POETRY WRITING
WR 341
4 credits
Prerequisite: WR 241

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 three credit generic version.

Course Description
Study and writing of verse. May be repeated to form a 12-credit sequence.

In this course you will be asked to focus on and further refine the skills practiced in beginning poetry writing: recognizing the subject, the use of vivid and accurate language, metaphor and imagery, and attention to the musicality and rhythmic intensity of your lines. You will be asked to turn in a portfolio with 5 poems (including all significant revisions), and will also be required to do and turn in writing exercises.

Because the course is partly designed to give you a richer understanding of poetic traditions, I will ask you to explore the opportunities provided by certain “modes” that have been practiced over the years, and to read with historical breadth into the tradition of these forms and modes. You will write a prose poem, a sonnet, an aubade, an elegy, and poem series or sequence of at least three parts.

A workshop’s success depends directly on the participants’ willingness to enter the discussion. You will be expected to be a vocal participant in this class, and will be required to write detailed, typed critiques of two of your peers’ poems per unit.

In addition, you will write a short (7 page) meditative essay, an *ars poetica*, in which you explore the goals and subject matter of your last poem, the poem sequence. You will begin the piece in the form of journal entries over the course of the quarter; this will help you develop a layering of ideas for your final poem sequence.

I will meet with each student individually in the quarter and comment on poems as you turn them in.
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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Portfolio</td>
<td>50%</td>
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<tr>
<td>Essay</td>
<td>15%</td>
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<tr>
<td>Exercises (10) and Presentation:</td>
<td>15%</td>
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<tr>
<td>critiques (15) and public reading/analysis</td>
<td>20%</td>
</tr>
</tbody>
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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