INTRODUCTION & COURSE DESCRIPTION

English 3359, Intermediate Poetry Workshop (3 credit hours) will meet twice each week in 75-minute segments for 15 weeks, and it also meets for a two-hour final examination or Final Portfolio of revised, original poetry. Students are assigned readings, both critical and creative. They are required to complete 10 poems (in open form and closed forms) for workshop review, and a craft analysis presentation of an assigned text or a paper about contemporary poetry; participate in either small and/or large workshops 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 minimum 6 hours of work each week to prepare, outside of classroom hours.

The intermediate workshop will integrate in-depth craft discussions and extensive outside reading to deepen students' understanding of the genre and broaden their knowledge of the evolution of literary forms and techniques. This course will include readings and discussions focused on helping students develop essential structural and technical techniques for writing effective poetry. The course will offer opportunities for practice and peer workshop.

Prerequisites: English 1301, 1302, & 2307.

Student Learning Outcomes: Learning Outcomes are based on these goals: 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. 3. The student will articulate useful, critical editorial advice for peer writers. 4. The student will demonstrate strategic revision on completed creative work.

REQUIRED TEXTS

➢ Other readings will be provided by the instructor.

OTHER REQUIREMENTS

➢ Professionalism
➢ Ability to meet attendance and participation requirements
➢ Regular access to a Mac or PC laptop, tablet, or other electronic device for writing, revision, and small-group workshops
➢ Printing capabilities
➢ Familiarity with Brightspace/D2L

Decorum/Etiquette: Immature behavior—texting in class, falling asleep, talking during instruction, answering phone calls, etc.—will not be tolerated.
**Electronic Etiquette:** When you write or speak to a professor, it is a business communication. It is a good idea to use proper etiquette. Here are some tips on email:

- Include a subject line with your name, the class, and the section.
- Begin “Hi, Ms. Spears” or “Dear Professor Spears.”
- Be succinct, get to the point, of what you need.
- Avoid writing a last minute email. I won’t answer it until my office hours begin. I don’t check campus email until I get to work. Expect an answer 24 – 48 hours after you send the email. If I don’t respond, I’m either swamped or I missed your email. So please resend and check in.
- **Note:** I will not open an attachment from you in any email. And do not ask me to read an entire paper or creative work before it is graded. I will answer specific questions in class or during office hours.

**COURSE POLICIES AND ACTIVITIES**

Grades in this class will be based on Contract Grading. Refer to the Grading Contract (appended to the syllabus and on D2L) for details. For each assignment, you will receive detailed instructions. See calendar for due dates.

**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 originate from assigned readings.

**Workshops**

**Group Workshops:** We will have regular group workshops over assigned creative work. Group workshops will occur in 3 stages.

1. You will turn in your initial draft to group members by the assigned deadline on the D2L Discussion Board or other platform. At this time, you must concurrently submit your draft to the assigned D2L Dropbox. While you should attend office hours to seek counsel, I will not otherwise provide unsolicited instructional feedback on your initial draft at this time.

2. You will participate in small-group workshop in class.

3. You will revise your work, based on workshop feedback and other revision strategies, and turn it on D2L by the assigned date and according to instructions given in class.
   - A. During these writing group workshops, students will read each other’s work, giving **instructive, holistic feedback**, guided by an author’s note, which could include broad-stroke comments, noting particularly strong points, phrases, etc., and asking questions where the work needs clarifying or revising.
   - B. Due dates for submitting drafts and submitting feedback will also be provided.

**Group Workshop Critiques:** Prior to Group Workshop, your partners will provide you with drafts of their creative exercises. Before workshop, you will provide constructive feedback for each partner’s draft. This constructive feedback must be undertaken by using both of these strategies:

1. line-by-line marginalia/edits and
2. a short summative assessment (one-paragraph), and (3) close reading the draft for its stylistic choices. On the day of Group Workshop, you will submit your critiques in the appropriately labelled Dropbox.

