CREATIVE WRITING : POETRY
ENG 5302 - V01
SUL ROSS STATE UNIVERSITY,
SPRING 2026

INSTRUCTOR:
MO ELDRIDGE
MORGAN.ELDRIDGE@SULROSS.EDU

CLASS MEETS: ONLINE

WEDNESDAY, 6 — 8:45

 OFFICE HOURS: MAB 100

TUESDAY AND THURSDAY 2 — 3:30
WEDNESDAY 12-3 OR
        BY APPOINTMENT

COURSE OVERVIEW:

THIS IS A CREATIVE WRITING COURSE ON POETRY. THROUGHOUT THE SEMESTER, WE WILL SURVEY FORM AND FUNCTION IN WRITINGS BY CONTEMPORARY AND MODERN POETS. THE COURSE IS EQUAL PARTS WRITING WORKSHOP AND SEMINAR.

THE WORKSHOP SPACE IS CREATED IN THE FORM OF "THE ASKING," A QUESTION-BASED METHOD OF WRITING WORKSHOP DEVELOPED BY JESSE BALL. PARTICIPANTS RESPOND ONLY BY ASKING THE WRITER QUESTIONS ABOUT THEIR WORK. THIS METHOD ELIMINATES CRITIQUES, OPINIONS, AND SUGGESTIONS.

ALONGSIDE OUR WRITING, WE WILL EXPLORE MODES AND SYSTEMS THAT WILL SERVE AS MODELS FOR OUR OWN WORK. THESE VOICES CONTEMPLATE THE DEFINITION OF POETICS AND PRACTICE, FROM FAITH TO EMPIRICISM. EXAMPLES INCLUDE:

TRADITIONAL MODES: SONNET, PANTOUM, GHAZAL, ODE. AFFECTIVE FORMS, FROM ELEGIAC RESTRAINT TO SENTIMENTAL EXPRESSION: NARRATIVE, ODE, LYRIC, FREE VERSE, DRAMATIC MONOLOGUE. TRANSDISCIPLINARY MODES: ABECEDARIUM, TEXT-IMAGE, LIPOGRAM, PALIMPSEST, SUBSTITUTION.

WRITERS WRITING ON WRITING: MARY RUEFLE, RICHARD HUGO, PAUL FUSSELL, JOHN DRURY, DAVID STARKEY, HÉLÈNE CIXOUS, ANNE DILLARD, JAMES MATTHEW WILSON, MARY OLIVER, EDWARD HIRSCH, ANNE LAMOTT, URSULA K. LE GUIN, DIONNE BRAND, WALT WHITMAN, W. B. YEATS, EZRA POUND, T. S. ELLIOT, ROBERT FROST, CHARLES OLSON, DYLAN THOMAS, PHILIP LARKIN, ALLEN GINSBERG, DENISE LEVERTOV.

SELECTED POETS: ANNE BOYER, EMILY DICKINSON, DANA GIOIA, CHARLES BERNSTEIN, VIRGINIA WOOLF, SOLMAZ SHARIF, SCOTT CAIRNS, CLAUDIA RANKINE, BERNADETTE MAYER, LOUISE GLÜCK, PRECIOUS OKOYOMON, OCEAN VUONG, ROSS GAY, MARGUERITE DURAS, ANNE CARSON, YALIE SAWEDA KAMARA, SUSAN SONTAG.

WE WILL LISTEN TO WRITERS DISCUSS THEIR OWN WRITING PROCESS. A CONTINUOUS DISCUSSION OF THE LIVING PRACTICE OF WRITING AND CREATIVITY WILL THREAD THROUGH THE COURSE CONTENT.

EACH STUDENT WILL GIVE TWO PRESENTATIONS DURING THE SEMESTER: A PRESENTATION ON THE WORK OF ONE WRITER FEATURED IN THE COURSE TEXTBOOK. A PRESENTATION OF THEIR OWN WORK.

THE COURSE WILL CULMINATE IN A PORTFOLIO OF CREATIVE WRITING AND AN IN-CLASS READING.

## REQUIRED COURSE MATERIALS

### TEXT:

Ramazani, Jahan, Richard Ellmann, and Robert O'Clair, editors. *The Norton Anthology of Modern and Contemporary Poetry*. 3rd ed., vols. 1–2, W. W. Norton & Company, 2003.

SUPPLEMENTAL TEXTS WILL BE PROVIDED THROUGH BLACKBOARD.

