



EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A. Division: **INSTRUCTIONAL** Effective Date: **September 2004**

B. Department / Program Area: **LANGUAGE, LITERATURE AND PERFORMING ARTS** Revision New Course

If Revision, Section(.02/7r 0 0 10.02 501.963 604.010.02 400.8326 5

ious Revision: **October 6, 2003**
Date of Current Revision: **September 2004**

C: **Creative Writing 2201** D: **Advanced Poetry Writing** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description: This course concentrates on writing poems, on developing an individual's voice and craft in these poems, and on deepening the understanding of prosody. It includes instruction in writing poetry and developing one's own style, while exposing students to a variety of poetic forms and devices. The student is expected to master ststetr</p> <p style="text-align: right;">y)</p> <p>before or while taking CRWR 2201.</p>	<p>H: Course Prerequisites: A grade of B in CRWR 1101 plus satisfactory result on College Writing Assessment or substitution/equivalent as stated in College Calendar, or permission of instructor.</p>	
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Workshop</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>4 hours per week</p> <p>Numb</p>	<p>I: Course Corequisites: English 1114 recommended.</p>	
	<p>J: Course for which this Course is a Prerequisite</p> <p>None</p>	

<input type="checkbox"/>	Non-Credit			
<input type="checkbox"/>	College Credit Non-Transfer			
<input checked="" type="checkbox"/>	College Credit Transfer:	Requested	<input checked="" type="checkbox"/>	Granted

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

M: Course Objectives / Learning OutcomesGeneral Objectives:

Students will learn what elements of the poetic tradition are at work in their own poems, and thereby learn to develop and broaden their own technical capabilities as a result. They will generate poems in response to a variety of structured assignments, learning to recognize their own poetic strengths and weaknesses. Students will present work—both 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 major traditions of poetry.
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.
2. Students will write a series of poems demonstrating their ability to explore one theme or subject from different approaches.
3. Students will learn to write an imitation of a published poem as a means of exploring style.

Revising:

1. Students will learn to edit and revise their work.
2. Students will work with other students to identify aspects of poems that both succeed or do not yet succeed, articulating clearly why such is the case.
3. Students will learn to give and receive constructive criticism in the workshop.
4. Students will learn to present work in a professional manner.

N: Course Content:

Selected poems from published texts, students' manuscripts.

O: Methods of Instruction

Classes will be conducted in the workshop format and may include:

- in-class exercises
- recitations of poems by others
- poetry readings
- lectures and discussions
- small group work
- assigned reading and class presentations.

P: Textbooks and Materials to be Purchased by Students

A list of recommended textbooks and materials is provided on the Instructor's Course Outline, which is available to students at the beginning of each semester.

Example:

An appropriate anthology of poetry such as *The Broadview Anthology of Poetry* (Ed. By Herbert Rosengarten). Students will also be asked to purchase a short volume of contemporary Canadian poetry (possibly by a poet who is appearing at the College as part of "Literature Alive" or the "Writer-in Residence" programs).

Q: Means of Assessment

1. At least ten poems submitted fairly evenly throughout the term (no more than two poems may be submitted per week), and revisions of the above submitted at the end of the term in a portfolio valued at a minimum of 60% of the course grade. The following are requirements of the course to be included in the portfolio.
 - Two or more poems on a single theme.
 - A poem in which the first line is provided by the instructor and the poem is completed by the student.

- A poem based on a traditional myth.
- At least three poems written in traditional forms: villanelle, sestina and sonnet.
- An imitation. (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 ve