# 8/12/2020

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 25 September 2020

Term and Year of Implementation: Fall 2020

**Course Title:** Introduction to Writing Poetry I

**BRCC Course Rubric:** ENGL 2023

**Previous Course Rubric**: ENGL 207

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:**

**CIP Code:** 23.1302

**Course Description:** Introduces students to modern and classic poetry and prosody. The course focuses on technique and aesthetics in order to build a foundation of critical understanding before turning the emphasis to student production of poems. Students will practice incorporating theory, technique, and aesthetic concerns in introductory lessons in which students are asked to emulate the poems read in class. Students will write short critical essays in response to class readings and will practice the basics of workshopping peer writing.

**Prerequisites:**  ENGL 1013 (or ENGL 101) and ENGL 1023 (or ENGL 102)

**Co-requisites:** Enrollment in ENGL 2313 or permission of instructor

**Suggested Enrollment Cap:** 24

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Apply writing skills learned in college composition to create a student-originated portfolio of poetry.

2. Engage in peer review workshops aimed to develop critical reading skills.

3. Apply fundamental strategies such as invention, drafting, revising, and editing.

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. Instructor-designed tests, quizzes, and/or critical writing assignments

2. Student-created portfolio to be graded using a departmental rubric

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. Literature / Theory

A. Contemporary and classic literature and prosody as class readings

B. Student responses to assigned readings

C. Suggested Lecture topics include:

1. Figurative language in modern prosody

2. Poetic schools and aesthetics in classic and modern prosody

3. Meter and rhyme in classic and modern prosody

4. Point of view in classic and modern prosody

5. Form in classic and modern prosody

II. Student Creative Writing

A. Student originated examples in at least 3 writing modes

B. Workshops and or peer edited drafts for each poem

C. Revisions of drafts

D. Suggested lecture:

1. Workshop and editing practices and etiquette

III. Minimum number of words a student should write:

4500 (including responses, short essays, quizzes, tests, student creative writing, and revisions)