### TOOLS

NOTEBOOK/JOURNAL, WRITING UTENSIL, FOLDER

### TIME

### INSIDE THE CLASSROOM

THIS COURSE MEETS ONCE A WEEK WEDNESDAY EVENINGS 6-8:45.
THERE IS AN EXPECTATION THAT YOU WILL COME TO CLASS WITH YOUR TOOLS AND TEXTS. WE WILL HAVE MOMENTS OF IN CLASS WRITING PROMPTS, READINGS WITH DISCUSSION, AND LECTURES.

### OUTSIDE THE CLASSROOM

THERE IS AN EXPECTATION THAT YOU WILL CREATE A PRACTICE OF WRITING OUTSIDE THE CLASSROOM. YOU WILL RESPOND TO WEEKLY PROMPTS IN YOUR JOURNAL/NOTEBOOK. YOU WILL BE IN CONVERSATION WITH YOUR WORKSHOP PARTNER. YOU WILL SPEND AT LEAST AN HOUR IN PREPARATION FOR YOUR ASSIGNED IN-CLASS PRESENTATIONS AND WORKSHOP.

### DEPARTMENTAL ENG 3321 STUDENT LEARNING OBJECTIVES (SLOS):
### THE STUDENT WILL BE ABLE TO…

1. UNDERSTAND THE FORMAL ASPECTS OF POETRY, FROM METER TO LINE PATTERNS, SOUND PATTERNS AND FIGURATIVE LANGUAGE.
2. READ, DISCUSS, AND RESPOND CRITICALLY TO EXEMPLARY POETRY.
3. DEVELOP A PORTFOLIO OF WORK AND PREPARE FOR PUBLICATION.
4. DEVELOP SKILLS IN WORKSHOPPING AND EDITING THE WORK OF OTHERS AND THEREFORE ALSO ONE'S OWN WORK.

### WORKSHOP AND DISCUSSION PURPOSE:

— PRACTICING THE WRITING PROCESS—INVENTION, DRAFTING, REVISING, EDITING—AS WELL AS PRESENTATION OF IDEAS
— UNDERSTANDING AND ADDRESSING AUDIENCE AND PURPOSE, AND MAKING APPROPRIATE COMMUNICATION CHOICES
— PARTICIPATING EFFECTIVELY IN COLLABORATIVE SETTINGS WITH AN EMPHASIS ON LISTENING, CRITICAL AND REFLECTIVE THINKING, AND RESPONDING THOUGHTFULLY
— APPLYING CRITICAL THINKING, PROBLEM-SOLVING, AND BASIC TECHNICAL SKILLS IN WRITING AND COMMUNICATION

## COURSE OUTCOMES

WE WILL IDENTIFY AND ASSESS SOME OF OUR PERSONAL VALUES
WE WILL DISCUSS HABITS OF THE MIND,  JUDGEMENTS, AND SUSPENDING JUDGEMENTS
WE WILL DISCUSS FORM AND FUNCTION
WE WILL DISCOVER PERSONAL PROCESS
WE WILL DISCUSS CURIOSITY AND PLAY IN PRACTICE
WE WILL QUESTION A QUESTION
WE WILL DISCUSS TRADITIONAL FORM, AFFECTIVE FORM, AND TRANS-DISCIPLINARY MODES
WE WILL DEVELOP A PORTFOLIO OF POETRY
WE WILL DISCUSS EMOTION IN LANGUAGE
WE WILL READ AND UTILIZE CRITICAL THOUGHT
WE WILL REPEAT REPEAT REPEAT
WE WILL COVER FORMAL ASPECTS OF POETRY: LINE, VERSE, VOICE
WE WILL DISCUSS WHY FORM MATTERS
WE WILL DISCUSS THE AESTHETICS AND REFUSALS OF POETRY
WE WILL DISCUSS POETIC RULES AND HOW THEY ARE SITUATED IN HISTORY
WE WILL DISCUSS THE SOMATIC PROCESS OF POETS
WE WILL CREATE OUTLINES AND PLAY WITH STRUCTURE IN WRITING
WE WILL CONSIDER TRUTH
WE WILL WRITE A LIE IN VERSE
WE WILL WORKSHOP AND REVISE WITH ONE ANOTHER
WE WILL DISCUSS IDLENESS AND INDUSTRY
WE WILL SURVEY POETS
WE WILL DISCUSS WHAT HAPPENS WHEN RULES LOOSEN OR SHIFT
WE WILL ANSWER QUESTIONS FROM DIFFERENT PERSPECTIVES
WE WILL FIND BREATH IN A POEM
WE WILL EXAMINE THE FUNCTION AND FORM OF WHAT WE READ
WE WILL EXPLORE FORM AND GENRE IN POETRY
WE WILL WRITE AND REWRITE IN SHIFTED TONE
WE WILL WORKSHOP
WE WILL REVISE TOGETHER
WE WILL FIND OUR VOICE ALOUD
WE WILL FIND OUR VOICE ON A PAGE
WE WILL MAKE A PROMISE

