

INSTRUCTIONAL PLAN
 COURSE NO. **ENGL 201** DATE **July 2001** DIVISION **A**
 DEPARTMENT **LANGUAGE LITERATURE AND CREATIVE WRITING** PROGRAM AREA **CREATIVE WRITING**

If Revision, Section(s) Revised: **Q**

Date Last Revised: **July 2001**

ENGL 201	D: Advanced Poetry Writing	E: 3	C: Creative Writing
Course No.	Descriptive Title	Semester Credits	Subject & Co

Course Description:
 This course concentrates on writing poems, on developing an individual voice and style, and on deepening the understanding of prosody. It includes instruction in writing poetry and developing one's own style while students are exposed to a variety of poetic forms and devices. The student is expected to master certain forms; these forms and other poems will be read and discussed by the instructor and students in a workshop format. In addition, students will be required to write and discuss their own poems in a workshop format. **English 114** is a prerequisite for this course.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

CRWR 101

Primary Methods of Instructional Delivery and/or Learning Settings:

English 114 recommended

Course Corequisites:

Number of Contact Hours (per week / semester / total)	J. Course for which this Course is a Prerequisite:	Number of Credits for each descriptor
	None	2 x 2

Number of Weeks per Semester: 14

K. Maximum Class Size:

20

L: PLEASE INDICATE:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

General Objectives:

Students will learn what elements of the poetic tradition are at work in their own poems, and thereby learn to read published work with an eye to discovering the craft of other poets and broaden their own technical capabilities as a result. They will generate poems in response to a variety of prompts, demonstrating their ability to recognize and analyze their own poems and analyses of poems from texts to the class for discussion.

Specific Objectives:

Pre-writing:

1. Students will develop a general understanding of the poetic tradition.
2. Students will learn to read published work with an eye to discovering the craft of other poets.
3. Students will learn to recognize the nature of inspiration at work in the writing of their poems.

Writing:

1. Students will write poems demonstrating their ability to work in more than one traditional form.

approaches

Means of Assessment

- two or more poems on a single theme
- a poem in which the first line is provided by the instructor
- a poem based on a traditional myth
- at least three poems written in traditional forms: villanelle, sestina and sonnet
- an imitation of the first stanza will be given by the instructor from the work of an established writer, and the student will be required to complete a second stanza in the same style. This poem must be narrative or lyrical free verse, not written in a traditional form.

A 200-300 word poetic testimony, i.e. a well-developed personal view of poetry and the poetic process. It may include the student's definition of poetry, criteria for "good" poetry, and a list of poets. This will be averaged in as part of the portfolio mark.

A 500-750 word book report on a poetry book published within the previous calendar year (no more than two years). This assignment may be an opportunity for students to attend a poetry reading. The report must include a summary, context, analysis, evaluation. Value: 20% of course grade. Due on a date determined by the instructor.

3. Class participation: 20% of a course grade.

May include:

- contribution to class discussion
- recitations, readings and performances of work

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAD

Council/Curriculum Committee Representative

Course Designer's

Education

[Signature]

[Signature]

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Dean/Director

Registrar