Spring 2019 Policy Statement
ENGLISH 359.091
Intermediate Poetry Workshop
MWF 11-11:50/Ferguson 177
Dr. Christine Butterworth-McDermott
SFASU English Department

WHERE TO REACH ME:
E-mail: mcdermotc@sfasu.edu
Phone: 936-468-2059; leave a message.
Office: Liberal Arts North 227
Office Hours: MWF 9:00-9:50, TR 11-12:15/ & by appointment

COURSE DESCRIPTION:
Readings and discussions demonstrating the basic structural and technical elements of poetry with opportunities for practice and peer workshop.

PREREQUISITE:
English 261, or Introduction to Creative Writing (transfer credit)

PROGRAM LEARNING OUTCOMES
Since this class counts for both the Creative Writing major (the BFA) and the minor, our official learning outcomes are as follows:
- The student will demonstrate close reading skills and recognize strategies used by professional poets.
- The student will employ techniques and strategies for crafting carefully composed, competent creative work in poetry.
- The student will articulate useful, critical editorial advice for peer writers.
- The student will demonstrate strategic revision on completed creative work.

MY GOALS FOR YOU:
- Identify the elements of poetry
- Discuss the strategies used by professional, contemporary writers
- Learn to use the elements as part of your own “toolbox” on a level beyond 261
- Revise & edit poems
- Learn to work collaboratively in a workshop setting
- Articulate useful, critical editorial advice for peer writers in oral and written form.
- Learn to create closed form poems
REQUIRED MATERIALS:
- All reading material will be provided to you.
- Plenty of paper
- Quality ink jets or money for photocopying
- Professionalism & team attitude
- Ability to attend both small group and large group workshop & participate
- The ability to turn work in on deadline in hard copy & by email.

GRADING:

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<thead>
<tr>
<th>Grading Category</th>
<th>Percentage</th>
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<tr>
<td>Attendance</td>
<td>5%</td>
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<td>Professionalism</td>
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<td>Presentation on Poem</td>
<td>10%</td>
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<td>Sm. Group Wksp.</td>
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<td>Final Packets</td>
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<td>Poems</td>
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Failure of two major assignments (poems, presentation, or portfolio), either by not turning them or trying to turn them in late, results in failure of the class. This is regardless of other numerics. In 359, I don't accept late work.

**ATTENDANCE (5%)**:

0-1 absences = A (5% of grade)
3 absences = B (5% of grade)
4 absences = C (5% of grade)
5 absences = D (5% of grade)
6 absences = F (5% of grade)

7 absences = **fail the course (100%)**

- sleeping in class = 1 absence
- coming in late/leaving early = 1/2 absence
- texting in class/doing other work = 1 absence

Being absent is not an excuse for missed information or assignments. You should either e-mail a classmate (or me) to find out what went on in class if you are not able to attend. You should pick up any missed packets or material. You must be responsible for all the material discussed in class on the days you were absent—and for the material for the next class period. This is especially true of poems for Large Group Workshop.
Cell Phone Policy:

**During class, phones must be kept in pockets, purses, or backpacks**—unless you are waiting for a notification during a family emergency (please tell me before class begins). If you text in class, you are marked absent and you will receive 0s on your participation. Clearly this would affect your overall grade. Repeat offenders will be dropped a letter grade.

PROFESSIONALISM (10%) 

A portion of your grade is devoted to your ability to be professional and turn in all materials neatly and on time. This grade also includes email correspondence.

a) Email all materials (mostly rough drafts) to mcdermotc@sfasu.edu in a doc or docx file. Emails must come before class time on the due date.

b) Include a subject & a short note: “Hi, Dr. C., here’s my rough draft #3.” I WILL NOT OPEN attachments without notes.

c) Bring in all your copies to small group workshop (3 are due each time) on due date. You must have hard copies for your group on exchange days.

d) Turn things in on time (due at the beginning of class, I don’t accept late work)

e) Everything must included (final packets include a note about the workshop, the final poem, the peer sheets).

f) Everything will be neat, easily readable (i.e. no faded printing), complete, ordered correctly and stapled. This is especially important for the presentation.

g) Everything should be in correct format (heading, correct genre format, correct font).

h) You have taken your assignment seriously (rather than phoning it in).

