Stephen F. Austin State University
ENGLISH 4195: Intermediate Poetry Workshop (Fall 2021)

Course number/section: ENGL 4195-001
Meeting place: Zoom/Online
Meeting time:

Professor: Dr. Sara Henning
Office: LAN 263
Office hours: TR 1:00-2:00 pm; W 1:00-4:00 pm (Zoom available)
Email: henningsd@sfasu.edu

COURSE DESCRIPTION

This course will include readings and discussions demonstrating the basic structural and technical elements of poetry, with opportunities for practice and peer workshop.

Credit Hour Justification
ENGL 3359 “Intermediate Poetry Workshop” (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination or Final Portfolio of revised original poetry. Students are assigned readings, both critical and creative. They are required to complete 6-8 poems (3-4 are in open form and 3-4 are in closed form) for workshop review, and either a presentation analyzing an assigned text or a paper about contemporary poetry; participate in either small or large workshop by having read and responded to others' work and submitted editorial comments to their peers; to create a self-reflective final portfolio that includes at least two drafts (original and revised) of some or all of their poems. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

REQUIRED TEXTS/SUGGESTED PRACTICES


Professionalism

Ability to meet the attendance and participation requirements for effective small group workshop

Regular access to a Mac or PC laptop, tablet, or other electronic device for writing, revision, and small group workshop.

Printing capabilities

Familiarity with Brightspace/D2L
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

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**COURSE REQUIREMENTS**

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**Poem Drafts**

You will be responsible for generating original, creative responses to writing prompts in one genre: poetry. These writing prompts will be offered in class, may stem from modeling a professional poet’s work, or may stem from assigned readings. These writing prompts will be offered in conference.

**Creative Assessments**

**Creative Assessments with Professor**
We will have regular meetings over assigned creative work. You will revise your piece and turn it in on D2L by the assigned date. During these assessments, the professor will provide *instructive, holistic feedback* guided by an author’s note, which could include reactions, broad-stroke comments, and noting places that are particularly strong/need additional development.

NOTE: A detailed model with instructions, etiquette, and expectations for assessments will be provided prior to the first assessment. Due dates for submitting drafts will also be provided.

**Metacognitive Self-Evaluations**

After each Assessment period with the professor, you will provide a revised draft of your poem, plus a metacognitive self-evaluation (1-2 type-written pages, double-spaced), describing your intentions toward the piece, how group workshop helped you to reconsider/develop its strengths and address its limitations, as well as consider where your poem stands in relationship to the grading criteria provided below. **You will end your metacognitive self-evaluation by providing yourself a letter grade (letter grade with numerical equivalent offered), which must be both justified and rhetorically positioned within the text of your metacognitive self-evaluation.** After each Creative Assessment, you will submit your metacognitive self-evaluation in the appropriately labelled...
Dropbox. I reserve the right to raise or lower your grades, based on how you rhetorically position your grade justification in relationship to the quality of your poem.

Grading Rubric

A=accomplished use of imagery, figurative language, voice, lineation strategy, and music (consonance, assonance, internal rhyme, and/or elements of prosody, when appropriate) to construct a moving aesthetic experience. Poems written in form (sonnet, villanelle, etc.) make intentional use of formal conventions, moving beyond demonstration of competency to achieve artful purpose. The poem abides by standard conventions (MLA). The poem demonstrates artistic mastery.

B=effective use of imagery, figurative language, voice, lineation strategy, and music (consonance, assonance, internal rhyme, and/or elements of prosody, when appropriate) to construct a very good aesthetic experience. Poems written in form (sonnet, villanelle, etc.) make intentional use of formal conventions, moving beyond demonstration of competency to achieve artful purpose. The poem abides by standard conventions (MLA). With revision, the poem has the potential to achieve artistic mastery.

