- ❖ Use correct vocabulary to express the formal and thematic aspects of poetry
- ❖ Analyze poems from a craft-based perspective
- ❖ Employ critical writing, thinking, and reading processes in responding to the work of professional writers and fellow students
- ❖ Create effective poems that arise from authentic inquiry and employ a variety of strategies
- ❖ Revise and gather poems into coherent final portfolio
- ❖ Understand what constitutes professionalism as a writer
- ❖ Increased ability to self-evaluate your own work by identifying weakness and building on strengths
- ❖ Consider and express the connections between writing and other arts

Attendance

Attendance is required for this course. Being present for discussion is a critical element of being in a writing workshop. I know that sometimes personal situations and required university events make it impossible for you to be in class. That's why a few absences are allowed but make sure you only use them for emergencies.

- ❖ You are allowed to miss 1 week of class without penalty (2 days =1 week of class).
- ❖ If you miss more than 1 week of class, your final grade may be reduced by a ½ a letter grade for each additional absence.
- ❖ **If you miss a total of three weeks of class or more (6+ days), you will be assigned a failing grade for the course.**
- ❖ **Missing workshop will have an adverse effect on your final portfolio grade. Please see below.**

Grade Evaluation

50%: Final Portfolio (graded holistically)

- ❖ Revised Preface
- ❖ Revised Poems (4 original workshopped poems)
- ❖ Reading

30%: Writing Assignments

- ❖ 8 Assigned Writing Exercises (15%)
- ❖ 2 Critical Writing Assignments (15%)

20%: Class Citizenship

- ❖ Written comments for workshop
- ❖ Printed copies of your poems for workshop
- ❖ Readiness for class discussion
- ❖ Attendance and timeliness
- ❖ Engagement in discussion

Grades will be assigned according to the following rubric:

A: The work goes above and beyond in terms of creativity, originality, development, & risk; shows excellent grasp of concepts through written work.

B: Completed all work with care, fulfilling required criteria; may lack originality, development, or risk.

C: Completed all work; the work mostly fulfills required criteria; more time or thought needed.

D: Incomplete, underdeveloped, or unacceptable work; does not fulfill required criteria

F: No work submitted (Late work will **not** be accepted.)

A: 95%

B: 85%

C: 75%

D: 65%

F: 55%

Writing About Sensitive Material

You can write about anything you choose in this class. However, do keep in mind that we will be sharing freewriting and original poems in class with all students. You should also know that I am legally obligated to report harm to you or to others (actual violence or violent ideation) that I learn about in conversation or in your written work. Please ask if you have questions about this.

Workshop Privacy Policy

Under no circumstance should you share the work of your peers outside class. This includes but is not limited to electronic distribution through (email, Facebook, IG, Tumblr, Twitter, etc.); physical distribution through (printing, photocopying, and hand copying); submission to journals, magazines, anthologies, etc.; or plagiarism of the work to fulfill requirements in this class or others. In all cases of privacy violation, I will drop your final grade by at least two letter grades.

Office Hours

If you have any questions regarding your progress in the course, please let me know and we can set up an appointment to discuss your work, or you can simply come to office hours.

Social Justice

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (304-293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge confidentiality to any student who wishes to disclose their immigration status, and I will work with students who require immigration-related accommodations.

Academic Integrity

You are responsible for the integrity of your work. This means that all of your work for this course must be your own and must be created specifically for this course. Failing to maintain the integrity of your work will have serious consequences. We will discuss academic integrity as part of our course, but here are a few things you need to know right away:

→ Submitting someone else's paper, including papers you obtain online, as your own writing is fraud. It will result in a failing grade for the course and may result in additional action by the Office of Student Conduct.

→ Copying paragraphs or other passages of someone else's writing without properly citing them is plagiarism. It may result in a grade reduction or failing the course. It, too, may result in additional action by the Office of Student Conduct.

The Eberly College of Arts and Sciences provides a helpful online resource for undergraduate students on understanding and avoiding plagiarism: (<http://eberly.wvu.edu/undergraduate/ug-studies/preventing-plagiarism>). If you have any questions about when and how to document sources, or any other question that will help you avoid unintentional plagiarism, please talk with your instructor, a librarian, or one of the Writing Center tutors in Colson Hall.

Wellness: Carruth Center

The Carruth Center at WVU provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. Call 304-293-4431 if you're feeling overwhelmed or just want help with balancing your personal, work, and academic lives. See <https://carruth.wvu.edu/services> for more.

Course Schedule

The following schedule, like life, is subject to change.

