

English 416-001: Poetry Workshop
Fall 2022

Professor: Brenda Cárdenas Course: English 416-001, Lec. 13559
Pronouns: She/Her/Hers Meeting Times: M/W 1:00-2:15 p.m.
Office: Curtin 589 Classroom: Curtin Hall, Room 466
E-mail: cardenab@uwm.edu
Office Hours: M 11:30-12:45, W 12:00-12:45, and by Zoom appointment

“Before you go further,
let me tell you what a poem brings,
first you must know the secret, there is no poem
to speak of, it is a way to attain a life without boundaries...”

--Juan Felipe Herrera, from “Let Me Tell You What a Poem Brings,” *Half of the World in Light*.

COURSE DESCRIPTION

When we write poems, we often explore various means of working within, stretching, and transcending boundaries vis-a-vis our attention to particular aspects of craft, form, and approaches to writing. With this in mind, students will draft and revise poems outside of class, as well as occasionally participating in writing exercises during class. Poem assignments and exercises will involve experimenting with extended metaphor, voice and persona, patterns of sound and repetition, line and stanza, ekphrasis, fixed and experimental forms, among other modes and approaches. Students will critique peers’ poems-in-progress, offering suggestions for how their peers might alter various aspects of the poem to achieve the desired effect. Students will also read, analyze, and discuss published poems, paying attention to what the poem aims to achieve or evoke and how the poet has constructed the poem toward this end. Our culminating project will be a packet containing radical revisions of two poems, a new poem, and a five-page reflective essay about your developing poetics and writing process.

PREREQUISITES

To take English 416, you must have junior standing, have satisfied the GER English Composition competency requirement (C or above in English 102 or equivalent transfer course, or EPT score of 525 or above), and have passed English 233 or English 235. If you do not meet these requirements, email me before the class starts or see me immediately on the first day.

REQUIRED TEXTS AND MATERIALS

1. Guppy, Stephen. *Writing and Workshopping Poetry: A Constructive Introduction*. Broadview Press, 2017. ISBN# 978-1-55481-308-7. \$24.95, new. Available at the UWM Bookstore (where used copies may also be available) and at Woodland Pattern Book Center, woodlandpatternbookcenter.com, 720 E. Locust St., Milwaukee, WI 53212. Ph: 414-263-5011. Hours: 12pm-7pm Tues.-Sun. *If you purchase from Woodland Pattern, please use code UWMS22 for a 10% discount.*
2. PDF and online readings (usually poems and/or short articles) as indicated on the course calendar and posted in the Home area of our Canvas site. You must either print these readings or bring them to class on a laptop or tablet (no phones please). If you print at a

campus computer lab for eight cents per page, all of these readings together will cost you about \$9.50.

3. Print-outs of your own and your classmates' poems and of the critiques you write for your peers or a laptop or tablet on which you can upload them during class for workshop sessions.
4. 8.5 x 11 notebook, pen, and blank paper.

EVALUATION METHODS, COURSE REQUIREMENTS AND POLICIES

The final grade for this course will be based on the following components:

1. Participation—25%: Regular preparation and constructive class contribution includes timely completion of all reading and writing assignments, including peer critiques and in-class writing exercises; attentive listening; and frequent, meaningful verbal participation in class discussions and workshops. Read attentively, jotting down in a notebook at least two comments or questions about each day's readings. I may give pop quizzes from time to time to check that you are doing your reading. Absence from class, tardiness, and inappropriate use of technology will negatively affect your participation grade. See Attendance Policy** and Technology Policy*** below.

Note on Peer Critiques: You must complete and post all written critiques of your peers' poems as replies to the poems in the Canvas Discussion area by 12:45 p.m. on the days those poems are to be workshopped. Please write thorough, constructive critiques containing specific advice and examples and that follow the guidelines and format I provide. Please make sure they are respectful to the poet and bring one copy of each critique to class so that you may refer to it during our verbal workshop sessions.

