

ENGL - 24A - Creative Writing: Introduction to Poetry

Revised Curriculum Office Use Only

19-20 Revised Curriculum Use Only

COURSE OUTLINE OF RECORD

VIII. General Course Information

Subject:* ENGL

Course Number:* 24A

Descriptive Title:* Creative Writing: Introduction to Poetry

Course Disciplines:* English

Division: Humanities

Department:* English

Catalog Description:* This course is an introduction to the creative process of writing poetry. Students will write their own poems, both traditional and contemporary, using common poetic elements, conventions, and techniques. This course also develops students' peer editing skills, introducing them to the workshop model and revision process.

Conditions of Enrollment:

Prerequisite:

Co-requisite:

Recommended Preparation: Eligibility for English 1A

Enrollment

Course Length: Full Term

Hours Lecture (per week): 3

Hours Laboratory (per week): 0

Outside Study Hours:* 6

Total Hours:* 54

Course Units:* 3

Grading Method: Letter Grade and Pass/No Pass

Credit Status: Credit, degree applicable

Transfer CSU: Yes
 No

Effective Date: Prior to July 1992

Transfer UC: Yes
 No

Effective Date:

General Education ECC: Area 3 - Humanities

Term:

Other:

CSU GE: Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English

Term:

Other: Approved

IGETC:

Term:

Other:

IX. Outcomes and Objectives

A. Student Learning Outcomes SLOs (The course student learning outcomes are listed below.)

Student Learning Outcomes:

SLO #1 Major Poetic Elements

Students will be able to identify, incorporate, and discuss major poetic elements and conventions in their poems.

SLO #2 Apply Poetry Techniques

Students will be able to apply poetry techniques such as forms and genre to their poems.

SLO #3 Revise Poems

Students will revise their poems based upon evaluations received from their peers and the instructor.

B. Course Objectives (The major learning objectives for this course are listed below.)

Course Objectives:

1. Identify and define major poetic elements and conventions.
2. Identify common poetic meters and rhyme schemes.
3. Demonstrate knowledge of prosody by applying poetic elements, conventions, and techniques to students' own poems.
4. Demonstrate knowledge of poetic structure by applying poetic meters and rhyme schemes to students' own poems.
5. Compose and revise original poems to create a portfolio.
6. Critique and discuss students' own and others' poems.

X. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Example:

- I. Main Topic (3 hours, lecture)
 - A. Sub topics
 - B. Sub topics
 1. Super sub topic
 2. Super sub topic

Major Topics: I. The elements of prosody (10 hours, lecture)

1. The poetic line
2. Sound
 1. Rhythm
 2. Rhyme
 3. Consonance
 4. Assonance
 5. Alliteration
3. Imagery
4. Language
 1. Literal language
 2. Figurative language
 1. Simile
 2. Metaphor

II. The techniques of prosody (6 hours, lecture)

1. Point of view
2. Tone
3. Setting
4. Diction, voice, and style

III. The structure of prosody (10 hours, lecture)

1. Stanzas
 1. Caesurae
 2. Line breaks
2. Metric Forms
 1. Accented and non-accented syllables
 1. iambs, dactyls, spondees, trochees
3. Metric lengths
 1. Monometer, dimeter, trimeter, pentameter, hexameter
4. Common formal poetic structures
 1. villanelle, sonnet, haiku, ballad
5. Common poetic genres
 1. Lyrical
 2. Performance

4. Free verse

IV. The composition of prosody (4 hours, lecture)

- 1. Beginning a poem
 - 1. Journal writing
 - 2. Recognizing material for poems
 - 3. Writing anxiety and writer’s block
 - 4. Reading poems
- 2. Revision
 - 1. Word choice
 - 2. Scansion
 - 3. Applying workshop feedback

V. Poetry workshop: students' critique of own and peers' work (14 hours, lecture)

- 1. Introduction to the elements of workshop
- 2. Class discussion
- 3. Oral presentation of poetry