GROUP WORKSHOP (25%)

You will need to have your poems ready to be exchanged on exchange day. You will need to prepare significant, astute notes—line by line and overall—on each and every poem in your group before class begins.

Grading on Workshop:

- In-depth written comments on peers’ work for small group workshop are expected.
- Thoughtful/constructive oral comments in small group workshop are expected.
- In-depth written comments on peers’ work in large group workshop are expected.
- Thoughtful/constructive oral comments in large group workshop are expected
- Promptness, neatness of getting work to me, group members, and large workshop will be graded.
- Attendance and oral/written activity in group is expected.
Besides my own observation in seeing your commentary during class, and in revision packets, I will also take into account the workshop note the poets write regarding participation of peers. If you do not write quality comments on the poet’s work, you will be graded accordingly. You may turn in comments late to the writer, but you will receive a 0 from me.

For Those Being Workshopped
If there is ever a problem with your experience in Small Group Workshop, please email me or come and see me. I want to make this the most productive environment for you to create good poetry.

POEMS & REVISION PACKETS (45%)

Format:
I will ask you to turn in all poems single spaced on a sheet of white paper. The title should be bolded. For the purposes of this class, do not write poems longer than 2 pages. Do not double side your final copies. I may do this for handouts, but when you turn in your poem it should not be double sided. Remember, too, all formatting affects the overall feeling/reading of the poem, so don’t put something into columns just to save paper. Your poem should be typed in Times New Roman 12 point with one inch margins. The format should look like this:

If your poem goes onto a second page, “cont’d” should appear in the bottom right hand corner of the first page.

The second page would just have your last name and page number in the upper right hand corner.

Rough Drafts:
While rough drafts don’t need to be perfect, you’ll get the most out of the class if you bring in something that you feel good about workshopping. You must send the poem via email to me prior to class. You will also need to bring in 3 copies of your poem so that if you are in a group of 2 or 3 you may exchange them with minimal effort.
**Grading on Poems:**

I do not comment on rough drafts although I ask you to send it via email. I do so in case a person in your group is absent and needs your poem for the next class period.

I wait to comment until you've revised your poem after small group workshop. After you turn in your revised packet, via hardcopy, I will read it and make comments on it. All creative work will be graded on its professional format, spelling, etc., along with content.

**It will take at least a week to return your poems.**

The bulk of my comments will focus on how well you employ the elements of poetry (open form and closed form depending) and will be geared to helping you make it the **best poem it can be**. I will include a benchmark grade to give you an idea of where the poem can go. With revision most work can be improved and/or tightened. Our goal is to make your work as professional/publishable as possible.

A  exceptional use of imagery, language, placement, line length, and sound to highlight a specific message/idea. If rhyme is used it does not lean toward verse. Presented professionally. Poem is original in imagery & idea as well as sophisticated in use of craft.

B  well-defined use of imagery, language, placement, line length, and sound to highlight a specific message/idea. If rhyme is used it does not lean toward verse. Poem is original in imagery & idea as well as sophisticated in use of craft, professionally presented in correct format. Not as original/sophisticated as an A but could get there with revision.

C  simplistic or derivative use of imagery, language, placement, line length, and sound to highlight a specific message/idea, but presented in correct format. Rhyme leans toward verse. Revision would improve poem.

D  poorly developed use of imagery, language, placement, line length, and sound to highlight a specific message/idea OR incorrect format, simplistic rhyme, errors in terms of grammar or presentation.

F  plagiarized, grammatically unreadable, incomplete, does not fulfill assignment, not handed in.

NOTE: You may not turn in work for another class into this class. If a poem has been graded/edited by another professor, I reserve the right to not accept and/or grade it as it has already been looked at by a professional.
**Revision Packets**
A “Revision Packet” includes, stapled together, in this order:

a) a typed note to me about (in detail):
   1) workshop (how it went, who gave you good advice, why you ignored certain advice)

   2) the poem—what do you like about this poem? What is working craft-wise? What do you feel the poem needs the biggest help with?

