NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

WR 341
POETRY WRITING (FA) (Bacc Core course)

COURSE CREDIT:
(4) This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
WR 241 [D-] and/or instructor approval required.

COURSE DESCRIPTION:
In this course you will be asked to focus on and further refine the skills gained in beginning poetry writing: recognizing the poetic subject, using vivid and accurate language, creating appropriate metaphors and imagery, breaking lines effectively, and maximizing the musicality and rhythmic intensity of your lines. You will be asked to complete writing exercises, some of which we will start during class time. The final graded portfolio will consist of 5 poems (the initial draft, a middle version, and a final draft), introduced by a one page reflection on your growth as a writer.

Because the course is partly designed to give you a richer understanding of poetic traditions, I will ask you to explore the opportunities provided by certain “modes” that have been practiced over the years, and to read with historical breadth into the tradition of these forms and modes. In this course, you will write 1) a litany or list poem, 2) a “portrait” or “autobiography” poem, 3) a poem of praise (also known as an ode), 4) a “documentary” poem on a photograph (may not be a personal photo), and 5) a poetic sequence of at least 3 parts.

To compensate for the lack of face-to-face contact, poets will be required not only to post their poem to the Canvas Discussion Forum by attachment, but to include a recording of themselves reading the poem (instructions for doing so will be placed in the Week 1 Course Documents folder). There will be a “Virtual Reading” at the end of the course in which students will share revisions of their strongest work.

Because we will depart from the premise that poetic ability depends on increasing our flexibility with the English language, we will write exercises to prepare for the poems and to
practice the poetic features and devices we encounter. Also, especially in the Photograph poem, we will sometimes engage in research to make our poems more deeply envisioned and accurate to fact, and read widely and deeply in order to gain inspiration for the concept and design of poems. This course will review the elements of prosody, teaching you how to scan a poem’s meter, identify types of rhyme and common poetic figures, and will ask you to think actively about the use and impact of different line breaks, line lengths, images, symbols, and metaphors, and sound and rhythmic features.

Workshops will take place on line through a discussion forum, and you will also belong to a critique group of 2-3 people whose work you will respond to in writing.

CONTACT INFORMATION:
DR. KAREN HOLMBERG
OFFICE: 350 MORELAND HALL
PHONE: 737-1661
karen.holmberg@oregonstate.edu

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:
REQUIRED TEXTS:
Schackel, Ridl, Editors. 250 Poems: A Portable Anthology

OTHER MATERIALS:
A notebook dedicated to poem ideas and drafts. Note: I strongly encourage those used to composing on the computer to vow, this quarter, to write the first few drafts by hand. Art is messy!

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.
STUDENT LEARNING OUTCOMES:

LEARNING OUTCOMES
- Developing a more sophisticated ability to delineate and shape the poem’s subject;
- Creating pleasing rhythms and musicality within the poetic line;
- Increasing the complexity of ideas and the ambition of poems;
- Becoming an active and creative reviser, one who considers multiple directions for a poem;
- Reading poetry with a sensitivity to its layers of meaning, thought, and emotion;
- Critiquing peers’ work meticulously and articulately;
- Understanding and contributing to the evolution of poetic subjects and techniques along the historical continuum.

BACC CORE WRITING II OUTCOMES:
1. Apply multiple theories, concepts, and techniques for creating and evaluating written communication.
2. Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.

COURSE CONTENT AND POLICIES:

COURSE STRUCTURE:
Although this is an on-line course, we will act, to an extent, as if the course meets on a Tuesday/Thursday schedule. Readings, exercises, critique letters, discussions, and poem assignments must be completed/turned in/posted by the Tuesday or Thursday they are due.

Under Canvas Course Documents you will find folders for Weeks 1-8; the first document in each folder will be a detailed schedule of topics, readings, exercises, poem projects, and activities for that week.

Workshop:
Poems will generally have to be posted to the appropriate Discussion forum by Thursday of a given week (please do this by attachment in order to preserve your poem’s formatting), and workshop discussion must conclude by the following Thursday. Each student must contribute a minimum of four substantial comments (see guidelines for workshop participation posted to Canvas Course Documents, Week 1) to each poetry workshop in order to earn the 20 points for workshop participation.

Critiques:
You will also be responsible for e-mailing a detailed critique letter to the writer posting before and after you (If you are first, you will respond the poem after yours as well as the last poem; if you are last to post, you will respond to the poem just before yours as well as the first poem posted). You must CC me in the e-mail so that I can log in your points.
Other course activities:
You will be expected to record and post an audio file of your poem; you will post this with your text version on the appropriate Canvas Discussion forum. Therefore, you will need access to a microphone or other recording device. We also will have a “virtual poetry reading” to conclude our class. Access to a digital camera is also desirable, as you may need to post photographs of your visual poem.

Computer issues:
I have little control over the computing situation, and little training in troubleshooting. If you are having difficulties with Canvas, or need tech assistance with computer questions, please consult OSU tech assistance directly (http://tss.oregonstate.edu/och/).
Please use your Onid e-mail to send attachments: emails sent from other providers such as Yahoo routinely end up in my junk mail folder!

My responsibilities:
I will contribute to the workshop as a participant, and to some extent, a moderator. In addition, I will provide comments on each poem you submit, often by audio file; you will receive these comments within 10 days of posting your poems.

