Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Applied Arts and Science
Course Title: Introduction Poetry Workshop
Course Number: CRWR 211A (WRIT 186A)

Type of Request: New One-time Only Renew*XX Change Remove

Rationale:

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL
Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

II. ENDORSEMENT / APPROVALS

* Instructor: Mark Medvetz
  Phone / Email: 7904 mark.medvetz@umontana.edu
  Program Chair: Joe Crepeau
  Dean: Shannon O’Brien

Signature [Signature] Date 1/15/16

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble
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IV. CRITERIA
BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Courses guide students, whether in individual or group settings, to acquire foundational skills to engage in the creative process and/or in interpretive performance.

2. 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.

V. STUDENT LEARNING GOALS
BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Express themselves in the making of an original work or creative performance.

2. Understand the genres and/or forms that have shaped the medium.
3. Critique the quality of their own work and that of others.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

1. Working on original work throughout the semester, students will submit an end-of-semester portfolio of their original work. The portfolio will include a letter of self-reflection/critique. See attached "Portfolio Rubric."

2. During the semester, students will produce original work in poetry genre, exploring models of form and technique. Likewise, students will begin to read and evaluate peer writing in terms of form and technique. See "Experimenting With Form and Language Rubric."

3. In a writing workshop forum, students will gain experience to articulate constructive criticism, both verbally and in writing, of their own work as well as peer work. See "Workshop Response Rubric."
A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University's accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B- D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1. 

2. 

3. 

C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)
D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.]

Given your students' performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.
Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Expressive Arts Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.

<table>
<thead>
<tr>
<th>Portfolio Rubic Score</th>
<th>Experimenting with language</th>
<th>Original &amp; Creative Writing</th>
<th>Reflection/Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Writing demonstrates inventiveness and experimentation with language that goes beyond the level of simple exercises. Unique style is apparent.</td>
<td>Excellent use of imagery; similes; vivid, detailed descriptions; figurative language; puns; wordplay; metaphor; irony. Surprises the reader with unusual associations, breaks conventions, thwarts expectations.</td>
<td>Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives.</td>
</tr>
<tr>
<td>3</td>
<td>Most works demonstrate inventiveness of concept and experimentation with language</td>
<td>Some startling images, a few stunning associative leaps with a weak conclusion or lesser, more ordinary images and comparisons. Inconsistent.</td>
<td>Reflections illustrate the ability to critique work, and to suggest constructive practical alternatives.</td>
</tr>
<tr>
<td>2</td>
<td>Work may show slight inventiveness and experimentation with language</td>
<td>Sentimental, predictable, or cliché. Borrows ideas or images from popular culture in an unreflective way.</td>
<td>Reflections illustrate an attempt to critique work and to suggest alternatives.</td>
</tr>
<tr>
<td>Work shows minimal inventiveness and experimentation with language</td>
<td>Cursory response. Obvious lack of motivation and/or poor understanding of the assignment.</td>
<td>Reflections illustrate a minimal ability to critique work.</td>
<td></td>
</tr>
</tbody>
</table>
Experimenting with Form and language

4 pts.

*Writing shows creative exploration or interpretation of a concept, idea, or class assignment.*

3 pts.

Writing demonstrates inventiveness and experimentation with form and language that goes beyond the level of simple exercises. Unique style is apparent.

2 pts.

Most works demonstrate inventiveness of concept and experimentation with form and language

1 pt.

Work may show slight inventiveness and experimentation with form and language
Workshop Responses Rubric

Pre-workshop Questions/Workshop responses

1. Instructions

Before workshop day:

- Read and respond to each of the workshop writings
- Min 100 to 150+ words for each response

During workshop

Criteria
*When I read and listen to your responses to the workshop writing, I will consider these criteria:*

Response to the workshop writing
The response is focused and addresses one or more genre elements.

Development of responder’s ideas
The response includes examples from the workshop writing to support specific comments.

Use of ideas and terms in the textbook
Responder demonstrates a clear understanding of ideas and terms in the text.

