INTRODUCTION TO POETRY WRITING  
WR 241  
4 credits  
Prerequisite: WR 121

Rationale for conversion: The conversion will give students greater opportunity to practice critical thinking and creative writing through increased emphasis on revision, peer review, and reading/analysis of published poetry. The length and complexity of writing assignments will be increased; a student presentation regarding the elements of craft in a published (print/non-print) work will be added, as well as required attendance and analysis of a literary event on campus or in the community.

The four credit version will:
• add a student presentation on craft, using digital and print sources;
• add a writing assignment analyzing a literary event on campus and in the community;
• increase length and complexity of written analysis of poetry, with peer review and revision component.

The syllabus below is the four credit generic version.

Course Description  
Discussion workshop. Rudiments of mechanics and some background in development of modern poetry.

In this course we will try our hand at a wide range of poetic techniques, projects, and stances available to poets. In doing so, we will learn to recognize the poetic subject, as well as design a fitting structure for it. At the end of this course you will turn in a portfolio of 6 poems:
• a syllabic poem describing an object, animal, or landscape,
• a poem in persona (invented voice), based on a word, phrase, or thing
• a narrative poem, based on the life of an historical person,
• an homage (poem dedicated to the spirit of a place, person, thing, event, idea),
• and either an ekphrastic poem or an ars poetica (poem related to the other arts/about the art of poetry),
• a long, linked haiku poem, or renku.

This course will review the elements of prosody, teaching you how to scan a poem’s meter, identify types of rhyme and common poetic figures, and will ask you to think actively about the use and impact of different line breaks, line lengths, images, symbols, and metaphors, and sound and rhythmic features.

Because we will depart from the premise that poetic ability depends on increasing our flexibility with the English language, we will write exercises to prepare for the poems and to practice the poetic features and devices we encounter. The exercises are designed to improve the student’s performance on the midterm poetics exam.

This course will also require you to do informal research in order to make your poems more deeply envisioned and accurate to fact, and to read widely and deeply in order to gain inspiration for the concept and design of poems.
Because the success of the workshop depends on everyone’s active participation in the discussion, you will be expected to contribute to class discussion. You will also belong to a critique group of 2-3 people whose work you will respond to in writing.

**Student Learning Outcomes**
- analyze and interpret published poetry for stylistic elements and meanings;
- recognize and use elements of prosody as a means of discovering and conveying meaning for a reading audience;
- recognize and use writing processes effectively to generate, compose, organize, and revise writing;
- rhetorically analyze a variety of genres and forms appropriate to audience and purpose;
- develop and strengthen critical writing, reading, thinking, and communication skills for lifelong literacy.

This course meets the requirements for baccalaureate core courses in Writing II (Skills).

**Learning Outcomes for Writing II (Skills)**
1. Emphasize elements of critical thinking;
2. Focus on relevant theory, concepts, and techniques for understanding the form of communication involved and for improving skills;
3. Provide concepts and guidelines for determining effective communication within a specific area or discipline, including conventions of that field;
4. Require significant student practice or performance coupled with evaluation; and
5. Encourage appreciation and understanding of language, form, and style.

**Requirements and Evaluation of Student Performance**
- 6 revised poems to be submitted at the end of the semester in a portfolio (must include at least two early drafts) (40%)
- An in-class midterm on poetic devices and techniques, including a close reading essay on a poem (20%)
- Participation in workshop discussions and attendance/analysis at a public reading (10%)
- Exercises and presentation (15%)
- Written critiques of a group of your peers’ poems (15%)

**Text**

**Statement Regarding Students with Disabilities**
Accommodations are collaborative efforts between students, faculty, and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.

**Link to Statement of Expectation for Student Conduct**
http://oregonstate.edu/admin/stucon/achon/htm