C=competent use of imagery, figurative language, voice, lineation strategy, and music (consonance, assonance, internal rhyme, and/or elements of prosody, when appropriate) to construct an aesthetic experience. However, the poem may sometimes lean on cliché, other derivative language, or affect an archaic tone without rhetorical justification. Poems written in form (sonnet, villanelle, etc.) either skew occasionally from formal conventions or never quite moves beyond demonstrated competency. The poem abides by standard conventions (MLA). With substantial revision, the poem has the potential to achieve artistic effectiveness.

D=undeveloped use of imagery, figurative language, voice, lineation strategy, and music (consonance, assonance, internal rhyme, and/or elements of prosody, when appropriate) to construct an unsatisfying experience. The poem often relies on cliché, other derivative language, and may appear rhetorically incomplete or incoherent. Poems written in form (sonnet, villanelle, etc.) may fail to achieve formal conventions, leaning toward verse. The poem does not abide by standard conventions (MLA) and demonstrates errors in grammar, syntax, and other formatting concerns. Large-scale revision of poetic strategy is recommended.

F=The poem presents significant issues related to at least one of the following outcomes: academic integrity (poem is plagiarized), severe grammatical/syntactical infractions, failed rhetorical strategies, a failure to attend to goals of the assigned task, or failure related to submission by appropriate due date.

Final Creative Writing Portfolio

You are to submit a final creative writing portfolio composed of revised, final versions of your creative work. Your portfolio must also include a 3-5 page metacognitive self-evaluation summarizing, synthesizing and reflecting on poetry presented this semester. This reflection will discuss and evaluate the ways in which your work has improved over the course of the semester, as well as provide an assessment of how your work stands in relationship to your larger goals as a writer.

The portfolio must include all of the following:

1) ‘Table of Contents’ page listing all pieces in portfolio, including page numbers

2) Preface Statement/metacognitive self-evaluation
3) Drats of completed exercises

All work must be compiled in an electronic document, formatted using MLA standards, and submitted (in person) to your instructor during your final exam period.

Notes on Grading Criteria:

This portfolio assignment is worth a total of 300 points (roughly 30% of final grade). The portfolio will be scored by completeness of assembled work, attention to detail and description in analyses for each piece submitted, obvious attempts at development and revision in creative work, and obvious ability to utilize subject specific terms discussed in class throughout the semester.

Grading

Poem Drafts, Including Artist’s Statement (25 points per exercise): 200 points (20%)
Metacognitive Self-Evaluations: 200 points (20%)
Revised Draft Packets: 200 points (20%)
Final Creative Writing Portfolio: 300 points (30%)
Attendance/Professionalism/Completion of Activities: 100 points (10%)

Total: 1000 points

Note: Lack of regular participation will negatively impact your grade.

Grading Standard

A (excellent performance): 90-100.
B (above average performance): 80-89.
C (average performance): 70-79.
F (failure): 0-59.

COURSE POLICIES

Technology Requirements

Desire2Learn (D2L)

D2L will be used to facilitate some aspects of the course. In D2L, you will be able to:

- Access additional required materials not found in your textbook (additional assigned readings on elements of craft and additional poems or stories which illustrate those elements).
- Access your course grades.
- Access supplemental resources/activities which are not required but may be useful.
Email

Course news and updates will be sent to you via email, so you will be responsible for checking your SFA email account regularly. Emails sent to the instructor on weekdays (Monday-Friday) will receive a response within 24-48 hours.

Late Work

All assignments are due at the beginning of class on the assigned due date. If a circumstance arises in which you need to discuss your progress with me, please see me during office hours or email me to check in. You should save your work in multiple places; I highly recommend using online storage options such as OneDrive, which is included as a free service in the university’s downloadable subscription of Microsoft Office 365, to prevent lost work.

Course Citizenship

Although students with disciplinary problems tend to be few and far between at the college level, if behavioral disruptions persist within a single class meeting (or, for that matter, across multiple meetings), the student in question will be asked to leave the class with a lowered participation grade and an absence recorded for the day.