   *Please note that this note regarding your workshop & poem is graded. Please make sure to make it complete.*

b) the revised poem after small group workshop.
   **Your revisions may include things like:**
   • Verb changes
   • Images developed, extended, changed
   • Eliminations, block-outs
   • Sound/rhythm development or changes
   • Structural changes (i.e. line breaks, spacing)
   • Rearrangements

c) your peers’ commentary on the poem. There will be two or three of these.

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**Presentation on Poem (10%)**:
Students will be assigned a poet to present on. You will need to go and find a poem by that poet (poetryfoundation.org is a great place to start). You will present this poem to the class. You will need to create a handout for this assignment.

*The handout should:*

A) On the front, identify the poet, and include the poem. Include a bio of the poet.

B) On the back, please write a paragraph, indicating what you found memorable about this particular poem. What did the author do in terms of craft to achieve this? You may use any/all of these questions to help write your paragraph?
   • What are the poem’s main thematic elements?
   • How and what kind of imagery is employed? How is it memorable?
   • How is placement/typography/line breaks used to convey message/emotion?
   • How does the poet use various elements of sound to enhance effect?
You will need to make 20 copies of this handout for the class (one for each member of class & me). Your handout will be graded on ability to be accurate, your clear grammar and spelling, and the intelligence & interest you generate in your critical assessment.

On the day of your presentation, you will read the poem and discuss the points you found noteworthy about the poet’s use of craft. You can read the poem, then discuss your points or you may read the poem and then go over it line by line. Whatever method works for you. You will have 10-12 minutes to complete this assignment.

I will give you an example of this assignment.

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**Final (10%)**

I will ask you revise three poems of your choice from the semester, one of which you will read to the class during the last week of class. These three poems should show what you've learned about image, line, placement, and sound. All rules of grammar and spelling apply. Include the revisions of the poems and my graded copies. You do not have to include your peer commentary for this assignment. This is due finals week.

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**REMINDERS**

☞ I do fail late work.
☞ Make sure you get your copies done well in advance of class. Remember if your printer breaks down the library has printers & copy machines. If all else fails, email me!
☞ If you absolutely have to be absent, please email your poem and I'll be happy to distribute it to your group. Your absence still counts; but it keeps you from falling behind.
☞ Assignments/creative work must be typed in standard format, including font.
☞ I don’t accept work with an abundance of spelling/grammatical errors
☞ Plagiarized poems will result in failure of the assignment & course (see university policy below). I will also report you to the Chair & the Dean.

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**PET PEEVES**

In the effort of fairness—here's some things that drive me crazy. 😊

- People coming in late. It is disruptive and rude. It affects both your attendance grade and your participation grade.
- Talking when others are talking. We all get excited, but make sure if someone “has the floor,” he/she is usually trying to make a worthwhile point. It will be in your interest to listen to them because it is polite and because it may help you on your poems.
- I try to be upfront about expectations and due dates. I write them down on the board, tell you in class and usually on the assignment sheet/syllabus. You shouldn’t have to
ask me when the due date for something is. If you choose not to do something, you will be graded accordingly.

- Okay, here’s the weird one, I can’t stand it when people pack up early. I will try to never hold class over the allotted time, but if I am talking or someone else is, don’t move. Sit and listen—when I say “that’s it for today” you can start closing your book, putting stuff away, or zipping/unzipping your backpacks.
- Meanness, prejudicial comments, arrogance, rudeness, general nastiness doesn’t fly here. Being mean isn’t cool, it’s mean and it’s bad karma. Kindness matters.

On a personal level, teacher to student, I do prefer the hard-working student. You may be a brilliant poet, but unless you’re a team player, I tend to get annoyed. It’s just common sense: don’t treat anyone in a way you wouldn’t like to be treated yourself. Not everyone is on the same level as you. Someone may be ahead or behind. Your job as a CW student at SFA, as I see it, is to help everybody in your workshop as best you can.

**EMAIL ETIQUETTE:**

When you write to a professor, an email is like a business letter. It is a good idea to put your best foot forward. Here are some tips.

- Make sure you have a subject line; I know I tend to ignore things that don’t have one. So, “English 359” in the subject line is helpful.
- I don’t open any attachment without a clear note from you—“Dear Dr. C., here’s my poem #3”—would be lovely.
- Be succinct and to the point about what you need: “Could we set up an appointment to talk about my discussion grade?” or “Here is my assignment.”
- Make sure you have checked your email for spelling errors/typos
- Try to avoid writing last minute. If you write an email at 3 am, I won’t answer it before 9 a.m. I usually don’t check or respond to non-personal email between the hours of 6 p.m.-9 a.m. Expect an answer in 12 hours. Do not expect an answer on Saturday.
University Policies You Need to Know:

ACADEMIC INTEGRITY (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

WITHHELD GRADES SEMESTER GRADES POLICY (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

STUDENTS WITH DISABILITIES
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

ACCEPTABLE STUDENT BEHAVIOR
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
LAST WORDS

Be constructive in your criticism—which means offer helpful advice (not just this is great!) but don’t crush someone either. There’s a fine line between being constructive and being destructive. Harsh criticism can hurt. Be honest, but fair.

Point out the strengths of a work, not just its negatives. At the same time, don’t just say “it’s good”—come up with concrete ways to discuss how the poem can be improved, or why it should remain as is.

As artists, none of us are exactly the same. We each are trying to achieve different things for different reasons. Never try to make someone else’s work into your own; let it exist by its own rules.

Don’t give up. There will be times when communication will fail, but keep trying, eventually there will be a breakthrough.

There will be times you will disagree with me and my assessment of your work. Try out what I’m asking—you may get some interesting results. You can always change it back after the class is over. 😊

Remember to enjoy yourself, experiment, get enthused. Find a consuming passion. Be an artist. That’s what it’s all about.

AND

College can be very demanding. So, while keeping your goals in mind, also take the time to take care of yourself. You won’t succeed if you spread yourself too thin. So be good to you, eat some ice cream, and when things get bleak remember to relax and have fun!

Enjoy the semester.
Calendar  
(SUBJECT TO CHANGE)

**Week One**
W 1/23    Intro to Course.
F 1/25    Elements of Poetry/FORM & FUNCTION

**Week Two**
M 1/28    Elements of Poetry/IMAGE, METAPHOR, SIMILIE  
W 1/30    In-class exercise
F 2/1     Elements of Poetry/LINE LENGTH & PLACEMENT

**Week Three**
M 2/4     In-class exercise
W 2/6     Elements of Poetry/SOUND. **FOR NEXT TIME:** Write POEM #1. Email it to me. Make 3 copies for workshop
F 2/8     Exchange POEM #1 for Small Group Workshop (SGW). Discuss Editing & Packets. **FOR NEXT TIME:** Read & comment on peers’ poems

**Week Four**
M 2/11    **SGW Poem #1. FOR NEXT TIME:** Revise Poem #1; Get packet ready to give to me (short note about group workshop, finished poem, group comments).
W 2/13    No Class
F 2/15    PACKET #1 (REVISED POEM #1) DUE to me  
**FOR NEXT TIME:** Write POEM #2. Email it to me. Make 3 copies for Workshop. Read & comment on peers’ poems for LGW.

**Week Five**
M 2/18    Exchange POEM #2 for SGW. Discuss poetry presentations  
**FOR NEXT TIME:** Read & comment on peers’ poems for SGW #2.
W 2/20  
*SGW Poem #2.*
**FOR NEXT TIME:** Revise Poem #2; Get packet ready to give to me (short note about group workshop, finished poem, group comments).
*Email me final version of Poem #2 (just the poem)* Students 1-3 prepare presentations.

F 2/22

**PACKET #2 (REVISED POEM #2) DUE to me.** *Students 1-3 present.*
**FOR NEXT TIME:** Write Poem #3. *Email it to me.* Make 3 copies for Workshop.

**Week Six**

M 2/25  
*Exchange POEM #3 for SGW.* Tips for better poetry.
**FOR NEXT TIME:** Read & comment on peers’ poems for SGW

W 2/27  
*SGW Poem #3.*  
**FOR NEXT TIME:** Revise Poem #3; Get packet ready to give to me (short note about group workshop, finished poem, group comments).  
*Email me final version of Poem #3 (just the poem).* Students 4-6 prepare presentations.

F 3/1  
**PACKET #3 (REVISED POEM #3) DUE to me.** *Students 4-6 present*  
**FOR NEXT TIME:** Write Poem #4. *Email it to me.* Make 3 copies for Workshop.

