

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: English 214, Creative Writing I/Poetry

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

**CATALOG ENTRY**

<b>Discipline</b>	English
<b>Course Number</b>	214
<b>Course Title</b>	Creative Writing I/Poetry
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	48
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

**Prerequisite**

English 101 or 101H.

**CATALOG DESCRIPTION**

A poetry-writing course focusing on poetic techniques, forms and content. Extensive written practice and analysis of the poem and its variety as seen in student and professional work. Covers techniques for submitting works for publication.

<b>Budget Unit</b>	
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatable x3
<b>TOPS Code</b>	150700 - Creative Writing
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date:  
 Divison Chair Approval Date:  
 Curriculum and Instruction Council Chair Approval Date:

**COURSE CONTENT**

(Include major topics of the course, time required, and what the student is expected to learn.)

All activities require critical thinking skills and the ability to apply college level concepts, vocabulary and learning skills.

I. Poetry (throughout the semester)

All elements of this section are introduced and then honed over the course of the semester in a workshop environment where students read their poems and other students' poems aloud in class. Discussion and analysis of a given aspect or assignment are central to the learning in this section. Students learn the variety of ways each element of poetry can be used. They analyze each poem's effectiveness based on their knowledge of the poetic elements and the unique qualities each poem contains. This allows students to experience the holistic nature of a poem. They may also read well known examples to show the techniques at their best.

A. Introduction to Poetry (6 hours)

The student will distinguish the difference between effective and good poetry from doggerel.

The student will identify theme, point of view, speaker and structure and understand how these elements convey meaning.

The student will identify poetic elements.

B. Elements of Poetry (throughout the semester)

The student will use the following elements to write their own poems:

1. Imagery

How concrete and specific images differ from abstract and general ones

Why and how to use them

2. Poetic structure

How stanza and line work to contribute to meaning

How repetition can help create order and meaning

How a controlling image or idea works

3. Figurative language

How metaphor, simile, personification work to improve a poem

4. Form

How to identify, create and use closed forms such as the haiku, the sonnet and the villanelle

How to identify generic conventions of and occasions for use of free verse

How to differentiate among narrative, lyric and descriptive poetry

How to use and write experimental forms such as concrete, found, cut-up, automatic and dream poems

5. Sound

How to understand how alliteration, assonance, repetition, and anaphoric structures function and employ them in writing

6. Subject

How to produce poems on the classic subjects--love, desire, death, loss, nature, self-discovery--and avoid the clichés of each type of writing.

II. Poetic Tradition (6 hours)

The student will do the following:

Appreciate, respond to and critique the canonical poetry

Develop a personal canon of poetry based on personal work in light of poets that work on similar themes and with similar techniques

III. Marketing (3 hours)

The student will do the following:

A. Market research

Find the right journal or magazine for your poetry

B. Submit

Submit his/her own work to journals and magazines

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## COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

### Recommended readings and/or materials:

Literatura Chicana, 1965-1995: An Anthology in Spanish, English, and Calo, Ed. by Manuel de Jesus Hernandez-Gutierrez and David William Foster. 1997. \$39.95.

Unsettling America: An Anthology of Contemporary Multicultural Poetry. Ed. by Maria Mazzioti Gillan and Jennifer Gillan. 1994. \$17.00

From Totems to Hip-Hop: A Multicultural Anthology of Poetry Across the Americas, 1990-2002, Ed. by Ishmael Reed. 2002. \$17.95

**Other:**

None

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**WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?**

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

5 - Essential-always try to achieve

1. -

**A. Reading and Writing**

1. Read critically in order to understand poetry on both a literal and symbolic level; to identify poetic devices and to analyze how they function to reveal meaning.
2. Use a variety of poetic devices such as metaphor, simile, imagery, and musical devices in their poetry.
3. Create different poems using a variety of poetic forms such as closed form and open form.

**B. Listening and Speaking**

1. Utilize interactive workshop format and appropriate questioning.
2. Determine purpose and goals for listening.
3. Use speaking as a tool for idea generation and utilize prior knowledge through small and large group discussion.
4. Verbally summarize and paraphrase effectively.

**Thinking and Reasoning**

5 - Essential-always try to achieve

1. -

**A. Creative Thinking**

1. Discover the importance and utility of own experience in the world as a tool for criticizing poetry.
2. Identify levels of meaning in poetic devices.

**B. Critical Thinking**

1. Understand the difference between subjective and objective evaluations of the work.
2. Apply criteria of literary/artistic excellence developed by various schools of criticism.
3. Recognize the relationship between form and content in poetry.
4. Write critiques and evaluations of poetry.

**Information Management**

3 - Important-sometimes try to achieve

1. - Information Competency

1. Research published poetry and the lives of the poets.
2. Use sources ethically.

**Technology Competency**

Students will demonstrate word processing skills. Essays must be typed and follow MLA guidelines.

**Diversity**

4 - Very important-often try to achieve

1. - 1. Cultural -- read, understand, and demonstrate an appreciation of poetry from diverse historical and cultural backgrounds.
2. Social -- read, understand, and demonstrate an appreciation of poetry from diverse socio-economic backgrounds.