Note: due to family obligations, I keep to a M-F workweek. It is unlikely that I will be able to respond to work or e-mails on the weekend. My normal hours in office are from 7 a.m. to 2 p.m. Therefore, if you e-mail me in the later afternoon, I will not receive your e-mail until the next day.

SCHEDULE

Week 1: Warming Up--Finding and shaping the poetic subject.
- Versification work: assonance and consonance, line break.
- Exercise 1 (will be revised at home and turned in): creating a poem from words formed from the letters of a single phrase.
- Poem 1 (Litany Poem) must be posted to poem 1 Canvas discussion forum by Monday of Week 2.
- Close reading worksheet 1 due by Thursday; must be a response to one of the poems in the assigned reading.

Week 2: Poem 1, the Litany or List Poem
- Workshop poem 1.
- Versification work: rhythm, meter, line length.
- Exercise 2 on rhythm and tone.
• Poem 2: The Autobiography/Portrait Poem introduced.
• Readings from 250 Poems: see Week 2 Schedule in Course Documents.
• Close reading worksheet 2 due by Thursday.

**WEEK 3: POEM 2, THE AUTOBIOGRAPHY/PORTRAIT POEM**
• Workshop of Poem 1 continues.
• Versification work: Point of view and persona.
• Poem 2 (Autobiography/Portrait Poem) must be posted to poem 2 Canvas discussion forum by Tuesday.

**WEEK 4: POEM 3, THE PRAISE POEM**
• Workshop of Poem 2.
• Versification work: stanza form and visual shaping;
• Exercise 3 due (guidelines posted on Canvas under Course Documents in the Week 4 folder).
• Poem 3, the Praise Poem, introduced.
• Readings from 250 Poems: see Week 4 Schedule in Course Documents.
• Close Reading Worksheet 3 due Thursday.

**WEEK 5: THE PRAISE POEM**
• Workshop of Poem 3 begins Thursday
• Poem 3 must be posted to the Canvas discussion forum by Tuesday, Week 5.

**WEEK 6: POEM 4, THE DOCUMENTARY PHOTOGRAPH POEM**
• Workshop of Poem 3 continues.
• Versification work: considerations of time in poems.
• Poem 4, the Documentary Poem on a Photograph, introduced: guidelines, exercises, and readings.
• Readings from 250 Poems and pdf samples of “Documentary Poems”: see Week 6 Schedule in Course Documents.
• Close reading worksheet 4 due Thursday.

**WEEK 7: POEM 5, THE SEQUENCE POEM**
• Poem 4 must be posted to the poem 4 Canvas discussion forum by Thursday of Week 7.
• Poem 5 Sequence introduced; discussion and samples.
• Exercise 4 (collage poem) will be due in Week 8 and must be displayed in the Collage Poem Forum (guidelines posted on Canvas under Course Documents).
• Final Portfolio Guidelines: please read through these carefully as you begin the revision process.
• Readings from 250 Poems: see Week 7 Schedule in Course Documents.
• Close Reading Worksheet 5 due Thursday.
WEEK 8: THE SEQUENCE
- Workshop poem 4.
- Versification work: line break and line length, revisited. Transitions in poems.
- Sequence must be posted to the poem 5 Canvas discussion forum by Tuesday of Week 8.
- Readings from 250 Poems: see Week 8 Schedule in Course Documents.
- Workshop of sequence must be concluded by Thursday.
- Final Portfolio will be due Saturday.

ACADEMIC POLICIES
- **Academic honesty**: You are expected to turn in work that is wholly yours. In your essay, if you quote or use information from print sources, you must give credit to those sources in MLA format (links to MLA guidelines are available under Resources on the English Department home page). The quoting or incorporating of another poet’s lines or language generally requires a note or epigraph.
- **Decorum**: Productive discussion involves disagreement and other views; don’t be afraid to disagree, even with me! However, if you are countering another’s point, please address the idea and not the person (i.e. not “You’re wrong,” but “I see it another way”).

HONESTY AND CIVILITY
A plagiarized poem will result in a report being filed with the Student Conduct and Mediation Program, and the student will receive an F. Two reports at OSU can lead to suspension or expulsion. Behaviors that are disruptive to learning will not be tolerated and will be referred to the Student Conduct and Mediation Program for disciplinary action. In keeping with federal law, behaviors that create a hostile, offensive, or intimidating environment based on gender, race, ethnicity, religion, age, disability, marital status or sexual orientation will be referred to the Affirmative Action Office. [http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm)

PLEASE FEEL FREE TO COME SEE ME IN MY OFFICE AT ANY POINT TO DISCUSS YOUR WORK OR YOUR IDEAS ABOUT THE CLASS.

EVALUATION OF STUDENT PERFORMANCE:

**GRADED WORK**
- Portfolio of 5 poems: 40%
- Exercises: (4) 20
- Critiques: (8) 20
- Workshop participation: 20
COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found [HERE](#).

STATEMENT REGARDING STUDENTS WITH DISABILITIES
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our [Getting Started with DAS](#) page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)
Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:
PLAGIARISM
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

Turnitin Plagiarism Prevention
Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited.

Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information on Turnitin please click HERE.

TECHNICAL ASSISTANCE
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

COURSE DEMO
GETTING STARTED

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

Writing Center
Online Writing Lab
STUDENT EVALUATION OF TEACHING

The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

REFUND POLICY INFORMATION

Please see the Ecampus website for policy information on refunds and late fees.