## ASSESSMENT & GRADING CRITERIA

*** ANY WORK THAT IS COPIED FROM AN AI GENERATED SOURCE WILL RESULT IN AN AUTOMATIC FAILURE IN THE COURSE.


EVALUATION:


YOU CAN EARN UP TO 1000 TOTAL POSSIBLE POINTS. THE NUMBER OF POINTS NEEDED TO EARN THE FOLLOWING GRADES ARE: 900-1000=A, 800-899=B, 700-799=C, 600-699=D, 0-599=F.


| SURVEY PRESENTATION — 20% | (200) |
|---|---|
| WORKSHOP PRESENTATION — 20% | (200) |
| MIDTERM PORTFOLIO — 10% | (100) |
| DISCUSSION // PARTICIPATION — 10% | (100) |
| FINAL PORTFOLIO —30% | (300) |
| FINAL READING —10% | (100) |


A PROMPT WILL BE ASSIGNED AT THE END OF EACH CLASS. THE PROMPT WILL SERVE AS A HELPFUL RUMINATION FOR WRITING THROUGHOUT THE WEEK. AT LEAST ONE POLISHED PIECE WILL BE COMPLETED IN PREPARATION FOR EACH CLASS. THE COLLECTION OF THESE POLISHED POEMS WILL FORM THE CONTENT OF YOUR PORTFOLIO. THE EXPECTATION FOR YOUR MIDTERM PORTFOLIO IS SIX COMPLETED POEMS. YOUR FINAL PORTFOLIO WILL CONSIST OF ELEVEN POEMS. BOTH THE MIDTERM AND FINAL PORTFOLIOS WILL BE SUBMITTED AS A .PDF FILE. YOUR FINAL PORTFOLIO FILE WILL BE SHARED WITH THE CLASS. EACH STUDENT WILL READ THEIR WORK DURING THE FINAL READING.

EACH STUDENT WILL BE PAIRED WITH ANOTHER STUDENT AT THE BEGINNING OF THE SEMESTER. THESE PAIRS WILL SERVE AS PARTNERS IN EXECUTING "THE ASKING" WORKSHOP METHOD, WHICH WE WILL REVIEW IN CLASS. THE BASIC FORMAT OF THE WORKSHOP IS THAT ONE STUDENT WILL WORKSHOP THEIR OWN WRITING BY SUBMITTING 1–4 POEMS TO THE CLASS. THERE WILL BE A DESIGNATED SPACE ON BLACKBOARD TO UPLOAD THESE POEMS. POEMS FOR WORKSHOP REVIEW MUST BE SUBMITTED BY THE END OF THE DAY FRIDAY PRIOR TO THE WEDNESDAY WORKSHOP. THE CLASS WILL READ THE POEMS AND WRITE QUESTIONS IN RESPONSE. THE PARTNER OF THE STUDENT WORKSHOPPING WILL SERVE AS THE ADVOCATE. THE ADVOCATE CHECKS IN WITH THE STUDENT WORKSHOPPING, AND THE WORKSHOPPER MAY NAME ANYTHING THEY DO NOT WANT TO DISCUSS DURING THE WORKSHOP. THE ADVOCATE IS RESPONSIBLE FOR CALLING ON PEOPLE WITH QUESTIONS AND FOR HELPING TO FACILITATE IF A QUESTION FALLS OUTSIDE THE CONTEXT THE WORKSHOPPER IS WILLING TO DISCUSS. WE WILL DISCUSS WORKSHOP FORM FURTHER IN CLASS. A WORKSHOP MANUAL WILL BE PROVIDED TO EACH STUDENT.