#### **Civic Responsibility**

3 - Important-sometimes try to achieve

1. - Ethical -- Identify and discuss moral dilemmas that are present in the poems.

#### **Life Skills**

2 - Unimportant-rarely try to achieve

1. - Students will develop knowledge and skills in areas such as creative expression, aesthetic appreciation, personal enlightenment, and interpersonal skills.

#### **Careers**

3 - Important-sometimes try to achieve

1. - Students will develop the knowledge and the skills necessary to develop careers as writers.

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### **WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

Case Studies

Class Discussions

Instructor Demonstrations

Lecture

Other

Reading Assignments

Writing Projects & Reports

Other (Specify):

1. Read a number of poems representing the many types of poetic structures, identify the poetic devices, and understand how the devices work together to convey meaning.
2. Respond to and critique professional and student poems.
3. Write poems that utilize a variety of poetic devices such as metaphor, simile, imagery, symbol, and musical devices.
4. Work on writing skills such as peer editing and revising.

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### **WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

List activities and hours for each. (Must include reading and writing activities.)

Out of class assignments will involve reading of both professional and student poems and written critiques of student poems. Students should commit to two hours of reading and writing out of class for every hour in class. The following is a sample of how this commitment may be realized.

1. Writing: 50 hours out-of-class work

The student may create 10 original poems including the following:

- a. Narrative
- b. Descriptive
- c. Photograph
- d. Controlling Metaphor
- e. Love or Sensual
- f. Political
- g. Found
- h. Sequence
- i. Dream Metaphor

2. Reading: 30 hours out-of-class work

The student will read five student poems and ten published poems per week, preparing both written and oral critiques based upon the poetic devices required for the assignments.

3. Research: 20 hours out-of-class work

The student will research and gather information on conferences, publications, writing groups, poetry readings, and publishers.

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**STANDARDS OF ACHIEVEMENT**

List graded activities.

1. Ten poems written out of class
2. Written critiques of student poems
3. Oral critiques of student poems
4. In-class writing exercises
5. Journals
6. Documented 3 page essay on published poet
7. Critique of live poetry performance
8. Poetry portfolio

The analysis and interpretation of poetry require a variety of critical thinking skills. Students may do the following:

1. Identify and respond to the poet's central purpose.
2. Determine the artistic assumptions implicit in the content and structure of the poem.
3. Apply criteria of artistic excellence.
4. Discover the importance and utility of their own experience in the world as a tool for criticizing poetry.
5. Distinguish between their own responses to a poem and the poem itself.
6. Identify levels and shades of meaning in figurative language and in symbols.
7. Recognize the close relationship or identity of form and content in poetry.

**How will student learning be assessed? (Multiple measures must be used.)**

Assessment tools may include:

1. Poems assessed by instructor
2. Poetry portfolio
3. Peer evaluation
4. Self assessment
5. Responses to readings through journals assessed by instructor for content
6. Documented essay evaluated by instructor
7. Written critiques of student work assessed by instructor for content
8. Workshop participation assessed by instructor
9. Poetry reading evaluated by peers and instructor

The letter grade will be determined by the quality of the revised and final work. "Quality" refers to incorporation and synthesis of the elements taught.

Grade

- A... indicates complete and effective application of all elements taught
- B... indicates substantial understanding of the elements and above-average, consistent application
- C... indicates average comprehension but inconsistent application of the elements
- D... indicates incomplete understanding and inability to apply the elements taught
- F... indicates failure to complete all assignments and incomplete understanding of elements taught

- 90 - 100% = A
- 80 - 89% = B
- 70 - 79% = C
- 60 - 69% = D
- Below 60% = F

Instructor will indicate the weighting of the graded activities on his/her individual course overview.

**Supplemental Forms**

**Requisite Apprival Form**

Type of Requisite  
Content Review

**Technologically Mediated Instruction (TMI)**

TMI Checklist  
Supplemental Comments:

**Honors**

Additional and advanced components that will be covered in this honors  
Additional measurable instructional objectives that the honors student will be expected to accomplish.  
Additional reading, writing, and special projects in this honors course will require students to:  
Augmented critical thinking skills the honors student will develop.

**Non-Credit Course Self-Assessment**

Date Approved by System Office  
Last Reviewed by C&IC  
Instructor met min qualifications No  
Instructor provided immediate supervision/control No  
Students do not exceed allowable class hours No  
Instructor monitors computer lab/library usage No  
Student initiates course enrollment No  
Students informed when enrolled No  
All other noncredit requirements satisfied No

Based on the self-assessment conducted for this non-credit course, I hereby certify that the noncredit course listed above:  
does not continue to meet eligibility requirements for noncredit apportionment  
Supplemental Comments

**New Course Proposal Form**

Course Title ENGL 214 - Creative Writing I/Poetry  
Course part of new major No  
Intended for Transfer No  
Part of Associate Degree No  
Part of Certificate Program No  
Vocational No  
Advisory Committee Involved? No  
Special Room/Space Requirements No  
Additional/Specialized Staffing No  
Special Equipment No  
Library Consulted No  
Additional library resources required No  
Consumable supplies required No  
Special Funding Available? No  
Supplemental Comments