2. Seven Major Poem Assignments—25%: There are **eight** graded major poem assignments listed on the calendar throughout the semester. You are required to complete the first **seven** of these and upload them to Canvas Discussions and Assignments **by the due dates** listed on the calendar (usually Friday evenings at 11:00 p.m.). Poems must be word-processed. They will not be accepted more than one day late. If one day late, the poem will lose one full grade. When your poem **is** being workshopped, you will upload it in the Canvas Discussion and Assignments areas. When it is **not** being workshopped, you will upload it to the Assignments area only. The eighth major poem assignment is optional. Those who complete it will be able to replace a lower grade on a previous poem assignment with the grade on poem #8.

3. Final Project—25%: You will choose two poems that you've written during the semester to **revise substantially** (what poets call radical revision, see *** below). Because I want to compare the early and final drafts of the revised poems, please save the first drafts separately on your computer *before* you begin to revise your poems; also **save and include** the first draft on which I wrote comments. In addition, you will write and include a gift poem (to be explained in class) and a substantive four-page essay that explains your developing poetics (style, influences, and the aesthetic/philosophical/ cultural/political concerns which inform your work); your writing process; the approaches and/or elements/techniques with which you experimented; how you approached your two radical revisions; and what you learned about writing, language, poetry and yourself. All components must be word-processed. My assessment will be based on the writing quality, thoughtfulness, and depth of your revision(s) and essay. Detailed instructions will be provided in the Home and Assignments area on Canvas.

5. Creative Writing Journals—20%: You will keep a weekly journal in which you type responses (12 total) to informal creative writing exercises/prompts. You will find the prompts in a PDF posted in the Main Course Documents folder on the Canvas Home page. I expect you to respond thoughtfully to the prompts although your writing, in this case, will be less formal, so I do not expect it to be polished (some entries will be more like free-writes or brainstorming exercises whereas others will result in drafts of poems). I will collect all journals only twice during the semester, once near the midterm and once near semester's end, so you will see "Journals" listed twice (in Weeks 7 and 13) on the Canvas Home page with links to the Assignment area where you will upload them. Journals that do not contain the required number of entries for the period will lose points.

6. Poetry Reading Review Essay—5%: You must attend at least one public poetry reading by a professional poet at some point during the semester (no later than a few days before the review is due) and write a two-page review that thoughtfully considers the poet's work and recitation of it. On the Canvas Home page, you will find more detailed instructions and a list of poetry readings occurring on campus and at various other venues in the Milwaukee area. You may upload this assignment to the Canvas Assignments area any time during the semester through the due date.

***Attendance Policy:** You are allowed up to **THREE ABSENCES** without penalty. **I will deduct TEN percentage points from your final participation grade for each subsequent absence up to FIVE total.** As of your sixth absence, you will have missed a significant portion of the semester and will automatically **fail the course**. There are two exceptions to this policy. The first is that absences caused by substantial, prolonged illness or hospitalization for which you provide a valid doctor's excuse will not count as one of your three and will be excused. Also please see the "Panther Community Health and Safety Standards" below for the second exception to this policy as relates to COVID-19. Assignments must still be uploaded on time when you are absent. **Promptness is also required.** I will record late arrivals and early leaves from class, and **two of them will equal one unexcused absence**. You are responsible for obtaining any materials distributed and notes for classes you have missed, posting your own work to Canvas on time, and being prepared for the next class.

****Technology Policy:** Your cell phone must be completely silent for the duration of the class period. Vibrate mode is not acceptable. All electronic devices must be turned off and put away unless and until I expressly give permission to use them during a given class period. Any student using a cell phone or other electronic device without permission will be asked to leave and will receive an absence for the day.