**Week Seven**

M 3/4  
*Exchange POEM #4 for SGW.*  
**Publishing.**
**FOR NEXT TIME:** Read & comment on peers’ poems for SGW

W 3/6  
*SGW Poem #4.*  
**FOR NEXT TIME:** Revise Poem #4; Get packet ready to give to me (short note about group workshop, finished poem, group comments).  
*Email me final version of Poem #3 (just the poem).*

F 3/8  
**PACKET #4 (REVISED POEM #3) DUE to me.** Discussion of Form Poetry: Sestinas
**FOR NEXT TIME:** Students 7-9 prepare presentations.

**Week Eight**

M 3/11  
*Students 7-9 present*  
**FOR NEXT TIME:** Students 10-12 prepare presentations.

W 3/13  
*Students 10-12 present*  

F 3/15  Catch-up day

**Week Nine:**  
**SPRING BREAK!!!**

**Week Ten**
M 3/25  Regroup.
**FOR NEXT TIME:** Write Poem #5 (Sestina). **Email it to me.** Make 3 copies for Workshop.

W 3/27  Exchange *Sestinas* for SGW. How to edit form poetry.  
**FOR NEXT TIME:** Read & comment on peers’ poems for SGW

F 3/29  **SGW Poem #5 (Sestina)**  
**FOR NEXT TIME:** Revise Poem #5 (Sestinas); Get packet ready to give to me (short note about group workshop, finished poem, group comments)

**Week Eleven**
M 4/1  **PACKET #5 (Sestina) DUE to me.** Discuss Sonnets  
**FOR NEXT TIME:** Students 13-15 prepare

W 4/3  **Students 13-15 present**  
**FOR NEXT TIME:** Students 16 & 17 prepare

F 4/5  **Students 16-17 present.**  
**FOR NEXT TIME:** Write Poem #6 (Sonnet). **Email it to me.** Make 3 copies for Workshop.

**Week Twelve**
M 4/8  Exchange **POEM #6 (Sonnet) for SGW.** Discuss villanelles & pantoums  
**FOR NEXT TIME:** Read & comment on peers’ sonnets

W 4/10  **SGW Poem #6 (Sonnet).**  
**FOR NEXT TIME:** Revise Poem #6 (Sonnet); Get packet ready to give to me (short note about group workshop, finished poem, group comments).

F 4/12  **PACKET #6 (Sonnet) DUE to me.**  
**FOR NEXT TIME:** Students 18-20 prepare
**Week Thirteen**

**M 4/15**  *Students 18-20 present.*

**W 4/17**  Catch-up Day

**F 4/19**  **EASTER VACATION.**
**FOR NEXT TIME:** Write Poem #7 (villanelle or pantoum). *Email it to me.* Make 3 copies for Workshop.

**Week Fourteen**

**M 4/22**  Exchange *Poem #7 (pantoum or villanelle)* for SGW. Discuss rubai & triolets.
**FOR NEXT TIME:** Read & comment on peers’ poems.

**W 4/24**  *SGW Poem #7 (pantoum or villanelle).*
**FOR NEXT TIME:** Revise Poem #7; Get packet ready to give to me (short note about group workshop, finished poem, group comments).

**F 4/26**  **PACKET #7 (pantoum or villanelle) DUE to me.**
**FOR NEXT TIME:** Write Poem #8 (rubai or triolet). *Email it to me.* Make 3 copies for Workshop.

**Week Fifteen**

**M 4/29**  Exchange *Poem #8 (rubait or triolet)* for SGW.
**FOR NEXT TIME:** Read & comment on peers’ poems.

**W 5/1**  *SGW #8 (rubait or triolet).*
**FOR NEXT TIME:** Revise Poem #8; Get packet ready to give to me (short note about group workshop, finished poem, group comments).

**F 4/3**  **PACKET #8 (rubait or triolet) DUE to me.** Discuss final

**Week Sixteen**

**M 5/6**  Students 1-8 read best poem.

**W 5/8**  Students 9-16 read best poem.

**F 5/10**  Students 15-20 read best poem.

**TURN in revision of 3 best poems produced in class with original graded copies for FINAL**
**Due: LAN 227, May 15 (Wednesday), between 9-12:30 am**