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Course Outline for ENG 13B

THE CRAFT OF WRITING POETRY: INTERMEDIATE

Effective: Fall 2019

I. CATALOG DESCRIPTION:

ENG 13B — THE CRAFT OF WRITING POETRY: INTERMEDIATE — 3.00 units

Continued practice in writing poetry, using materials drawn from published poetry and individual's own work for analysis and criticism, with a focus on techniques of revision and submission for publication.

3.00 Units Lecture

Prerequisite

ENG 13A - Introduction To The Craft of Writing - Poetry
with a minimum grade of C

Grading Methods:

Letter or P/NP

Discipline:

- English

	MIN
Lecture Hours:	54.00
Expected Outside of Class Hours:	108.00
Total Hours:	162.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ENG13A

1. Recognize the range of structural choices available to the poet in both traditional and modern forms
2. Describe and identify the use of image, metaphor and symbol, use of sound, and a variety of fixed forms
3. Practice in writing standard techniques of critical revision as an essential part of the creative process.
4. Practice the methods and protocol of written and verbal critique for creative writing.
5. Identify the elements of skilled oral presentation of poetry, such as posture, volume, pacing, eye contact and enunciation

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Analyze a variety of works by published poets, and synthesize information and styles from background knowledge of a wide range of published works
- B. Assess creative facility with image, metaphor and symbol, use of sound, and a variety of fixed forms
- C. Distinguish areas of critical revision as an essential part of the creative process, as shown by at least three revised drafts of works that contain substantive changes
- D. Apply the methods and protocol of written and verbal critique for creative writing, as evidenced by active participation in workshop groups, including written feedback on the work of each classmate in the group
- E. Demonstrate facility with oral presentation of original poetry, including knowledge of posture, volume, pacing, eye contact and enunciation
- F. Critique a given oral performance of poetry through evaluation of posture, volume, pacing, eye contact and enunciation
- G. Explain the current methods of manuscript submission and the markets for poetry
- H. Evaluate poetry orally and in writing, informed by developed skills of analysis and awareness of the range of choices available to the poet in both traditional and modern forms

V. CONTENT:

- A. Reading and discussing poems from a range of cultures and time periods
- B. Writing original work, following assignments that focus on various elements of poetry
- C. Presenting original or published poems, in groups or to the whole class
- D. Critiquing peers' poems, using information from the textbook and class discussion on elements of poetry
- E. Attending public poetry events, writing responses to them, and participating in them
- F. Learning the markets, rules, and etiquette for contacting publishers and submitting poetry for publication

VI. METHODS OF INSTRUCTION:

- A. Oral presentation of student writing
- B. **Lecture** -
- C. **Discussion** -
- D. **Guest Lecturers** -
- E. Oral analysis and critique of student writing
- F. Written analysis of student writing
- G. **Classroom Activity** - In-class writing assignments
- H. Multi-media presentations

VII. TYPICAL ASSIGNMENTS:

- A. Reading and analysis
 - 1. Apply the concepts of the New Criticism and New Historicism to T.S. Eliot's "Preludes," and write a brief analysis of how the poem would be interpreted by followers of each school of thoughts.
 - 2. Compare the images and structure used in Sylvia Plath's "Lady Lazarus" with those in Anne Sexton's "Her Kind," and interpret how each author subverts female stereotypes in her work.
- B. Writing and Performance
 - 1. Perform an original sestina or sonnet for the class, modeling best practices for enunciation, rhythm, pacing, volume and posture.
 - 2. Act as a Critique Lead in your classroom peer group, guiding classmates to engage in well-developed discussions of each others' work, taking elements of imagery, sound, form, and content into consideration and offering specific suggestions for revision.

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
 - 1-3 times per semester
- B. Quizzes
 - 2-5 times per semester
- C. Portfolios
 - Once a semester (final project)
- D. Oral Presentation
 - Weekly (informal) or 1-3 times per semester. At least one public reading.
- E. Field Trips
 - 1-3 times per semester
- F. Class Participation
 - Regularly/weekly
- G. Final Class Performance
 - End of semester

IX. TYPICAL TEXTS:

- 1. Nims, John. *Western Wind: An Introduction to Poetry*. 6th ed., McGraw-Hill, 2017.
- 2. Peak, Megan. *Girldom*. 1st ed., Perugia Press, 2018.
- 3. Mullen, Harryette. *Urban Tumbleweed: Notes From A Tanka Diary*. 1st ed., Graywolf Press, 2013.

X. OTHER MATERIALS REQUIRED OF STUDENTS: