ENG 2333.001 Creative Writing: Poetry
Syllabus – Fall 2012

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Office Phone: 458-7884
Office Hours: M 4:45-5:45, W 4:00-5:00, and by appointment

Required Texts
5. Poems and articles to be downloaded via Blackboard.

Course Description
This course introduces the craft of poetry writing to students with or without previous poetry-writing experience. The course provides ample opportunities for writing poems, to be guided by weekly readings and themes/genres as assigned by the instructor, as well as for revising and sharing poems through constructive comments from the instructor and class participants. We will pay special attention to how we interact with language as we write poems and how we reach out through poetry writing to other people and beings.

Learning Objectives
This course facilitates students to
1. develop skills and competence in poetry writing and revision;
2. obtain a sound understanding of elements and terminology of poetry;
3. apply the elements and terminology in poetry writing and reading; and
4. acquire skills in poetry editing and critiquing.

UTSA Academic Honor Code
A. Preamble
The University of Texas at San Antonio community of past, present and future students, faculty, staff, and administrators share a commitment to integrity and the ethical pursuit of knowledge. We honor the traditions of our university by conducting ourselves with a steadfast duty to honor, courage, and virtue in all matters both public and private. By choosing integrity and responsibility, we promote personal growth, success, and lifelong learning for the advancement of ourselves, our university, and our community.

B. Honor Pledge
In support of the ideals of integrity, the students of the University of Texas at San Antonio pledge: “As a UTSA Roadrunner I live with honor and integrity.”

C. Shared responsibility
The University of Texas at San Antonio community shares the responsibility and commitment to integrity and the ethical pursuit of knowledge and adheres to the UTSA Honor Code.
The Road Runner Creed
“The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.
“As a Roadrunner, I will:
- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.
“Guided by these principles now and forever, I am a Roadrunner!”

Class Policy
1. **Scholastic Integrity**: Scholastic integrity is of utmost importance in the academic community. Everyone does his/her own work to achieve educational and personal developments. No plagiarism, collusion, or other forms of scholastic dishonesty will be tolerated in this course. Students are required to read and observe UTSA policy of scholastic dishonesty at [http://www.utsa.edu/infoguide/appendices/b.html#sd](http://www.utsa.edu/infoguide/appendices/b.html#sd).

2. **Classroom Civility**: Be a considerate class participant. Arrive on time. **Turn off all electronic devices before class begins**, including mobile phones, PDAs, laptops, and others. As the class requires all students’ constant and active engagement, please refrain from using laptops, iPads, etc. **Bring your own textbooks and handouts**. Be attentive and participate in class.

In written and spoken commentary of peer work, the aim is to provide constructive and suggestions for the writer. Students are expected to express views in a civil manner and to respect the points of view of others. Helpful tips on civil discourse can be found at [http://utsa.edu/osja/documents/pdfs/CivilDiscourse.pdf](http://utsa.edu/osja/documents/pdfs/CivilDiscourse.pdf).

UTSA students share the obligation to maintain a classroom environment conducive to effective learning. Disruptive and inappropriate behavior in the classroom may lead, at a minimum, to a request to leave class. Such behavior also violates the Student Code of Conduct ([http://www.utsa.edu/infoguide/appendices/b.html](http://www.utsa.edu/infoguide/appendices/b.html)) and may result in disciplinary action.

3. **Absence Policy**: 3% will be deducted from the attendance & class participation grade for each absence, except medical emergencies and mandatory attendances at University functions, both requiring submission of official documentation. **A student who has three absences or more in the semester regardless of reasons will automatically fail the whole course (i.e. only two absences are allowed in order to pass the course).**

Please notify me of foreseeable absences beforehand and emergencies asap via email.

Each repeated failure in arriving class on time and in bringing texts/handouts/ assignments will be treated as an absence.

4. **Late Policy for Assignments**: All assignments are expected to be turned in on time. **Any late submissions will result in grade deduction on a calendar-day basis**. If you experience difficulties in meeting deadlines, talk to me asap.
5. **Format of Written Assignments**: Unless otherwise specified, type all take-home written assignments using an easy-to-read font type and size, such as Arial, Calibri, or Times New Roman. Leave a one-inch margin on all sides and for response papers, double-space throughout. Put your last name and page number on the right side of the header. **All written assignments should at least reach the minimum word/page limit. Failing to do so will lead to grade deduction.**

6. **Services for Disabilities**: This course provides accommodation for students with disabilities who are registered with the Office of Disability Services and have received an accommodation letter from the Office. See [http://www.utsa.edu/disability/students.htm](http://www.utsa.edu/disability/students.htm) for information about Disability Services.

7. **Academic Support Services**: I encourage you to utilize the academic support services provided through the Tomás Rivera Center (TRC) to assist you with building study skills and tutoring. These services are available at no additional costs to you. For more information, visit the website at [www.utsa.edu/trcss](http://www.utsa.edu/trcss).

**Grading Policy**

1. **Attendance & Class Participation** 20%
2. **Poem Drafts (x 6 pieces)** 9%
3. **Response Papers (x 6 pieces)** 15%
4. **Written Workshop Critiques (x 9 weeks)** 27%
5. **Discussion Leader for Assigned Readings (x 1 time)** 3%
6. **Discussion Leader for Workshops (x 3 times)** 6%
7. **Final Portfolio** 20%

**Total** 100%

1. **Attendance & Class Participation (20%)**: See pg. 2 for absence policy. In every class, I expect you to contribute to constructive discussion while respecting other people’s views. Always read the texts to be discussed and come prepared, participate actively in class activities, and provide helpful comments for fellow class participants. Grades for in-class writings will be incorporated.

2. **Poem Drafts (9%)**: You will turn in a poem every two weeks following a prompt, a total of 6 poems for the whole course. Three of your poems will be workshopped (i.e. read and commented) in class for suggestions about revision. All 6 poems are expected to undergo substantial revision in the Final Portfolio.

3. **Response Papers for Assigned Readings (15%)**: A 600- to 1000-word thoughtful response to the assigned readings. For response papers on *The Poetry Home Repair Manual*, you may write about what you have learned from the text in relation to your poem writing, or further develop or argue against ideas discussed by the author. For response papers on the poetry collections, give your general observations on the text and do a close reading on a few poems you find helpful or inspiring. Again, connect your own poem writing to your reading. Type your response papers and bring a hard copy to class. Be prepared to share your views in class.

4. **Written Workshop Critiques (27%)**: A key component of this course is the in-class workshop in which poems written by students will be discussed in order to provide constructive ideas for revision. Students are expected to come to a workshop session with detailed written
commentary and suggestions for the poems to be discussed that week. Bring two copies of all your written critiques; give one copy to the writer and give me the other copy for grading.

5. **Discussion Leader for Assigned Readings (3%)**: Each student will open the discussion of assigned readings in a week of your choice. What can we learn from the readings and how can we apply the readings to our poem writing? Engage the class through questions and activities.

6. **Discussion Leader for Workshops (6%)**: Students will take turn to lead workshop discussions of individual poems written by peers. The leader will briefly share his/her views on the poem and will ask a couple of questions to open the floor discussion.

7. **Final Portfolio (20%)**: The portfolio includes: (a) Revisions for all poems (your best work incorporating suggestions from the instructor and fellow students as appropriate), (b) a 2- to 5-page explicative essay on how you revise each poem, (c) a 1- to 2 page poetics statement on your ideas about poetry, and (d) a 1-page response for attending a literary event. More details will be provided in class and on Blackboard.

### Final Grade Distribution

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<th>UTSA New GPA System</th>
<th>Letter Grade</th>
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### Course Outline (*subject to changes*)

* indicates **required readings** to be downloaded via Blackboard.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Texts (to be read before class)</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1 (8/29)</strong></td>
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<tr>
<td>Introduction</td>
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<td><strong>Week 2 (9/5)</strong></td>
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<td>Overview</td>
<td>Syllabus, including all hyperlinked documents. Kooser, <em>Manual</em> (Chapters 1–3)</td>
<td>- Manual Response 1</td>
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<td><strong>Week 3 (9/12)</strong></td>
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**Week 4 (9/19)**

Collins, *Horoscopes for the Dead* (Section 2) | - *Manual* Response 3  
- Written Critiques

9/19, 9/21, 9/22 | **Actors from the London Stage**  
*Merchant of Venice* Performance

**Week 5 (9/26)**

The Details Workshop - Group B | Kooser, *Manual* (Chapters 9–10)  
Collins, *Horoscopes for the Dead* (Section 3) | - Poem 2  
- Written Critiques

**Week 6 (10/3)**

Collins, *Horoscopes for the Dead* (Section 4) | - Collins Response  
- Written Critiques

**Week 7 (10/10)**

Sonnet & Villanelle Workshop - Group A | Sonnet & Villanelle Packet*  
Hirshfield, *Come, Thief* (beginning – p.20) | - Poem 3  
- Written Critiques

10/12 (Friday) | **Creative Writing Reading Series**  
Matthea Harvey, 7:30 pm, Harris Room UC III 2.212

**Week 8 (10/17)**

Hirshfield Workshop - Group B | Hirshfield, *Come, Thief* (p. 21 – p.56) | - Hirshfield Response  
- Written Critiques

**Week 9 (10/24)**

Hirshfield Workshop - Group C | Hirshfield, *Come, Thief* (p. 57 – end) | - Poem 4  
- Written Critiques

**Week 10 (10/31)**

Personal Conference | --

**Week 11 (11/7)**

Visual Poetry Workshop - Group A | Visual Poetry Packet* | - Poem 5  
- Written Critiques

**Week 12 (11/14)**

Trehewey Workshop - Group B | Trehewey, *Native Guard* | - Trehewey Response  
- Written Critiques

11/16 (Friday) | **Creative Writing Reading Series**  
Natasha Trehewey, 7:30 pm, Denman Room UC2.01.28

**Week 13 (11/21) – Thanksgiving (no class)**

**Week 14 (11/28)**

Workshop - Group C | Readings on Revision* | - Poem 6  
- Written Critiques

**Week 15 (12/5)**

Rounding up | -- | - Final Portfolio

**FINAL EXAM**

December 12 (Wednesday), 5:00-7:30 p.m.