

ENGCW 371RW-1: Intermediate Poetry (Spring 2018)
Thursdays 2:30-5:30 p.m. (Woodruff Library 214)

Instructor: Dr. Michael Marberry
Email: [INSERT EMAIL]

Office: Callaway Center N110
Office Hours: By Appointment

Required Materials:

- *Engine Empire* by Cathy Park Hong. [ISBN: 978-0393346480].
- *Letters to Wendy's* by Joe Wenderoth. [ISBN: 978-0970367204].
- *Gravesend* by Cole Swensen. [ISBN: 978-0520273177].
- *Olio* by Tyeimba Jess. [ISBN: 978-1940696201].
- Notebook for note-taking, brainstorming, free-writing, in-class writing exercises, etc.
- Various handouts and readings provided by the teacher for classroom discussion.
- Money/Budget for printing weekly readings and workshop poems for commenting.

Course Description & Goals:

This class is an intermediate creative-writing workshop designed to help students broaden both their knowledge of and exposure to poetry, while also providing a unique opportunity to give and receive constructive feedback, and to continue honing the skills and practices developed in the introductory class. For this class, students will produce original works of poetry; in particular, this semester's class will revolve around the topic of "traditional poetic forms" (i.e. we'll be reading, writing, thinking, and talking about the role that form can play in poetry). Students will also complete critical projects (e.g. essays, presentations, etc.) that will further encourage an exploration of poetry and form. Students will be expected to read and write a significant amount of material for this class.

NOTE: Students should budget for printing readings and workshop poems.

Our goals for this class: (1) To familiarize oneself with emblematic poets and poetry; (2) To further develop critical-thinking and close-reading skills in respect to established poetic tools, techniques, and themes; (3) To practice writing original poetry via traditional forms; (4) To respond thoughtfully, respectfully, and critically to others' writing in a workshop setting; (5) To cultivate a productive and deliberate process for assessing and revising one's own poetry.

Course Requirements:

During this semester, you will complete several major writing assignments designed to build on each other intellectually, conceptually, and creatively. Regular in-class assignments will help you practice the skills that you learn. Readings and writing prompts will correspond with class discussions, while other projects will push you to read and think critically about writing outside of class.

Assignment:	Due Date:	Percent:
In-Class Participation	Throughout Semester	10%
Weekly Workshop Submissions	Throughout Semester (on Sundays)	20%
Weekly Workshop Comments	Throughout Semester (on Thursdays)	20%
Form/Mode Presentation (1x)	February 15, March 8, OR April 5	10%
Public-Reading Reflection (2x)	March 8 AND April 26	10%
Book Analysis & Annotation (4x)	February 15, March 8, April 5, AND April 26	20%
Final Portfolio	Final Exam Week (See Schedule)	10%

Grade Scale:

Grade Range:			Quality Points:		
A = 93-100	A- = 90-92		A = 4.0	A- = 3.7	
B+ = 87-89	B = 83-86	B- = 80-82	B+ = 3.3	B = 3.0	B- = 2.7
C+ = 77-79	C = 73-76	C- = 70-72	C+ = 2.3	C = 2.0	C- = 1.7
D+ = 67-69	D = 60-66		D+ = 1.3	D = 1.0	
	E = 0-59			E = 0.0	

Late Assignment Policy:

Work must be completed and submitted on time. Because of the importance of regular attendance, class participation, workshop consistency, and peer responsibility, **ALL** work must be submitted by the due date, in the correct file-format (i.e. doc, docx, or pdf file), and in the correct location. You should get in the habit of double-checking your submissions to make sure that they open correctly. Submitting the wrong file or a corrupted file is the same as submitting nothing. I do **NOT** accept late work or work submitted via alternative means. [Go back, re-read, underline, star, highlight, and commit that sentence to memory.] If you know you must miss a day of class or if some unforeseen issue arises, be responsible and talk to me *before the deadline* to make arrangements—which may mean turning your assignment in early or receiving a brief extension.

Attendance & Tardiness Policy:

Attendance is very important to the success of this class and your development as a writer/reader. As such, you are expected to attend class regularly (on time) and to participate fully. For this course, you are allowed to accumulate **two (2)** absences for any reason--i.e. this class does **NOT** distinguish between "excused" and "unexcused" absences. A third absence will result in your final grade being reduced by a full-letter grade (e.g. "B" to "C"). **Accumulating four (4) absences, for any reason, will result in automatic failure of the course.** Because of this absence policy, I strongly encourage you to save your absences for actual instances of sickness and/or emergencies.

Tardiness is disruptive to the focused class environment, prevents full participation, and impairs the assimilation of class information. Any work missed due to tardiness cannot be made-up. **Arriving more than 15 minutes late and/or leaving more than 15 minutes early will result in receiving an absence recorded for that day.** NOTE: Absences and/or tardiness/early-departures will affect your grade--i.e. each absence, tardy, and/or early-departure will result in an irrevocable -5% on the relevant, affected portion (i.e. Participation and/or Workshop Comments). For example, an absence would result in -5% on both the Participation & Comments, while a tardy may only result in -5% on Participation, while an early-departure may only result in -5% on Comments, etc.

