

Part 1: Provide Information

1. Proposer: Suzanne Nielsen, Associate Professor, Writing, Literature, and Language
2. Course Title: WRIT 354: Writing Poetry
3. Course description: In this course, students read and discuss poetry, learn the conventions of poetry writing, read each other's work and explore their own creative processes. This course may be repeated for credit.
4. Learning outcomes for WRIT 354:

Apply and understand selected poetry devices especially figurative language.

Evaluation of all types of poetry while becoming increasingly versed with poetic analysis.

Interpret and respond critically to works from various cultures in the arts and humanities.

Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.

Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

Use authority, point-of-view, and individual voice and style in writing and speaking.

Part 2: Describe Fit with General Education

1. A minimum of two credits: This course is 4 credits
2. Not overly vocational or professional in nature: This course offers students an introduction to poetry and its elements for strong narrative development through writing and reading extensively.
3. Open to all students (not restricted to a major): Any student can take this course.
4. Without overly *limiting* prerequisites (e.g., Writ 231 is reasonable for upper division work): WRIT 251 is the only prerequisite.

Part 3: Describe Fit with Minnesota Transfer Curriculum (MnTC) Goal Area(s)

Goal 6: The Humanities and Fine Arts

To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Learning Outcomes

6.1 Demonstrate awareness of the scope and variety of works in the arts and humanities.

Writing Poetry is a writing-intensive workshop. Drawing on student ideas and experiences, this course delves into the craft of poetry writing in a workshop setting. Students read each other's work and explore the conventions of various subgenres of poetry by working and expanding on the essential elements of successful writing. Students demonstrate their command over authorial voices through discussion, study, and modeling of the work of professional writers, as well as through writing exercises, reading assignments, and workshopping one another's pieces. Students are active in the literary scene, and send works out for publication.

6.2 Understand those works as expressions of individual and human values within a historical and social context.

A workshop in Writing Poetry is an intensive seminar in which we scrutinize, pore over, examine, read, re-read, discuss, and argue over personal writing. Writers know how hard it is to produce a piece of good writing. It is essential, and required, to acknowledge the work another writer has put into their piece. When reading and critiquing others' drafts, we learn through critique how to be of use to the writer's revision process. Being of use consists of respecting all work by identifying strengths of a piece, and knowing what revision strategies to work on. We also must accept each piece on its own terms by not trying to change a writer's fundamental voice and/or subject matter. Finally, we learn to separate ourselves from our work; hard though it is at times, once you've written it and sent it out there, it belongs to the world.

6.3 Respond critically to works in the arts and humanities.

One of the required assignments for WRIT 354 is to send work out for publication. A poetry workshop can explore submissions that include, either overtly or indirectly, contemporary and

emotional issues such as race, sexuality, social class, and political or religious beliefs. This may result in heated discussions and true disagreements. Students remain aware that disagreement does not mean that someone else is a morally bad person. We all want to be treated with respect and care, so listen thoughtfully to others' words by putting ourselves in their position. Listening is an important skill to cultivate. People are not abstract concepts; they're your fellow classmates. Metro's University Community Conduct Code in the Student Handbook contains good information. If you have a questions or concerns.

6.4 Engage in the creative process or interpretive performance.

Writing Poetry introduces students to the elements of good writing to include beginnings, characterization, point of view, dialogue, plot and landscape. We learn to read our work aloud as an editing technique, and also as performance.

6.5 Articulate an informed personal reaction to works in the arts and humanities.

Required critiques can be both textual and verbal. Students learn to give feedback, but more importantly, be able to receive feedback for constructive re-vision.

Part 4: Provide Ancillary Documents

Although it is not required, proposers are encouraged to attach a draft, prototype, or sample syllabus in order to show how the course might be organized. Alignment with goal learning outcomes should be clear in the course description and outcomes as well as ancillary documents.

Please see attached syllabus and course schedule.