WORKSHOP MATERIALS ARE DUE TO THE CLASS THROUGH A MESSAGE BY THE END OF THE DAY FRIDAY PRIOR TO YOUR WEDNESDAY SCHEDULED WORKSHOP

GRADUATE STUDENTS IN THE COURSE WILL SERVE IN THE ROLE OF RECORDER. THIS STUDENT WILL WRITE DOWN EVERY QUESTION ASKED BUT WILL NOT RECORD ANY OF THE ANSWERS.

EACH STUDENT WILL WORKSHOP THEIR WRITING TWICE THROUGHOUT THE SEMESTER.

EACH STUDENT WILL PRESENT ONCE ON A WRITER FROM THE TEXTBOOK. THIS IS CALLED YOUR SURVEY PRESENTATION. THE FORM OF EACH SURVEY PRESENTATION INCLUDES FOUR ELEMENTS:

1. CHOOSE ONE POEM BY THE WRITER TO READ ALOUD.
2. PROVIDE A BRIEF INTERPRETATION OF THAT POEM.
3. SHARE INFORMATION ABOUT THE WRITER AND THEIR LIFE.
4. OFFER ONE WRITING PROMPT FOR THE CLASS IN RESPONSE TO THE WORK OR VALUE STRUCTURE OF THAT POET.

ANY ADDITIONS TO THE SURVEY PRESENTATION ARE OPEN TO INTERPRETATION, AS LONG AS THE ASSIGNED WRITER AND POEMS ARE COVERED.

DISCUSSION PARTICIPATION REGARDING SUPPLEMENTAL READINGS AND THE PROCESS OF WRITING IS ESSENTIAL TO SUCCESS IN THIS COURSE.

BEING IN CLASS IS VERY IMPORTANT. THE KNOWLEDGE NEEDED TO COMPLETE ASSIGNMENTS WILL BE GAINED THROUGH IN-PERSON LECTURES AND DEMONSTRATIONS THAT WILL BE DIFFICULT TO REPEAT OR MAKE UP. IF YOU MISS CLASS, CATCHING UP IS YOUR RESPONSIBILITY. IT IS IMPORTANT TO STAY ON TRACK, AS WE WILL COVER MATERIAL EACH WEEK THAT BUILDS ON PREVIOUS WEEKS. DO NOT SKIP CLASS AND DO NOT FALL BEHIND. IF YOU MUST MISS A CLASS, YOU ARE REQUIRED TO NOTIFY THE INSTRUCTOR AND SCHEDULE A TIME TO MAKE UP THE WORK YOU MISSED. RECURRING ABSENCES WILL AFFECT YOUR PARTICIPATION GRADE.

IN CLASS PARTNER :: NAME _____

CONTACT # _____

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MA ENGLISH STUDENT LEARNING OUTCOMES (SLO)

- STUDENTS WILL DEMONSTRATE A CRITICAL UNDERSTANDING OF THE SIGNIFICANCE OF MAJOR AUTHORS, LITERARY WORKS IN DIFFERENT GENRES, AND DEFINITIVE LITERARY MOVEMENTS IN LITERATURE, THEORY, AND WRITING, AS FOCUSED BY THEIR PROGRAMS.
- STUDENTS WILL DEMONSTRATE THE ABILITY TO CRITICALLY ANALYZE AND INTERPRET LITERATURE, THEORY, AND WRITING, AS FOCUSED BY THEIR PROGRAMS.
- STUDENTS WILL DEMONSTRATE THE ABILITY TO CONDUCT AND UTILIZE RESEARCH METHODOLOGIES IN THE STUDY OF LITERATURE, THEORY, AND WRITING, AS FOCUSED BY THEIR PROGRAMS.

BA ENGLISH STUDENT LEARNING OUTCOMES (SLO)

- ENGLISH MAJORS WILL BE ABLE TO CONSTRUCT DOCUMENTS THAT DEMONSTRATE COHERENCE, DEVELOPMENT, ORGANIZATION, AND APPROPRIATE/EFFECTIVE GRAMMAR, USAGE, AND MECHANICS.
- ENGLISH MAJORS WILL BE ABLE TO ANALYZE AND INTERPRET LITERARY WORKS BY APPLYING PRINCIPLES OF CRITICAL THINKING, LITERARY CRITICISM, OR THEORETICAL ENGAGEMENT.
- ENGLISH MAJORS WILL BE ABLE TO PRODUCE RESEARCHED DOCUMENTS THAT DEMONSTRATE THE ABILITY TO LOCATE A VARIETY OF CREDIBLE SOURCES, EMPLOY THEM EFFECTIVELY THROUGH

QUOTATIONS AND PARAPHRASES, INTEGRATE THEM SMOOTHLY INTO THE WRITER'S OWN PROSE, AND DOCUMENT THEM CORRECTLY USING THE STYLE APPROPRIATE TO THE DOCUMENT.