Week 1:

Tues., Jan. 10	
DUE	You, in class, on time!
CLASS	Course Introduction & Overview Introductions, syllabus, course expectations, in-class writing exercise
ASSIGNMENT	<ol style="list-style-type: none"> Read: "Writing and Knowing" in <i>The Poet's Companion (TPC)</i>, pgs. 19-28. Writing Exercise #1: Complete at least one of the writing exercises

	<p>from the chapter in your writing journal.</p> <p>3. Explore: Bring in a song you like to our next class--print lyrics, have access to a recording.</p>
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Thurs., Jan. 12	
DUE	A song you like (lyrics printed; link to recording posted in Google Classroom).
CLASS	Image, Metaphor, Tone. Investigation of song lyrics.
ASSIGNMENT	<ol style="list-style-type: none"> 1. Read: "Images" in <i>TPC</i> (p. 85-93). 2. Writing Exercise #2: Complete an exercise from the chapter in your writing journal. 3. Read: Section 1 of <i>Bright Dead Things</i> by Ada Limon (p. 3-23).

Week 2: Monday, January 20 - Martin Luther King, Jr. Day Recess; University Closed

Tues., Jan. 17	
DUE	Come prepared for reading discussion
CLASS	Reading Discussion: <i>Bright Dead Things</i> , Section 1
ASSIGNMENT	<ol style="list-style-type: none"> 1. Read: "The Family: Inspiration and Obstacle" in <i>TPC</i>. 2. Writing Exercise #3: Complete an exercise from the chapter in your writing journal. 3. Read: Sections 2 & 3 of <i>Bright Dead Things</i> by Ada Limon

Thurs., Jan. 19	
DUE	Come prepared for reading discussion
CLASS	Reading Discussion: <i>Bright Dead Things</i> , Sections 2 & 3
ASSIGNMENT	<ol style="list-style-type: none"> 1. Read: "Simile and Metaphor" in <i>TPC</i> and Section 4 of <i>Bright Dead Things</i> by Ada Limon 2. Writing Exercise #4: Complete an exercise from the chapter in your writing journal. 3. Submit: First 4 Journal Entries Due: Saturday @ 11:59 pm 4. Submit: Poem #1: Due on Sunday @ 11:59 pm.

Week 3:

Tues., Jan. 24	
DUE	<ol style="list-style-type: none"> 1. Come prepared for reading discussion 2. First 4 Journal Entries due in Google Classroom 3. Poem #1 due in Google Classroom
CLASS	Reading Discussion: <i>Bright Dead Things</i> , Section 4; Overview of Critical

	Assignment #1
ASSIGNMENTS	<ol style="list-style-type: none"> 1. Critical Assignment #1: close reading of a poem from <i>Bright Dead Things</i> (Subject, Image, Metaphor, Tone). Due Tuesday @ 1 pm. 2. Read all Group A poems and provide feedback before class this Thursday!

Thurs., Jan. 26	
DUE	Feedback on Group A Poems
CLASS	Workshop: Poem 1, Group A!
ASSIGNMENT	<ol style="list-style-type: none"> 1. Critical Assignment #1: close reading of a poem from <i>Bright Dead Things</i> (Subject, Image, Metaphor, Tone). Due Tuesday @ 1 pm. 2. Read and provide feedback on Poem 1 for Group B

Week 4:

Tues., Jan. 31	
DUE	Critical Assignment #1 Prepared for workshop
CLASS	Workshop: Poem 1, Group B!
ASSIGNMENT	Read: Poem 1 for Group C and provide feedback

Thurs., Feb. 2	
DUE	Prepared for workshop
CLASS	Workshop: Poem 1, Group C!
ASSIGNMENT	<ol style="list-style-type: none"> 1. Read: "Music of the Line" in <i>TPC</i>. 2. Writing Exercise #5: Complete one writing exercise.

Week 5:

Tues, Feb. 7	
DUE	Prepared to discuss "Music of the Line" in <i>TPC</i>
CLASS	Lines, Line Breaks, and Stanza

ASSIGNMENT	<ol style="list-style-type: none"> 1. Read: "Meter, Rhyme, and Form" in <i>TPC</i>. 2. Writing Exercise #6: Complete at least one exercise from the chapter in your writing journal.
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Thurs, Feb. 9	
DUE	Prepared for class discussion on meter
CLASS	Intro to Critical Assignment #2: By Heart Project; Formal Poetry
ASSIGNMENT	→ Choose a sonnet to memorize

Week 6:

Tues, Feb. 14	
DUE	Bring a printed copy of the sonnet you've selected
CLASS	Memorization Techniques, Close Reading, Scansion
ASSIGNMENT	→ Work on memorizing chosen poem! Take notes on your process!