*****Workshops and Revision:** Revision is an important part of the writing process and key to successful poets. Some poem drafts seem to call for smaller scale revision--tinkering with word choice, syntax, line and stanza breaks, meter, etc. This may be the case when a poem has been gestating in our minds for a long time or when we revise a lot *as* we write. Other poems may emerge as more preliminary drafts and require more extensive and thoughtful change to become their best selves. This may mean more research on the subject matter, substantial development or cutting, major reorganization, adding more layers of nuance or complexity, and/or re-thinking

one's approach to the poem altogether where constraints, structure/form, and the elements of poetry are concerned. Sometimes we even find that our poem has been built upon a cliché, we need a fresh foundation, and revision means re-vision or re-seeing. To help you revise, we will hold workshops (constructive peer critique sessions) during the semester. You will have a few of your poems workshopped by the entire class and others workshopped by a small group. I will provide feedback on all of them. At the semester's end, you will radically revise two of your poems, and you may wish to revise others in the future.

Grade Scale: 93-100 = A 90-92 = A- 87-89 = B+ 83-86 = B 80-82 = B- 77-79 = C+ 73-76 = C 70-72 = C- 67-69 = D+ 63-66 = D 60-62 = D-
0 – 59 = F

ADDITIONAL COURSE AND UNIVERSITY POLICIES: A web page maintained by the Secretary of the University contains university policies that affect the instructor and students in the course, as well as essential information specific to conduct of the course. Please see the attached policy links addendum for abbreviated policy descriptions and links to the policies online. Also, please note the following:

Academic Resource Center (ARC):

The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. If you have a chronic health condition or disability that may affect your ability to meet any of the requirements of this course, you should consider registering with the ARC, which will provide me with a VISA explaining your accommodations. Together with the ARC, we will establish a plan that allows you to meet the goals of this course. Students with conditions that are not documented by the ARC will not receive exceptions to any of the course policies, so it is very important that you visit the center in a timely manner.

Diversity, Equity, and Inclusion: It is my intent that students from all diverse backgrounds and perspectives be well served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. Such discrimination is unacceptable, and I am committed to providing equality of opportunity for all. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind. Please refer to each student by the name and pronoun they use (e.g., she, he, they, ze). If you have a name that differs from the one that appears on the roster, please inform me before the second class period so that I can use your correct name and pronouns. Your suggestions are encouraged and appreciated.

Firearms Policy: Individuals, including licensees, are prohibited from carrying firearms and dangerous weapons into buildings or portions of buildings that are owned, occupied, or controlled by UWM. Please see Policy S-24.5.

Panther Community Health and Safety Standards:

UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community you are expected to abide by the Panther [Interim COVID- Related Health & Safety Rules](#). These standards apply to anyone who is physically present on campus, in UWM-controlled facilities, or participating in a UWM-sponsored activity.

1. With respect to indoors spaces on UWM facilities (classrooms, labs, performance spaces, etc.): Masks are recommended (and it is strongly suggested that they be N95, KN95 or surgical masks) while indoors on UWM campuses and in UWM-controlled facilities, with limited exceptions – environments where hazards exist that create a greater risk by wearing a mask. You should check daily for COVID symptoms by completing the self-check at <https://uwm.edu/coronavirus/symptom-monitor/>. Symptoms may appear 2-14 days after exposure to the virus and include fever, cough, or shortness of breath or difficulty breathing. See the [CDC's Website](#) for more information about COVID-19 symptoms.

- If you test positive for or are diagnosed with COVID-19 based on symptoms, you should complete this Dean of Students Office form: <http://uwm.edu/covid19selfreport>.
- By doing so, you will get information on resources, help UWM identify individuals you may have come into contact with on campus so that UWM can work with the local health department, and allow UWM to clean campus areas you visited as appropriate.

2. Attendance

Do not attend your in-person class if you have COVID-19, if you are experiencing symptoms consistent with COVID-19, if you have been in close contact with others who have symptoms, if you need to care for an individual with COVID-19, or if you have other health concerns related to COVID-19.

- You should be aware of each of your course's attendance policies. In case of COVID-19 related illness, you should contact me immediately to discuss options for completing course work while ill.
- Notify me in advance of the absence or inability to participate whenever possible. So that I don't count the absence against you, please include in your email the COVID-19 related reason you cannot come to class.
- Participate in class activities online and submit assignments electronically, to the extent possible.
- Reach out to me if illness will require late submission or other modifications to deadlines.
- If remaining in a class and fulfilling the necessary requirements becomes impossible due to COVID-19 related illness, contact me to discuss other options.

As your instructor, I will trust your word when you say you are ill with COVID-19 or must quarantine due to being exposed to the virus, and in turn, I expect that you will report the reason for your absences truthfully.

3. Potential for Reversion to Fully Online Instruction

Changing public health circumstances for COVID-19 may cause UWM to move to fully online instruction at some point during the semester. UWM will communicate with students about moving to fully online instruction if the situation develops.

4. Navigate Student Success Platform and Mobile App

Students are encouraged to use a tool called Navigate. This tool can help you learn about academic resources, set up study groups in your courses, make appointments with your academic advisor, get reminders on important dates, and much more. In addition, Navigate allows instructors to send Progress Reports to students throughout the term, allowing for updates on your academic progress in a course in addition to your grade. You can log into the platform here: <https://uwmilwaukee.campus.eab.com/> or by finding the Navigate link under the Current Students tab on the UWM home page. More information on how you can use Navigate and the app, including tutorials, can be found on UWM's Navigate website.

NOTE: This syllabus and course calendar are subject to change as the professor deems necessary. Any changes will be provided in writing on our course Canvas site and may also be emailed to you.

SYLLABUS ADDENDUM #1: POLICY LINKS¹

1. *Students with disabilities.* Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner.
<http://www4.uwm.edu/sac/SACltr.pdf>
2. *Religious observances.* Accommodations for absences due to religious observance should be noted. <http://www4.uwm.edu/secu/docs/other/S1.5.htm>
3. *Students called to active military duty.* Accommodations for absences due to call-up of reserves to active military duty should be noted.
Students: http://www4.uwm.edu/current_students/military_call_up.cfm
Employees: <http://www4.uwm.edu/secu/docs/other/S40.htm>
(Editorially Revised, 3/25/09)
4. *Incompletes.* A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. <http://www4.uwm.edu/secu/docs/other/S31.pdf>
5. *Discriminatory conduct (such as sexual harassment).* Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. <http://www4.uwm.edu/secu/docs/other/S47.pdf>
6. *Academic misconduct.* Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.
http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

¹ Supplement to UWM FACULTY DOCUMENT NO. 1895, October 21, 1993; Revised March 16, 2006; Revised January 24, 2008; Editorially Revised, 8/26/11.

7. *Complaint procedures.* Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. <http://www4.uwm.edu/secu/docs/other/S49.7.htm>
8. *Grade appeal procedures.* A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. <http://www4.uwm.edu/secu/docs/other/S28.htm>
9. *Other* The final exam requirement, the final exam date requirement, etc. <http://www4.uwm.edu/secu/docs/other/S22.htm>

SYLLABUS ADDENDUM #2: CREDIT HOURS

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes. As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

Because this is a **traditional, or face-to-face** course, you will spend a **minimum** of

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

Notes

- The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows. Traditional: 40 hours in classroom, 80 for preparation, 24 for papers and exams; online: 40 hours of online instruction, 80 for preparation, 24 for papers and exams; hybrid: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams. Again, these are minimums.
- UWM Credit Hour Policy, University of Wisconsin-Milwaukee Faculty Document No. 2838, can be found at https://www4.uwm.edu/secu/docs/faculty/2838_Credit_Hour_Policy.pdf.
- UWS ACPS 4, the University Of Wisconsin System Policy On Academic Year Definition And Assorted Derivatives, can be found at <http://www.uwsa.edu/acss/acps/acps4.pdf>.

A **course calendar** will be provided by the first day of the semester at the latest.