Please make safe choices during the global pandemic.

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 available to help SFA students succeed.

Assignment Submission

You must submit all written work to the assigned D2L/Brightspace Dropbox. All work submitted for Group Workshops must be submitted on the appropriate course Discussion Board. Assignments are due by class time on their due date.

Academic Integrity

Adhering to academic integrity standards at all times by producing your own work and successfully attributing others’ ideas to them is a necessary aspect of university communication. 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) falsification or invention of any information, including citations, on an assignment; 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 include, but are not limited to: (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 the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.
Any appeals on academic integrity cases must be made within thirty days after the first class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.

Please read the complete policies at: https://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf

Course Evaluations

Course evaluations will be available online near the end of the semester. I request that you take advantage of the opportunity to give feedback about how effective this class and my teaching was, particularly because I read evaluations to help make decisions about future classes. In other words, your feedback can help my future students have a good class experience.

Program Learning Outcomes (PLOs)

1. The student will demonstrate close reading skills and recognize strategies used by professional creative writers.
2. The student will employ techniques and strategies for crafting carefully composed competent creative work in a variety of genres (fiction, poetry, literary non-fiction).
3. The student will articulate useful, critical editorial advice for peer writers.
4. The student will demonstrate strategic revision on completed creative work.
5. The student will compose and sustain a complete, polished manuscript of substance in the focus-genre.

Title IX Statement

Stephen F. Austin State University strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship and veteran status. Additionally, Stephen F. Austin State University prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression. Unlawful discrimination based on sex includes discrimination defined as sexual harassment.

The Discrimination Complaints policy (2.11) and the Sex and Gender-Based Discrimination, Violence, Harassment, and Misconduct policy (2.13) outline the university's commitment and detail the procedures used to prevent, respond, and investigate complaints. It is the responsibility of the university president to ensure that SFA and all its constituencies comply with the provisions of this policy and with all federal and state laws, executive orders and regulations regarding non-discrimination.

The university prohibits and will not tolerate sexual misconduct because such behavior violates the university's institutional values, adversely impacts the university's community interest, and interferes with the university's mission. The university also prohibits retaliation against any person who, in good faith, reports or discloses a violation of this policy, files a complaint, and/or otherwise participates in an investigation, proceeding, complaint or remediation under this policy. Once the university becomes aware of an incident of sexual misconduct, the university will promptly and effectively respond in a manner designed to eliminate the misconduct, prevent its recurrence and address its effects.

Stephen F. Austin State University is dedicated to providing an environment of non-discrimination and equal opportunity in its programs and employment opportunities. The Title IX office supports the University's commitment by offering training, programs and processes that promote an inclusive, diverse and supportive environment consistent with the SFA Way.

To fulfill its mission, the Title IX office:
- Coordinates the delivery of detailed educational programs and training concerning discrimination, harassment, sexual violence, interpersonal violence, and stalking;
- Recommends, develops, interprets and implements policies and procedures in support of non-discrimination;
- Oversees investigations into complaints of discrimination, harassment and sexual violence by promptly organizing an impartial administrative review and addressing any patterns or systemic problems that might be identified during the review of such complaints;
- Serves as the university's designated office responsible for coordinating the University's compliance with state and federal law, including, but not limited to:
  - Title IX of the Education Amendments of 1972,
  - Violence Against Women Act,
  - Campus SAVE Act.
- Works with the Office of the General Counsel to investigate and respond to external complaints (e.g. EEOC, OCR).

The many terms and definitions that surround sexual misconduct issues can be confusing and may create unintended barrier to reporting incidents of sexual misconduct.

It is important to remember, only those options clearly identified as confidential assistance can keep your information private. Generally, any person not identified as a confidential reporter is required to report an incident that is reported to them. This requirement is intended to protect members of the campus community, visitors and guests from criminal and discriminatory behavior.

**Accommodations**

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 your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).