# 4/26/2024

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 2 May 2024

Term and Year of Implementation: Fall 2024

**Course Title:** Introduction to Writing Poetry II

**BRCC Course Rubric:** ENGL 2033

**Previous Course Rubric**: ENGL 217

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:** CENL 2523

**CIP Code:** 23.1302

**Course Description:** Advances the techniques and aesthetic considerations paramount to ENGL 2023 (ENGL 207) and focuses on student production of poetry. Students will incorporate theory, technique, and aesthetic concerns in lessons in which students are asked to emulate the poems read in class. Students will produce 12-15 poems, critique student work in in-class workshops and revise their work for a final portfolio.

**Prerequisites:**  ENGL 2023 (or ENGL 207)

**Co-requisites:** None

**Suggested Enrollment Cap:** 24

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Apply writing skills acquired in ENGL 2023 (ENGL 207), Introduction to Writing Poetry I, to the creative writing process.

2. Explicate modern and classic poetry.

3. Demonstrate improved communication and criticism skills in written assignments and peer-review workshops.

4.

5.

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. Instructor-designed tests, quizzes, and/or writing assignments

2. Student-created portfolio of poems

3. Participation in workshop discussion through written/vocal critique

4.

5.

6.

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. Student Creative Writing

 A. Student originated examples in at least 3 writing modes

 B. Peer-edited drafts for each poem

 C. Revisions of drafts

 D. Portfolio of student writing

II. Literature / Theory

 A. Contemporary and classic literature and theory as class readings

 B. Student responses to assigned readings

 C. Lectures should complement weekly reading and student writing assignments

III. Minimum number of words a student should write:

 3500 (including responses, short essays, quizzes, tests, student-created writing, and revisions)

 30% of writing should come from short essays, quizzes, and tests. 70% of writing should

 come from works of original creative writing, workshop responses, and revisions of original

 creative writing.