We will discuss and model proper strategies for providing constructive feedback before the first Group Workshop.

**Poem Sets**

Using feedback provided by workshop peers to guide you, revise your initial drafts and submit these to your instructor by the specified due date. Using your instructor’s feedback, you will revise your poems into final versions for the Portfolio.

As I grade the Revised Draft Packets, I will provide holistic feedback with marginal comments and a reflective statement. The feedback is meant to help guide your progress as a writer and should be used
for preparing a final draft for the Portfolio. The assignments will be graded according to the Grading Contract.

For each Poem Set, you will submit
1. a 1-page introduction (MLA format). The introduction should include a reflective, one-page explanation of your poetry writing—how you selected the poems to finish (and why); what you have learned about poetry from your workshopping; and what has changed in your writing.
2. and 2 sections. Section 1 will consist of 5 revised poems and Section 2 will consist of 8 drafts.

For all poems, I am looking for artistic power, which will include skilled and excellent 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.) must make intentional use of formal conventions, moving beyond demonstration of competency to achieve artful purpose. The work must abide by standard conventions (MLA). I will use terms such as ‘accomplished,’ ‘effective,’ ‘competent,’ or ‘undeveloped.’

The Portfolio
The Portfolio due at the end of the semester, must have
1. an introduction (2 - 3 typed pages, MLA format), describing your intentions for the portfolio, how group workshop helped you to reconsider/develop its strengths and address others’ questions, as well as considering where your poems stands in relationship to the Grading Contract.
2. And your revised poems (see Granding Contract). No drafts need to be included in the portfolio.

Submitting Poetry to Literary Journals
If you submit poems for credit (see Granding Contract), you must submit documentation to show the file of poems you submitted, along with a receipt or other proof of the submissions. There are a number of undergraduate journals, and you might start here (but check deadlines, many are only open in the fall: https://sundressblog.com/2022/03/23/a-list-of-undergrad-literary-journals-to-submit-to/. OR check the Poets & Writers database: https://www.pw.org/literary_magazines

Absences
Because this is a hands-on, activity-oriented studio class, attendance is a significant factor for success in this course. Missing class means missing in-class activities, meant to support artistic development. Missing class also deprives other students of your feedback. See Grading Contract for more information on absences.

Without written documentation, any absence will automatically be considered unexcused. Students with acceptable excuses may be permitted to make up work when the nature of the work missed permits.

Institutional Absences (HOP 04-110)
Please copy and paste the following information regarding Institutional Absences into your syllabus. In addition, you may include your guidelines for institutional absences as appropriate.

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the
date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Academic Integrity**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Plagiarism:** The writing you turn in or otherwise share with me and your group must be your own. We will look at how to represent and give credit to the ideas and writing of others. Please let me know if at any point you do not know how to properly document your research.

**Late Work**

All work must be turned in on the day that it is due, at the beginning of class, or earlier. Final due dates for each major work are listed above and in the class calendar that follows. These assignments must be turned in at the beginning of class on the day that they are due, unless otherwise instructed. Work that is late will not be graded.

**Withheld Grades Semester Grades Policy (5.5):** 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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**: SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:**

- **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
  www.sfasu.edu/deanofstudents
  936.468.7249
dos@sfasu.edu

- **SFA Human Services Counseling Clinic** Human Services, Room 202
  www.sfasu.edu/humanservices/139.asp
  936.468.1041

- **The Health and Wellness Hub** “The Hub”
  Location: corner of E. College and Raguet St.
  To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
  - Health Services
  - Counseling Services
  - Student Outreach and Support
  - Food Pantry
  - Wellness Coaching
  - Alcohol and Other Drug Education
  www.sfasu.edu/thehub
  936.468.4008
  thehub@sfasu.edu

- **Crisis Resources:**
  - Burke 24-hour crisis line: 1.800.392.8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline: 1.800.273.TALK (8255)
  - Crisis Text Line: Text HELLO to 741-741