Class Cancellation & Late Instructor Instructions:

In the unlikely event of class cancellation, I will contact the class via email beforehand. If, for some unknown reason, I am late to class and haven't notified anyone via email about my tardiness or class cancellation, please wait 15 minutes. If I still have not shown up or emailed the class by that point, please send someone to or call the Creative Writing Office (Callaway N209, 404-727-4683) to notify them that I am missing from class unexpectedly.

The Honor Code, Academic Misconduct, & Classroom Conduct:

The Honor Code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions by

collaborating on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

Academic misconduct is any activity (e.g. plagiarism, cheating, falsification, double-submitting, etc.) that compromises academic integrity and subverts the educational process, as well as helping others undertake in an act of academic misconduct. Because of the nature of this class as a workshop, it is very important that everyone in class is creating their own, original work in an ethical, academically responsible way. More information can be found at: <http://college.emory.edu/oue/academic-programs/honor-council/academic-misconduct.html>.

In addition to academic honesty, individuals are expected to behave respectfully toward others and avoid disruptive and obstructive behaviors. Such negative behavior includes (but is not limited to): physical abuse, verbal abuse, written and verbal threats, stalking, intimidation, harassment, hazing, possession of controlled substances, possession of alcoholic beverages, irresponsible computer use, cell-phone use (including texting), etc. If there is an emergency situation that requires you to text during class, please let me know beforehand.

One of the best aspects of college life is that it brings together people with a wide array of different personal/cultural beliefs and experiences. Because of this, for our class to be successful, a modicum of trust, decorum, and respect must exist among all participants. Such empathy is especially crucial in a course like this one, where we will occasionally be reading, writing, and talking about potentially sensitive ideas and topics. Any act that compromises, endangers, and/or disrespects the instructor and/or your peers will absolutely not be tolerated.

Student Disabilities:

Emory University's Office of Accessibility Services (OAS), part of the Office of Equity & Inclusion, assists qualified students in obtaining services and ensures that all matters of equal access, reasonable accommodation, and compliance are addressed. Qualified students must register with OAS and file a request for services. Confidentiality is honored and maintained. Additional information about the OAS can be found at: <http://equityandinclusion.emory.edu/access/>.

Counseling Services:

Emory University's Counseling & Psychological Services (CAPS) provides free, confidential services for students, including: initial assessments; crisis intervention; community referrals; brief individual, couples, and group counseling; consultation; community services; and educational workshops. The staff at CAPS knows that student life is a transitional period and can bring pressure and stress. We strive to help students understand this period, find ways of coping with crisis, and grow from these experiences. More information can be found at: <http://studenthealth.emory.edu/cs/>.

Emory University Writing Center:

Tutors in the Emory Writing Center are available to support Emory College students as they work on any type of writing assignment at any stage in the writing process. Tutors can assist with a range of projects, from traditional papers and presentations to websites and multimedia projects. Writing Center tutors work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use to write, revise, and edit their own work. The Emory Writing Center is

located in Callaway N212. More information—including their hours-of-operation and how to make and appointment—can be found at their website: <http://writingcenter.emory.edu/>.

Canvas:

We will be using Canvas as an online hub for supplemental readings, handouts, assignment prompts, project submissions, workshop submissions, etc. Please let me know if you have any problems with finding and/or accessing the Canvas page for our course, and I will gladly help you. Canvas can be accessed with your Emory Username and Password here: <https://canvas.emory.edu>.

Public Reading Attendance:

For this course, each student is expected to attend **two (2)** of the public readings provided on the assignment sheet (on Canvas) and to write a brief reflection about the experience of attending the reading. More information can be found on this specific assignment sheet.

Poetry Book Analysis & Annotation:

We will read **four (4)** poetry collections together as a class. These collections are listed on the first page of this syllabus. For each collection, students will be expected to read critically and submit two documents: a 2-3 page analysis/reflection on the book and a workshop annotation of 1 poem from within the book. More information can be found on the assignment sheet on Canvas.

Form/Mode Presentation:

Each student will choose **one (1)** form/mode from a list provided to research and to read widely and deeply. Students will give a **10-15 minute** presentation on this form/mode, providing some examples and discussing those aspects of the form/mode that seem to be particularly important, interesting, strange, memorable, influential, etc. [Students will also try writing in their form/mode for their final portfolio.] Presentations will take place during **Week 5, Week 8, or Week 12**—each student will be randomly assigned their presentation week during Week 2 of class. (Those students with the first presentations will have first pick of form/mode.) More info can be found on Canvas.

