### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Group IV: Expressive Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>Applied Arts and Sciences</td>
</tr>
<tr>
<td>Course #</td>
<td>WTS 186A</td>
</tr>
<tr>
<td>Course Title</td>
<td>WTS 186A Beginning Creative Writing: Poetry</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>WTS or ENEX 101</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

| Instructor | Alternating Faculty (Coordinator: Mark Medvetz) |
| Phone / Email | 7904/mark.medvetz@umontana.edu |
| Program Chair | Cathy Corr |
| Dean | Barry Good |

### III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

WTS 186A Beginning Creative Writing: Poetry 3 Credits

This is an introductory-level writing workshop focusing on the reading, discussion, and revision of students’ poems. Students will be introduced to models of poetic form and technique, and, through their own writing and reading, they will begin to evaluate tangible and abstract concepts involving issues of form and technique. Upon completion of the course students should be able to articulate constructive criticism, both verbally and in writing, of their own work as well as the work of peers.

While developing their own goals as writers, students will be introduced to ways of exploring and documenting the human experience through poetry. Additionally, students should begin to develop an awareness of their participation in the creative arts while read and writing in the context of poetry as a means of communicating in both local and global communities.

### IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

Courses guide students, whether in individual or group settings, to acquire foundational skills to engage in the creative process and/or in interpretive performance. Through direct experience (for example, attendance and involvement with live performance, exhibitions, workshops, and readings), they will engage in critical assessment of their own work and the work of others.

While composing their own poetic works and reading and critiquing peer work, students will examine the genre of poetry, both as readers and writers. Specific topics will include techniques of poetry with emphasis on the lyrical, various styles of poets, and approaches to reading and commenting on works in progress.
### V. Student Learning Goals:
Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

<table>
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<th>Goal</th>
<th>Description</th>
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<tr>
<td>Students will express themselves in the making of an original work or creative performance;</td>
<td>While composing their own poetic works and reading and critiquing peer work, students will examine the genre of poetry, both as readers and writers. Students will end the semester with a portfolio of original work.</td>
</tr>
<tr>
<td>Students will understand the genres and/or forms that have shaped the medium</td>
<td>Students will be introduced to models of poetic form and technique, and, through their own writing and reading, they will begin to evaluate tangible and abstract concepts involving issues of form and technique.</td>
</tr>
<tr>
<td>Student will critique the quality of their own work and that of others.</td>
<td>Within a workshop forum, students will gain experience to articulate constructive criticism, both verbally and in writing, of their own work as well work of peers.</td>
</tr>
</tbody>
</table>

### VII. Syllabus:
Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

> The purpose of poetry is to remind us how difficult it is to remain just one person...  
> Czeslaw Milosz

**Spring 2007**

**COM 186A “Beginning Creative Writing: Poetry”**

**Texts**

We will also be implementing various “handouts” that will be dispersed via Blackboard as the semester continues, (e.g. individual poems, essays on poetry from a variety of contemporary American poets, and audio recordings)

**The Course**
This is an introductory creative writing course implementing our collective experience as students of language and the world in order to expand our modes of aesthetic and poetic understanding. In short, the course will hopefully give you a solid foundation from which to discuss, critique, and compose poetry.

**Course Requirements:**
One ‘finished’ poem per assignment—all of which are to be collected in a “portfolio” as the
semester proceeds and turned in during finals week with a one-page letter, addressed to me.

There will be reading assignments from both required texts as well as written responses to prompts from those texts and handouts. Writing assignments will consist of drafts of student poems, to be turned in weekly or every other week.

The end-collection of approximately 10-15 pieces will represent approximately 70% of the student’s overall grade. The remaining 30% will be based on the student’s participation in online discussions, as well as a final letter to the instructor commenting on the overall progression of the individual’s creative work.

**Course Outcomes**

Upon completion of this course, students working as both writers and critical readers should be able to:

- develop a variety of strategies to write a variety of poems including the lyrical
- develop a variety of strategies to read, analyze, and comprehend a diverse selection of texts within the genre
- examine the use of general and genre-specific literary components and techniques
- approach and appreciate a literary text that reflects a particular intellectual or literary tradition
- approach and appreciate a literary text that presents and/or reflects an author’s literary concerns as well as others such as the political and the social
- construct and support a critical interpretive response to a literary text constructed by peers

**Grading:**

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<tr>
<td>70</td>
<td>Final portfolio of 10 to 15 pieces/poems</td>
</tr>
<tr>
<td>30</td>
<td>Participation and a final reflective letter</td>
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</tbody>
</table>

Grading poetry is difficult and subjective by nature. You will be graded on your active participation in class, your writing exercises, your improvement from draft to revision, and your attendance.

- **30%** of your grade is based on active participation. Show up prepared, comment on readings and the work of your peers, and contribute to the community of the classroom.
- **70%** of your grade is based on successful completion of all writing assignments. Turn these exercises in on time, put some thought into the work, and type and double-space all out-of-class work. You will receive credit for exercises, but not a letter grade.
- One ‘finished’ poem per assignment
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- The end-collection of approximately 10-15 pieces
- Reflective end-of-semester letter to the instructor commenting on the overall progression of the individual’s creative work.

It is important that each class-member contributes to the workshop discussion. A friendly, supportive atmosphere encourages each writer to feel that he or she has plenty to offer. I will
also encourage and support students who attend local readings or writing festivals. My intention for grading is generous. Good writing is not easy; hence, students will be given plenty of room to explore various possibilities. Failed works are part of the learning process, but each effort is respected with genuine appreciation. Student’s grades will reflect their development of understanding specific tools within the traditions as well as their ability to engage in serious, insightful discussions of writing.

addendum on “Grading”:
At the end of the semester, I am required to fill-in the letter “A”, “B”, “C”, “D” or “F” on a standardized form behind each of your names. The form is processed through a computer and printed onto your official transcript. The letter I write will not be a representation of your capabilities as a writer or thinker. Instead, the letter on the form will represent the effort you put forth to enhance your own experience in this course.

This means:
Wanting to be here;
Participating in on-line discussions of work-shopped poems;
Not taking anything for-granted, especially;
the magnificent opportunity of sharing your creative-work with a group of curious, attentive, intelligent, funny, serious, caring and critical writers—
all of whom are adrift in the same sea of language and thought, ecstasy and emotion and agony and wonder that you too, perhaps have found yourself in.

(Poetry is)...the attempt of the imagination to inhabit nature and by that act preserve itself for as long as it possibly can against ‘the pressure of reality’. And by ‘nature’ I mean any wilderness, inner or outer. The moment of writing is not an escape, however, it is only an instance, through the imagination, upon human ecstasy, and a reminder that such ecstasy remains as much of a birthright in this world as misery remains a condition of it.
-Larry Levis

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.
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