

# EN3573: POETRY WRITING

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Poetry Writing

### Subject Code

EN - English

### Course Number

3573

### Academic Unit

English (EN)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to introduce students to the techniques of poetry writing. Students will study the various elements of poetry including rhythm, meter, rhyme, assonance, alliteration, imagery, metaphor, theme and symbolism and apply this

knowledge to writing their own short stories. The course will be taught in a ‘workshop’ format in which students will read and critique one another’s work.

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the elements and techniques of poetry including rhythm, meter, rhyme, assonance, alliteration, imagery, metaphor, theme and symbolism, and identify these elements and techniques in poems by published poets.	x	x	
2	Evaluate and critique the poetry of others, pointing out strengths and weaknesses, giving reasoned arguments for their judgments and offering concrete suggestions for revision.	x	x	
3	Apply their knowledge of poetry to the writing and revising of their own poems.	x	x	x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Reading representative poems in English and analyzing and critiquing them in class discussions and in written assignments.	Using relevant concepts and terms, students will analyse and reflect upon an array of texts in small group and whole-class settings.	1, 2, 3
2	Listening to lectures on the elements and techniques of poetry writing.	Students will actively engage with lecture materials by responding and discussing in various ways	1, 2, 3
3	Participating in in-class writing exercises designed to develop the mastery of specific techniques.	Evaluating and critiquing the work of classmates and offering suggestions for improvement.	1, 2, 3

4	Writing and revising a collection of poems.	In small peer-review groups, students will read and respond to one another's writing as a way to reflect upon and develop various stages of the writing process.	1, 2, 3	
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**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks	
1	Class participation, especially in workshop sessions in which students are expected to present cogent arguments regarding their evaluation of classmates' work and offer concrete suggestions for revision.	1, 2	20	
2	Portfolio of fifteen poems each of which has undergone revision based on suggestions of the instructor and classmates.	3	60	
3	Written explication and critique of a published poem which describes and analyzes the various techniques used and the effectiveness of those techniques.	1, 2, 3	20	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

## 1. Poetry

**Excellent (A+, A, A-)**

Poetry demonstrates superior application of elements of craft specific to the chosen form(s) of the work produced to encompass some experimentation. This includes an excellent command of grammar and language, specifically in word choice; the ability to use line breaks, punctuation and other visual linguistic elements for the desired effect in the work; mastery of a range of figures of speech (e.g.: metaphor, simile, synecdoche, imagery, metonymy, etc.) normally used in poetry; authorial control of point of view, narrative, time shifts and other technical aspects of rendering poetic expression; the ability to manipulate rhyme, cadence, meter, any other linguistic elements commonly used for poetry.

**Good (B+, B, B-)**

Poetry demonstrates good application of elements of craft specific to the chosen form(s) of the work produced to encompass some experimentation. The poetry produced must encompass an overall artistry, creativity and depth.

**Fair (C+, C, C-)**

Poetry demonstrates average but competent application of elements of craft specific to the chosen form(s) of the work produced to encompass some experimentation.

**Marginal (D)**

Poetry demonstrates weak application of elements of craft specific to the chosen form(s) of the work produced to encompass some experimentation.

**Failure (F)**

Poetry lacks competent application of elements of craft specific to the chosen form(s) of the work produced.

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**Assessment Task**

2. Class Participation

**Excellent (A+, A, A-)**

Contributions to class discussions and workshop demonstrate a thorough and careful reading of the piece under discussion, the ability to insightfully apply knowledge of the craft of fiction in identifying strengths and weaknesses, and useful comments and suggestions for the author. The contribution is expressed in a clear, detailed, tactful and professional manner.

**Good (B+, B, B-)**

Contributions to class discussions and workshop demonstrate a careful reading of the piece under discussion, the ability to adequately apply knowledge of the craft of fiction in identifying strengths and weaknesses, and useful comments and suggestions for the author. The contribution is expressed in a clear, detailed, tactful and professional manner.

**Fair (C+, C, C-)**

Contributions to class discussions and workshop demonstrate an adequate though not always careful reading of the piece under discussion, the ability apply knowledge of the craft of fiction in identifying some strengths and weaknesses, and moderately useful comments and suggestions for the author.

**Marginal (D)**

Contributions to class discussions and workshop demonstrate cursory or incomplete reading of the piece under discussion, and the ability apply some knowledge of the craft of fiction in identifying some strengths and weaknesses, though these may not be accurate, insightful or helpful.

**Failure (F)**

Contributions to class discussions and workshop demonstrate little understanding of the piece under discussion, and little ability apply knowledge of the craft of fiction in identifying strengths and weaknesses. The contribution may be expressed in an unclear or unprofessional manner.

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**Assessment Task**

3. Poetry Explication/ Critique

**Excellent (A+, A, A-)**

The critique demonstrates a thorough knowledge of the elements, techniques and traditions of poetry and the ability to apply this knowledge in identifying and evaluating features in the poem. The analysis is insightful, convincingly argued and clearly expressed.

**Good (B+, B, B-)**

The critique demonstrates good knowledge of the elements, techniques and traditions of poetry and the ability to apply this knowledge in identifying and evaluating features in the poem. The analysis is relatively insightful, convincingly argued and clearly expressed.

**Fair (C+, C, C-)**

Contributions to class discussions and workshop demonstrate an adequate though not always careful reading of the piece under discussion, the ability apply knowledge of the craft of fiction in identifying some strengths and weaknesses, and moderately useful comments and suggestions for the author.

**Marginal (D)**

The critique demonstrates little knowledge of the elements, techniques and traditions of poetry and little ability to apply this knowledge in identifying and evaluating some relevant features in the poem. There may be major problems with the way the argument is presented or the quality of the language.

**Failure (F)**

The critique demonstrates no knowledge of the elements, techniques and traditions of poetry and no ability to apply this knowledge in any useful way. There may serious problems with structure, grammar or usage.

**Part III Other Information****Keyword Syllabus**

Types of Poetry and Verse  
 Voice and Tone  
 Denotation and Connotation  
 Literal and Figurative Meanings  
 Poetic Devices (Metaphor and Imagry)  
 Poetic Devices (Sound)  
 Rhythm and Meter  
 Forms (Sonnet, Villanelle, etc.)  
 Symbolism and Archetypes  
 Cultural Concepts  
 Parody and Translation  
 Free Verse and Blank Verse  
 Theme and Meaning

**Reading List****Compulsory Readings**

Title	
1	Kinze, M. (1999) A poet' s guide to poetry. University of Chicago Press.

**Additional Readings**

Title	
1	Behn, R. (1992) The practice of poetry: Writing exercises from poets who teach. Harper.
2	Fussell, P. (1979) Poetic meter and poetic form. McGraw-Hill.
3	Oliver, M. (1994) A poetry handbook. Harper.
4	Strand, M. (2001) The making of a poem: A Norton anthology of poetic forms. Norton