GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 05/18/2021

 GCCCD Governing Board Approval: 06/15/2021

ENGLISH 141 – POETRY WRITING II

1. Course Number Course Title Semester Units

ENGL 141 Poetry Writing II 3

 Semester Hours

 3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. Course Prerequisites

A “C” grade or higher or “Pass” in English 140 or equivalent.

Corequisite

None

Recommended Preparation

None

3. Catalog Description

The second of a four-course sequence, this intermediate level class is designed to further skill development in the study, analysis, and application of the tools, techniques, and forms of poetry used by established and contemporary poets. By composing and submitting original poems, students use the writers’ workshop to further develop competency as critics and writers of poetry. Students have opportunities for recognition, publication, and public readings of their own work. Students may enroll in this class without having to enroll in the later courses in the sequence.

4. Course Objectives

The student will:

1. Identify and analyze, both orally and in writing, the tools, techniques, and forms used by professional practitioners of poetry, including genre, structure, figurative language, imagery, sound, diction, allusion, and theme;
2. Identify and employ basic techniques of invention;
3. Compose poems utilizing the tools, techniques, and various forms of poetry;
4. Evaluate benefits of criticism of their own work and demonstrate application in consequent revisions;
5. Demonstrate competency to critique other students’ poetry, both orally and in writing;
6. Identify and describe aesthetic criteria for poetry;
7. Prepare to perform their own poems;
8. Demonstrate competency in grammar, punctuation, and mechanics used in the writing of poetry.

5. Instructional Facilities

Standard Classroom

6. Special Materials Required of Student

1. Access to a computer, the Internet, and word processing with capacity to save/export as Portable Document Format (.pdf) and/or Microsoft Word (.doc, .docx).
2. Collegiate dictionary and thesaurus.
3. Writing materials and copies of poems for workshop.

7. Course Content

1. Invention, composition, and revision of poetry amounting to approximately 8-10 poems per semester.
2. Fundamental tools, techniques, and forms of poetry, including genre, voice, structure, imagery, figurative language, sound, diction, allusion, theme.
3. Written and oral critical commentary of peers’ original poems.
4. A diversity of poems in traditional and free verse forms by emerging, established, and/or contemporary writers, in print and online chapbooks, books, anthologies, literary magazines, and journals.
5. In-class writing exercises.
6. Critical essays on poetics.
7. Strategies for performatively reading poetry.
8. Practice in ordering and assembling a poetry chapbook.
9. Research and activities pertaining to publishing.

8. Method of Instruction

1. Lecture by instructor, visiting writers, and media.
2. Writers’ workshop: students sit in a circle. Selected writer reads original poem aloud and discussion follows. A student may be designated by the instructor to commence discussion for each poem. Generally, selected writers do not speak until poem has been discussed by peers and addressed by instructor. Once poem is workshopped, the writer has the opportunity to respond and ask questions. Lastly, poem with written commentary is returned to its author. Cycle repeats with next selected writer.
3. Discussion and writing exercises based on tools, techniques, and forms of poetry.
4. Discussion and reading aloud of poems by traditional and/or contemporary poets.
5. Individual conferences.

9. Methods of Evaluating Student Performance

1. Student writing and revision of poems.
2. Participation in writers’ workshop, both orally and in writing.
3. Participation in class discussion and writing exercises such as modeling based on published authors..
4. Completion of a poetry chapbook (including exercises, drafts and revisions) as a final project.
5. Performative reading of original poems composed for the class, presented as part of a final examination.
6. Performance of memorized poem.

10. Outside Class Assignments

1. Reading and studying poems and essays.
2. Composing and revising poems.
3. Reading and writing critiques of classmates’ poems.
4. Researching material for poems such as memories, historical events, specialized lexicons, and/or artistic aesthetic movements.
5. Craft and imitation exercises.
6. Attending and/or participating in campus and community literary events and readings.
7. Submitting poems to the Grossmont College literary journal, *Acorn Review*, as well as researching online and print publication opportunities.

11. Representative Texts

1. Representative Text(s):
2. *Acorn Review* *Literary Journa*l. Grossmont College, 2018-19.
3. Burt, Steph. *The Poem Is You: 60 Contemporary American Poems and How to Read Them*. Belknap Press, 2020.
4. Kaminsky, Ilya and Susan Harris. *The Ecco Anthology of International Poetry*. Ecco Press, 2010.
5. Lehman David and Paisley Rekdal, eds. *Best American Poetry 2020*. Scribner, 2020.
6. Meyer, Michael. *Poetry: An Introduction*. Bedford/St. Martin’s, 2012.
7. Salerno, Christopher and Kelsea Habecker. *How to Write Poetry: A Guided Journal.* Rockridge Press, 2020.
8. Turco, Lewis. *The Book of Forms: A Handbook of Poetics*. 5th ed. University Press of New England, 2020.
9. Supplementary texts and workbooks:
10. Addonizio, Kim. *Ordinary Genius: A Guide for the Poet Within*. W.W. Norton & Company, 2009.
11. Bridges, Judy. *Shut up and Write!* Redbird Studios, 2011.
12. Clark, Kevin. *The Mind’s Eye: A Guide to Writing Poetry*. Pearson / Longman, 2007.
13. Hugo, Richard. *The Triggering Town: Lectures and Essays on Poetry and Writing*. Reissue edition. W. W. Norton, 2010
14. Kooser, Ted. *The Poetry Home Repair Manual: Practical Advice for Beginning Poets*. University of Nebraska Press, 2007.
15. Kowit, Steve. *In the Palm of Your Hand: A Poet’s Portable Workshop*. 2nd ed. Tilbury House Publishers, 2017.
16. Ramazani, Jahan, Richard Ellmann, and Robert O’Clair, eds. *The Norton Anthology of Modern and Contemporary Poetry*. 3rd edition. W.W. Norton & Company, 2003.

 Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

1. At an intermediate level, identify and employ elements of poetry and use specific details from memory, imagination, knowledge, and research to invent, draft, revise, and reflect upon poems in free verse and traditional forms.
2. Use the writers’ workshop to evaluate their own poems as well as the poems of others (both orally and in writing) to continue growth as poets.
3. At an intermediate level, discuss and assess the content and form of poems by emerging, established, and/or contemporary poets.