VI. Create a Portfolio (10 hours, lecture)

- 1. Compose poems using journals, observations, and visual aids as prompts
- 2. Organize original poems
- 3. Compose reflection piece about creative writing process from inception to completion of poems
- 4. Revise poems from comments received by peers and instructor

Total Lecture Hours: 54

Total Laboratory Hours: 0

Total Hours: 54

XI. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

Primary Method of Evaluation

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation:

Write a poem of any length and form about a work of art. You may wish to visit a museum before you complete this assignment, and explore the varieties of art available: sculpture, painting, drawing, or textile. Choose one work of art that appeals to you, and examine it. Then develop a poem that literally or figuratively reflects your chosen artwork.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

Write a sonnet. Review the sonnet examples discussed in class and choose either an English (Shakespearean) or Italian (Petrarchan) sonnet form. Use iambic pentameter to develop your sonnet, and concentrate on building tension at the sonnet's volta (turning point).

Critical Thinking Assignment 2:

Write a 2-3 page essay in which you discuss the difficulties of writing in the sonnet form. Incorporate into your discussion the differences between English, Italian, and Spenserian sonnets, and the confinement or freedom for the poet each form's rhyme scheme demands. You may use examples from your own or others' poetry, providing you discuss the prosody development and not the sonnet's theme or narrative content.

D. Other Typical Assessment and Evaluation Methods

Other Evaluation Methods:

- Class Performance
- Journal kept throughout course
- Objective Exam
- Other Exams
- Presentation

If Other: Poetry workshop
Poems

XII. Instructional Methods

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

Instructional Methods:

- Discussion
- Group Activities
- Lecture

If other: Poetry workshop

XIII. Work Outside of Class

Work Outside of Class

- Journal (done on a continuing basis throughout the semester)
- Required reading
- Skill practice
- Study
- Written work (such as essay/composition/report/analysis/research)

XIV. Texts and Materials

A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

**Up-To-Date
Representative
Textbooks:**

Boland, Eavan and Mark Strand. The Making of a Poem: A Norton Anthology of Poetic Forms. W. W. Norton & Company, 2001.

Qualifier Text: Discipline Standard,

Addonizio Kim and Dorianne Laux. The Poet’s Companion: A Guide to the Pleasures of Writing Poetry. W. W. Norton & Company, 1997.

Qualifier Text: Discipline Standard,

Booth, Allison and Paul Hunter. The Norton Introduction to Poetry. 9th ed. W. W. Norton & Company, 2007.

Qualifier Text: Discipline Standard,

Keillor, Garrison. Good Poems for Hard Times. Penguin, 2006. Qualifier Text: Discipline Standard,

Collins, Billy. Poetry 180: A Turning Back to Poetry. 1st ed. Random House Trade Paperbacks, 2003.

Qualifier Text: Discipline Standard,

Oliver, Mary. A Poetry Handbook. 1st ed. Mariner Books, 1994.

Qualifier Text: Discipline Standard,

Kooser, Ted. The Poetry Home Repair Manual: Practical Advice for Beginning Poets. Bison Book, 2007.

Qualifier Text: Discipline Standard,

Eleveld, Mark. The Spoken Word Revolution. Sourcebooks MediaFusion, 2005.

Qualifier Text: Discipline Standard,

B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

**Alternative
Textbooks:**

C. Required Supplementary Readings

**Required
Supplementary
Readings:**

D. Other Required Materials

XV. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite

Category

Requisite course:

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s).

B. Requisite: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite: Eligibility for English 1A

<p>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable</p>	<p>Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion.</p> <p>Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p>
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E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

STEP 2: Click .

STEP 3: Launch proposal by clicking in the top left corner of this page.

STEP 4: Click on the at the top of the Proposal Toolbox to submit proposal for review.

STEP 5: When the "Your Decision" box appears, click Approve and "Make My Decision" to move the proposal forward in the process.

Course Created by: Steve Jama

Date: 09/01/1976

Board Approval Date:

Last Board Approval Date: 12/18/2017

Last Reviewed and/or Revised by: Rhea Lewitzki

Date: 01/18/2014