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## ADA STATEMENT:

SRSU ACCESSIBILITY SERVICES ADA STATEMENT. SUL ROSS STATE UNIVERSITY (SRSU) IS COMMITTED TO EQUAL ACCESS IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT OF 1973. IT IS SRSU POLICY TO PROVIDE REASONABLE ACCOMMODATIONS TO STUDENTS WITH DOCUMENTED DISABILITIES. IT IS THE STUDENT'S RESPONSIBILITY TO INITIATE A REQUEST EACH SEMESTER FOR EACH CLASS. STUDENTS SEEKING ACCESSIBILITY/ACCOMMODATIONS SERVICES MUST CONTACT RONNIE HARRIS, LPC, SRSU'S ACCESSIBILITY SERVICES DIRECTOR, AT 432-837-8203 OR EMAIL RONNIE.HARRIS@SULROSS.EDU. OUR OFFICE IS LOCATED ON THE FIRST FLOOR OF FERGUSON HALL, ROOM 112, AND OUR MAILING ADDRESS IS P.O. BOX C122, SUL ROSS STATE UNIVERSITY, ALPINE. TEXAS, 79832.

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## STUDENT RESPOSIBILITIES

ALL FULL-TIME AND PART-TIME STUDENTS ARE RESPONSIBLE FOR FAMILIARIZING THEMSELVES WITH THE STUDENT HANDBOOK AND THE UNDERGRADUATE & GRADUATE CATALOG AND FOR ABIDING BY THE UNIVERSITY RULES AND REGULATIONS. ADDITIONALLY, STUDENTS ARE RESPONSIBLE FOR CHECKING THEIR SUL ROSS EMAIL AS AN OFFICIAL FORM OF COMMUNICATION FROM THE UNIVERSITY. EVERY STUDENT IS EXPECTED TO OBEY ALL FEDERAL, STATE AND LOCAL LAWS AND IS EXPECTED TO FAMILIARIZE HIM/HERSELF WITH THE REQUIREMENTS OF SUCH LAWS.

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## SRSU DISTANCE EDUCATION STATEMENT

STUDENTS ENROLLED IN DISTANCE EDUCATION COURSES HAVE EQUAL ACCESS TO THE UNIVERSITY'S ACADEMIC SUPPORT SERVICES, SUCH AS LIBRARY RESOURCES, ONLINE DATABASES, AND INSTRUCTIONAL TECHNOLOGY SUPPORT. FOR MORE INFORMATION ABOUT ACCESSING THESE RESOURCES, VISIT THE SRSU WEBSITE.

STUDENTS SHOULD CORRESPOND USING SUL ROSS EMAIL ACCOUNTS AND SUBMIT ONLINE ASSIGNMENTS THROUGH BLACKBOARD, WHICH REQUIRES A SECURE LOGIN. STUDENTS ENROLLED IN DISTANCE EDUCATION COURSES AT SUL ROSS ARE EXPECTED TO ADHERE TO ALL POLICIES PERTAINING TO ACADEMIC HONESTY AND APPROPRIATE STUDENT CONDUCT, AS DESCRIBED IN THE STUDENT HANDBOOK. STUDENTS IN WEB-BASED COURSES MUST MAINTAIN APPROPRIATE EQUIPMENT AND SOFTWARE, ACCORDING TO THE NEEDS AND REQUIREMENTS OF THE COURSE, AS OUTLINED ON THE SRSU WEBSITE. DIRECTIONS FOR FILING A STUDENT COMPLAINT ARE LOCATED IN THE STUDENT HANDBOOK.