Organization of ideas
Responder’s ideas are presented in a well-organized response, and the responder uses transitions to connect ideas.

General writing conventions: grammar, usage, and mechanics
CRWR 211A

Mark Medvetz

Associate Prof.

Writing Studies

Department of Applied Arts and Sciences

University of Montana - Missoula College
Course Description

CRWR 211A is an introductory creative writing course and offers students an opportunity to study the genre of poetry, with an emphasis on contemporary poetry and the lyric. The primary focus of the course consists of lessons, readings, and discussions—all to do with the reading and craft of poetry. Students will explore various thematic and aesthetic trends in the genre. While studying the works of established writers, students will begin to explore characteristics of the genre, and they will begin to create work of their own.

2 Required Textbooks

*Writing Poems, Boisseau et al, Pearson Pub. 8th edition*

*The 8th edition is required (No earlier edition).*

Required Work

Each student will work intensely in every genre by completing:

- Portfolio of 8-12 finished poems
- Extensive readings of poems and textbooks
- One and two-page reflective and/or critical responses
- 2 “Pick a Poem” assignments with written responses & oral presentation
- Reading of a book of poetry by poet of choice – with written response
- Constructive criticism in a workshop environment
- Attending one local poetry reading (Second Wind, etc.)
- Culminating letter of reflection

Portfolio

At the end of the course, each student will submit a portfolio of work and will include a self-reflective letter addressing the student’s progress as a creative thinker and writer.

*The portfolio will represent approximately 70% of the student’s final grade.*

*The remaining 30% will be based on the student’s participation in discussions, verbal and written responses, and peer critiques in workshop—see required work.*

Grading
It is paramount that each student contributes to classroom and workshop discussions. A friendly, supportive atmosphere encourages each writer to feel that he or she has plenty to offer. However, critiques need to be critical and formative. “Critical” means you’ve read the writing more than once and you’ve thought carefully about the text. “Formative” means you have comments that will help the writer understand how well the work is communicating something to the reader. Although initial responses may lack some of the critical and the formative, students are expected to develop as readers and responders learning and working in the university community.

Student grades will reflect a development of understanding specific tools within the genres as well as an ability to engage in serious, insightful discussions of writing.

That said, students will not be given “points,” or letter grades for any of the individual assignments. Instead, there will be a final letter grade for the end-of-semester portfolio.

If there is any concern about grading or “standing” during the semester, a student can request a conference. A tentative “working grade” would be based on the following:

- Completed number of required assignments
- Demonstrated effort to complete assignments
- Quality of work reflected in all assignments
- Regular attendance—see policy below

Attendance

- Learning in this course takes places mainly through participation and discovery—that means you will be participating in many group-related activities. Rarely, will you find yourself simply sitting in class taking notes. In order for this method to work, you must attend class. Besides making learning more meaningful, attendance will ensure that you don’t fail the course. Personal situations and required university events may arise that, on a rare occasion, make it impossible for you to be in class. Remember, however, that’s why two (2) absences are allowed; please reserve those for exceptional circumstances.
- If you must miss class, you are responsible for obtaining any handouts or assignments for the class. Make sure you talk with your instructor in advance if you are worried about meeting a deadline or missing a class.
- Attendance:
  - T/R or MW classes
- You are allotted 2 absences. You do not need permission, and I don’t need an explanation. Use these two wisely. More than two absences will compromise your grade.
- 3rd absence: final grade drops one letter grade
- 4th absence: final grade is an F
- Here’s the reasoning behind the attendance policy. Without attending class, you cannot perform your role as a student learner, participant, collaborator, and writer.
- Participation includes taking part in class discussions, asking questions, contributing your knowledge and insights in whatever form is appropriate, and striving to make all your contributions excellent. It also includes doing the required reading and writing for each week.
- There will be small-group work environments.
• Writing workshops will be held during ‘workshop week.’ A schedule will be determined in advance so that students will have ample time to prepare a draft. Failure to submit a draft for workshop when assigned will lower the grade for that assignment by ½ letter grade.