Thurs, Feb 16: Professor Alvarez Moderating a Panel at Marshall University	
DUE	Half of poem memorized; process notes
CLASS	No Class Meeting!
ASSIGNMENT	<ol style="list-style-type: none"> 1. Memorize your poem! 2. Critical Paper #2: due next Tuesday by 2 pm! (Form, Sound, Diction) 3. Poem # 2 due Saturday @ 11:59!

Week 7:

Tues, Feb. 21	
DUE	Critical Paper #2 & memorized sonnet
CLASS	Presentation of By Heart Projects!
ASSIGNMENT	→ Read & copy all Group A poems! Prepare feedback for workshop

Thurs, Feb 23	
DUE	Prepared for workshop: copies of poems made, feedback written for Group A
CLASS	Workshop 2, Group A

ASSIGNMENT	<ol style="list-style-type: none"> 1. Write feedback for Group A posted by Saturday @ 11:59 pm if you did not give feedback during workshop. 2. Read all Group B poems!
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Week 8: *March 6th is the mid-semester point

Tues, Feb. 28	
DUE	Prepared for workshop
CLASS	Workshop 2, Group B
ASSIGNMENT	Read Group C Poems

Thurs, March 2	
DUE	Prepared for workshop
CLASS	Workshop 2, Group C
ASSIGNMENT	<ol style="list-style-type: none"> 1. Read: Selected Poems by guest Cheryl Boyce Taylor 2. Generate questions for guest poet 3. Attend Monday's guest reading in the Milano Room

Week 9:

Mon, March 6–7:30 pm Cheryl Boyce-Taylor Reading in Milano Room (Dwntwn Lib.)	
Tues, March 10–Cheryl Boyce-Taylor Visits Class	
DUE	Prepared for class discussion
CLASS	Cheryl Boyce-Taylor: Discussion and Q&A
ASSIGNMENT	→ Poem # 3 due by Friday @ 11:59 pm.

Thurs, March 9–Professor Alvarez Presenting at AWP Conference in Seattle	
DUE	
CLASS	NO CLASS MEETING TODAY
ASSIGNMENT	→ Poem # 3 due by Friday @ 11:59 pm.

SPRING BREAK: MARCH 11-19

Week 10:

Tues, Mar 21	
DUE	Prepared for workshop
CLASS	Group A: Workshop for Poem 3
ASSIGNMENT	→ Poem 4 due by Friday @ 11:59 pm.

Thurs, Mar. 23	
DUE	Prepared for workshop
CLASS	Group B: Workshop for Poem 3
ASSIGNMENT	→ Read Group C Poems → Poem 4 due by Friday @ 11:59 pm.

Week 11:

Tues, Mar. 28	
DUE	Prepared for workshop
CLASS	Group C: Workshop for Poem 3
ASSIGNMENT	→ Read and write feedback on Poem 4 for Group A

Thurs, Mar. 30	
DUE	Prepared for workshop
CLASS	Group A: Workshop for Poem 4
ASSIGNMENT	Feedback on Poem 4 for Group B

Week 12:

Tues, Apr. 4	
DUE	Prepared for workshop
CLASS	Group B: Workshop for Poem 4
ASSIGNMENT	Feedback on Poem 4 for Group C

Tues, Apr. 6	
DUE	Prepared for workshop
CLASS	Group C: Workshop for Poem 4
ASSIGNMENT	Read: "The Energy of Revision" and "A Grammatical Excursion" in <i>TPC</i> . Writing Exercise #8: Complete at least one exercise in your journal. Submit: Last 4 journal entries due by Saturday at 11:59 pm!

Week 13:

Tues, Apr. 11 & Thurs. Apr. 13	
DUE	Last 4 journal entries
CLASS	Revision & Final Portfolio Intro
ASSIGNMENT	<ol style="list-style-type: none"> 1. Revise your 4 workshopped poems 2. Rough Draft of the Final Portfolio Preface

Week 14:

Tues, Apr. 18 & Thurs. Apr. 20	
DUE	Revisions of Workshopped Poems, Rough Draft of Preface
CLASS	Writing & Revising the Preface; Submission Process
ASSIGNMENT	Revise your preface!

Week 15:

Tues, Apr 25	
CLASS	Portfolio Formatting & Work Day
ASSIGNMENT	Keep working on your portfolio! Practice for your reading!

Thurs, Apr 27: LAST DAY OF CLASS	
DUE	FINAL PORTFOLIOS DUE FRIDAY, APRIL 28th
CLASS	Class Reading! Portfolios due tomorrow!

Portfolios will be returned on May 5th in my office. Final grades will be posted in STAR by May 8th at 12 pm.