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## ACADEMIC INTEGRITY

STUDENTS IN THIS CLASS ARE EXPECTED TO DEMONSTRATE SCHOLARLY BEHAVIOR AND ACADEMIC HONESTY IN THE USE OF INTELLECTUAL PROPERTY. STUDENTS SHOULD SUBMIT WORK THAT IS THEIR OWN

AND AVOID THE TEMPTATION TO ENGAGE IN BEHAVIORS THAT VIOLATE ACADEMIC INTEGRITY, SUCH AS TURNING IN WORK AS ORIGINAL THAT WAS USED IN WHOLE OR PART FOR ANOTHER COURSE AND/OR PROFESSOR; TURNING IN ANOTHER PERSON'S WORK AS ONE'S OWN; COPYING FROM PROFESSIONAL WORKS OR INTERNET SITES WITHOUT CITATION; COLLABORATING ON A COURSE ASSIGNMENT, EXAMINATION, OR QUIZ WHEN COLLABORATION IS FORBIDDEN. STUDENTS SHOULD ALSO AVOID USING OPEN AI SOURCES UNLESS PERMISSION IS EXPRESSLY GIVEN FOR AN ASSIGNMENT OR COURSE. VIOLATIONS OF ACADEMIC INTEGRITY CAN RESULT IN FAILING ASSIGNMENTS, FAILING A CLASS, AND/OR MORE SERIOUS UNIVERSITY CONSEQUENCES. THESE BEHAVIORS ALSO ERODE THE VALUE OF COLLEGE DEGREES AND HIGHER EDUCATION OVERALL.

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"TO ENSURE ALL STUDENTS HAVE AN EQUAL OPPORTUNITY TO SUCCEED AND TO PRESERVE THE INTEGRITY OF THE COURSE, STUDENTS ARE NOT PERMITTED TO SUBMIT TEXT THAT IS GENERATED BY ARTIFICIAL INTELLIGENCE (AI) SYSTEMS SUCH AS CHATGPT, BING CHAT, CLAUDE, GOOGLE BARD, OR ANY OTHER AUTOMATED ASSISTANCE FOR ANY CLASSWORK OR ASSESSMENTS. THIS INCLUDES USING AI TO GENERATE ANSWERS TO ASSIGNMENTS, EXAMS, OR PROJECTS, OR USING AI TO COMPLETE ANY OTHER COURSE-RELATED TASKS. USING AI IN THIS WAY UNDERMINES YOUR ABILITY TO DEVELOP CRITICAL THINKING, WRITING, OR RESEARCH SKILLS THAT ARE ESSENTIAL FOR THIS COURSE AND YOUR ACADEMIC SUCCESS. STUDENTS MAY USE AI AS PART OF THEIR RESEARCH AND PREPARATION FOR ASSIGNMENTS, OR AS A TEXT EDITOR, BUT TEXT THAT IS SUBMITTED MUST BE WRITTEN BY THE STUDENT. FOR EXAMPLE, STUDENTS MAY USE AI TO GENERATE IDEAS, QUESTIONS, OR SUMMARIES THAT THEY THEN REVISE, EXPAND, OR CITE PROPERLY. STUDENTS SHOULD ALSO BE AWARE OF THE POTENTIAL BENEFITS AND LIMITATIONS OF USING AI AS A TOOL FOR LEARNING AND RESEARCH. AI SYSTEMS CAN PROVIDE HELPFUL INFORMATION OR SUGGESTIONS, BUT THEY ARE NOT ALWAYS RELIABLE OR ACCURATE. STUDENTS SHOULD CRITICALLY EVALUATE THE SOURCES, METHODS, AND OUTPUTS OF AI SYSTEMS. VIOLATIONS OF THIS POLICY WILL BE TREATED AS ACADEMIC MISCONDUCT. IF YOU HAVE ANY QUESTIONS ABOUT THIS POLICY OR IF YOU ARE UNSURE WHETHER A PARTICULAR USE OF AI IS ACCEPTABLE, PLEASE DO NOT HESITATE TO ASK FOR CLARIFICATION."

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CLASSROOM CLIMATE OF RESPECT

IMPORTANTLY, THIS CLASS WILL FOSTER FREE EXPRESSION, CRITICAL INVESTIGATION, AND THE OPEN DISCUSSION OF IDEAS. THIS MEANS THAT ALL OF US MUST HELP CREATE AND SUSTAIN AN ATMOSPHERE OF TOLERANCE, CIVILITY, AND RESPECT FOR THE VIEWPOINTS OF OTHERS. SIMILARLY, WE MUST ALL LEARN HOW TO PROBE, OPPOSE AND DISAGREE WITHOUT RESORTING TO TACTICS OF INTIMIDATION, HARASSMENT, OR PERSONAL ATTACK. NO ONE IS ENTITLED TO HARASS, BELITTLE, OR DISCRIMINATE AGAINST ANOTHER ON THE BASIS OF RACE, RELIGION, ETHNICITY, AGE, GENDER, NATIONAL ORIGIN, OR SEXUAL PREFERENCE. STILL, WE WILL NOT BE SILENCED BY THE DIFFICULTY OF FRUITFULLY DISCUSSING POLITICALLY SENSITIVE ISSUES.