Mandatory Conferences:

Throughout this semester, I'll be talking with each of you during class and, as necessary, during my regular office-hours and by appointment. That said, I am also **requiring** each student to schedule **two (2)** mandatory conferences with me this semester. The first conference **must** be scheduled for sometime between **Week 4 – Week 8**. The second conference **must** occur during **Week 16**. Each conference will last approximately 15-20 minutes and we'll talk about your progress in the class, any questions or concerns that you might have, etc. [**Note:** For your first conference, you will need to email me to schedule a day/time for your conference during the weeks listed above. For the second conference, I will provide a sign-up sheet in class.]

A Final Prohibition & Disclaimer:

The prohibition: Do **NOT** write poems about anyone in workshop or about school violence. Let's all be friends! And the disclaimer: We're all adults here reading about adult issues written by other adults, who sometimes use adult language to explore complex adult ideas/themes. Let's be adults!

Course Schedule

* This course schedule is subject to revision at my discretion.

** Be ready to read, write, think, and talk each day in class.

*** Bring all relevant course readings/materials each day.

Key:

"hc" = hard-copy

"cv" = Canvas

Week:	Date/Topic:	Readings Due:	Projects Due:
1	Thursday, January 18 - Syllabus Review - Project Review - Introductions	- None	- None
2	Thursday, January 25 - Sonnet - Sample Workshop	- Poetry Packet A (cv) - Wordsworth essay (cv)	- Signed HCS due (hc) - Poem 1 due Sun (1/28) @ 11:59 pm (cv)
3	Thursday, February 1 - Ballad & Blues - Poem #1 Workshop	- Poetry Packet B (cv) - Shelley essay (cv)	- Poem 1 Comments due (hc) - Poem 2 due Sun (2/4) @ 11:59 pm (cv)
4	Thursday, February 8 - Blank Verse - Poem #2 Workshop	- Poetry Packet C (cv) - Pound essay (cv)	- Poem 2 Comments due (hc) - Poem 3 due Sun (2/11) @ 11:59 pm (cv)
5	Thursday, February 15 - Book #1 Discussion - Presentations (Group 1)	- <i>Engine Empire</i> by Hong - Eliot essay (cv)	- Book 1 A&A due (cv) - G1 Presentation due (hc)
6	Thursday, February 22 - Haiku - Poem #3 Workshop	- Poetry Packet D (cv) - Hughes essay (cv)	- Poem 3 Comments due (hc) - Poem 4 due Sun (2/25) @ 11:59 pm (cv)
7	Thursday, March 1 - Prose-Poem - Poem #4 Workshop	- Poetry Packet E (cv) - Frost essay (cv)	- Poem 4 Comments due (hc) - Poem 5 due Sun (3/4) @ 11:59 pm (cv)
8	Thursday, March 8 - Book #2 Discussion - Presentations (Group 2)	- <i>Letters...</i> by Wenderoth - Olson essay (cv)	- Book 2 A&A due (cv) - Reading Reflection due (cv) - G2 Presentation due (hc)
9	Thursday, March 15 - No Class! (Spring Break)	- None	- None
10	Thursday, March 22 - Ghazal - Poem #5 Workshop	- Poetry Packet F (cv) - O'Hara essay (cv)	- Poem 5 Comments due (hc) - Poem 6 due Sun (3/25) @ 11:59 pm (cv)
11	Thursday, March 29 - Sestina - Poem #6 Workshop	- Poetry Packet G (cv) - Levertov essay (cv)	- Poem 6 Comments due (hc) - Poem 7 due Sun (4/1) @ 11:59 pm (cv)
12	Thursday, April 5 - Book #3 Discussion - Presentations (Group 3)	- <i>Gravesend</i> by Swensen - Hejinian essay (cv)	- Book 3 A&A due (cv) - G3 Presentation due (hc)
13	Thursday, April 12 - Villanelle - Poem #7 Workshop	- Poetry Packet H (cv) - Notley essay (cv)	- Poem 7 Comments due (hc) - Poem 8 due Sun (4/15) @ 11:59 pm (cv)
14	Thursday, April 19	- Poetry Packet I (cv)	- Poem 8 Comments due (hc)

	- Pantoum - Poem #8 Workshop	- Mackey essay (cv)	- Poem 9 due Sun (4/22) @ 11:59 pm (cv)
15	Thursday, April 26 - Book #4 Discussion - Poem #9 Workshop - Course Evaluations	- <i>Olio</i> by Jess	- Poem 9 Comments due (hc) - Book 4 A&A due (cv) - Reading Reflection due (cv)
16	Exam Week - No Class! (Final Exams) - Conferences (<u>Required</u>)	- None	- Final Portfolio due (hc)

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By signing and dating below, I am acknowledging that I have read and understand the University's and Instructor's stances on the honor code, academic misconduct, and classroom conduct. Furthermore, I understand the Instructor's expectations (described above) regarding my behavior and required ethical and empathetic treatment of those in class.

(Print Name)

(Date)

(Signature)