Writing Workshop

• Writing workshops will be held during ‘workshop week.’ A schedule will be determined in advance so that students will have ample time to prepare a draft. Failure to submit a draft for workshop when assigned will lower the grade for that assignment by ½ letter grade.

OTHER POLICIES

Policies, Procedures, and all the other ‘whatnots’

Your end-of-semester grade must reflect the level of proficiency you have reached as a writer.

This is a college-level course, and you are expected to read any assigned texts and complete any writing assignments. Likewise, by completing the assignments you will be prepared to participate in all class and small-group discussions. If you cannot meet the terms for the class, your online presence will be a distraction to the class and will diminish the quality of the classroom. I will issue one warning to a student exhibiting such behavior. A second warning will require you to drop the course.

Participation includes taking part in class discussions, asking questions, contributing your knowledge and insights in whatever form is appropriate, and striving to make all your contributions excellent. It also includes doing the required reading and writing for each week.

There will be small-group work environments.

Writing workshops will be held during ‘workshop week.’ A schedule will be determined in advance so that students will have ample time to prepare a draft. Failure to submit a draft for workshop when assigned will lower the grade for that assignment by ½ letter grade.

1. Keep copies of all your work, as hard copy and on CD, disk, or memory stick.

2. Save everything in your working folder.

No late papers will be accepted for workshop and/or evaluation. Because you will submit assignments electronically, I will make an assignment folder available during the posted period of time for submissions. If the folder is ‘closed,’ please do not ask to submit after the deadline. Plan to move to the next draft. If you missed a final-draft deadline, you will receive ‘F’ for that paper.

Note: this is a writing course and not a computer course. Please do not expect extra time for any learning curve you might face with technology. Likewise, please do not expect any extensions on due dates for an assignment because of any technical difficulties you have not conquered. Backup all work.

Please read the policy statement on plagiarism in the University Catalogue.
In brief, plagiarism is any attempt to misrepresent another writer's work as your own. This includes scooping something off the Internet. It is expected that you will adhere to this policy.

Plagiarism of any sort will result in a course grade of F, and I will follow the disciplinary procedures as stated in the Student Conduct Code http://www.umt.edu/studentaffairs/ CODE.htm

Students may be asked for their research or sources at any time.

CRWR 211A is only offered for traditional grades, A-F, and I will employees the 'plus & minus' option.

No student taking CRWR 211A should expect to receive an incomplete.

Computation of Cumulative Grade Average

I employ a plus/minus grading system. Valid grades and their point values per credit under the traditional grading system will be:

Quality points are assigned as follows: 4 quality points for each credit of A; 3.7 quality points for each credit of A-; 3.3 quality points for each credit of B+; 3 quality points for each credit of B; 2.7 quality points for each credit of B-; 2.3 quality points for each credit of C+; 2 quality points for each credit of C; 1.7 quality points for each credit of C-; 1.3 quality points for each credit of D+; 1 quality point for each credit of D; and 0.7 quality points for each credit of D-.

Please verify grade values at the UM website for your own records: http://www2.umt.edu/catalog/acpolpro.htm

Auditors of CRWR 211A must meet all requirements established for traditional-grade students.

Reminder: The dates for the last days to drop this class with and without a refund are posted on Cyberbear: http://cyberbear.umt.edu/. Likewise, students are responsible for all academic dates and deadlines for the semester. http://cyberbear.umt.edu/

Although the standards and rubrics for grading will vary by genre, stated below is a general grading rubric.

I am willing to provide accommodations for students with special needs and circumstances with the proper verification from the Office for Disability Services.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. (For other options see http://www.umt.edu/disability).

Final words. I subscribe to the theories and research that characterize writing as a truth-seeking, social, and political act. This class will welcome, respect, and make room for ideas and beliefs that are presented with an intelligent, informed, and considerate voice.