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FROM COUNSELING

SUL ROSS HAS PARTNERED WITH TIMELYCARE WHERE ALL SR STUDENTS WILL HAVE ACCESS TO NINE FREE COUNSELING SESSIONS. YOU CAN LEARN MORE ABOUT THIS 24/7/365 SUPPORT BY VISITING TIMELYCARE/SRSU. THE SR COUNSELING AND ACCESSIBILITY SERVICES OFFICE WILL CONTINUE TO OFFER IN-PERSON COUNSELING IN FERGUSON HALL ROOM 112 (ALPINE CAMPUS), AND TELEHEALTH ZOOM SESSIONS FOR REMOTE STUDENTS AND RGC STUDENTS.

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FROM THE LIBRARY

THE BRYAN WILDENTHAL MEMORIAL LIBRARY AND ARCHIVES OF THE BIG BEND IN ALPINE OFFER FREE RESOURCES AND SERVICES TO THE ENTIRE SRSU COMMUNITY. ACCESS AND BORROW BOOKS, ARTICLES, AND MORE BY VISITING THE LIBRARY'S WEBSITE, LIBRARY.SULROSS.EDU/. OFF-CAMPUS ACCESS REQUIRES LOGGING IN WITH YOUR LOBOLD AND PASSWORD. LIBRARIANS ARE A TREMENDOUS RESOURCE FOR YOUR COURSEWORK AND CAN BE REACHED IN PERSON, BY EMAIL (SRSULIBRARY@SULROSS.EDU), OR BY PHONE (432-837-8123). NO MATTER WHERE YOU ARE BASED, PUBLIC LIBRARIES AND MANY ACADEMIC AND SPECIAL LIBRARIES WELCOME THE GENERAL PUBLIC INTO THEIR SPACES FOR STUDY. SRSU TEXSHARE CARDHOLDERS CAN ACCESS ADDITIONAL SERVICES AND RESOURCES AT VARIOUS LIBRARIES ACROSS TEXAS. LEARN MORE ABOUT THE TEXSHARE PROGRAM BY VISITING LIBRARY.SULROSS.EDU/FIND-AND-BORROW/TEXSHARE/ OR ASK A LIBRARIAN BY EMAILING SRSULIBRARY@SULROSS.EDU. MIKE FERNANDEZ, SRSU LIBRARIAN, IS BASED IN EAGLE PASS (BUILDING D-129) TO OFFER SPECIALIZED LIBRARY SERVICES TO STUDENTS, FACULTY, AND STAFF. UTILIZE FREE SERVICES SUCH AS INTERLIBRARY LOAN (ILL), SCANIT, AND DIRECT MAIL TO GET MATERIALS DELIVERED TO YOU AT HOME OR VIA EMAIL.

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FROM THE TUTORING CENTER

THE LOBO DEN TUTORING CENTER OFFERS FREE TUTORING SUPPORT TO HELP YOU EXCEL IN YOUR COURSES. WHETHER YOU NEED ASSISTANCE IN WRITING, MATH, SCIENCE, OR OTHER SUBJECTS, WE'RE HERE TO HELP! IMPORTANT INFORMATION: • DROP-IN AND SCHEDULED APPOINTMENTS: FLEXIBLE OPTIONS TO FIT YOUR NEEDS. • HOURS OF OPERATION: MONDAY–FRIDAY, 8:00 AM – 5:00 PM. • WORKSHOPS: ATTEND OUR REGULARLY HOSTED ACADEMIC WORKSHOPS ON STEM TOPICS AND PROFESSIONAL DEVELOPMENT, OFTEN IN COLLABORATION WITH SPECIALIZED FACULTY. • LOCATION: BWML ROOM 128. • CONTACT US: FOR MORE INFORMATION OR TO BOOK AN APPOINTMENT, EMAIL TUTORING@SULROSS.EDU OR CALL (432) 837-8726. LOOKING FOR ADDITIONAL SUPPORT? • TUTOR.COM OFFERS FREE 24/7 ONLINE TUTORING IN OVER 200 SUBJECTS, INCLUDING SPECIALIZED SUPPORT FOR ESL AND ELL LEARNERS WITH NATIVE SPANISH-SPEAKING TUTORS. • ACCESS TUTOR.COM VIA BLACKBOARD: LOG IN TO YOUR BLACKBOARD ACCOUNT TO GET STARTED ANYTIME, ANYWHERE. TAKE ADVANTAGE OF THESE VALUABLE RESOURCES TO BOOST YOUR CONFIDENCE AND PERFORMANCE IN YOUR CLASSES. WE LOOK FORWARD TO HELPING YOU SUCCEED!

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WEEKLY RESPONSIBILITIES // STRUCTURE

WE WILL BEGIN EACH CLASS WITH A GREETING // CHECK -IN
WE WILL DISCUSS SHORT READINGS
A SURVEY PRESENTATION OF A WRITER FROM TEXT
WE WILL WORKSHOP THROUGH QUESTION FORMAT
WE WILL CONDUCT AN IN CLASS WRITING EXERCISE
WE WILL HAVE TIME FOR WRITING PRACTICE REFLECTIONS
WE WILL DISCUSS A WRITING PROMPT
WE WILL SAY THANK YOU TO THE PRESENTER
WE WILL SAY THANK YOU TO WORKSHOP WRITER
WE WILL READ ALOUD A CONCLUSION POEM

** YOU WILL BE ASSIGNED A SHORT READING TO BEGIN AGAIN THE NEXT CLASS. THESE READINGS WILL BE FOUND ON BLACKBOARD IN FOLDERS FOR EACH WEEK.

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TENTATIVE CLASS SCHEDULE
** SYLLABUS AND READINGS ARE SUBJECT TO CHANGE SLIGHTLY

EACH WEEK HAS A TOPIC. YOU WILL BE RESPONSIBLE TO READ AND REFLECT IN YOUR NOTEBOOK ON THE SUPPLEMENTAL READINGS DUE THAT WEEK. WE WILL DISCUSS THOSE READINGS IN CLASS. PARTICIPANTS ARE WELCOME TO SHARE A PROMPT OR WRITING THAT CAME ABOUT IN RESPONSE TO THE SUPPLEMENTAL READINGS. EACH WEEK ONE STUDENT WILL PRESENT AN ARTIST FROM THE TEXTBOOK. EACH WEEK A PAIR OF STUDENTS WILL PRESENT A WORKSHOP USING "THE ASKING FORMAT."

WE WILL FILL IN THE WEEKS TOGETHER DURING THE INTRODUCTION. A REVISED SYLLABUS WILL BE POSTED ON BLACKBOARD FOLLOWING WEEK 1.

A MESSAGE TO THE CLASS WILL BE SENT FOLLOWING EACH CLASS TIME. THIS MESSAGE WILL SUMMARIZE IN-CLASS CONTENT WITH A REMINDER OF THE PROMPT AND SUPPLEMENTAL READING FOR THE FOLLOWING WEEK.

** EACH STUDENT WILL EMAIL WORK FOR WORKSHOP TO BE READ BY THE REST OF THE CLASS BY MIDNIGHT ON FRIDAY PRIOR TO CLASS ON WEDNESDAY.


*** THE WEEKLY COURSE OUTLINE WILL BE COMPLETED AFTER THE FIRST CLASS / PROMPTS / ANSWERS TO THE QUESTIONS OF MATTER AND FORM.

THE COMPLETED OUTLINE WILL BE UPLOADED ON BLACK BOARD BY NOON JANUARY 15.

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JANUARY 14

WEEK 1    INTRODUCTION //  SYLLABUS // BLUEPRINT // ARCHITECTURE FOR YOUR OWN CREATIVE WRITING PRACTICE

*** VALUES


READ : REUFLE / LERNER/ WORMSER — WEEK 1 ON BLACKBOARD

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ON BEGINNINGS


JANUARY 21


WEEK 2                ON BEGINNINGS

<u>INTRODUCTION TO MODERNISM</u>

SURVEY PRESENTATION _____

READ WALT WHITMAN … 1-23

PREFACE FROM LEAVES OF GRASS (1855) … 865

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POETIC FORM AS FREE

<u>JANUARY 28</u>

<u>WEEK 3</u>

SURVEY PRESENTATION _____

READ EMILY DICKINSON 30-41

WORKSHOP _____

WORKSHOP _____

EMILY DICKINSON LETTERS … 870-872

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LETTERS

<u>FEBRUARY 4</u>

<u>WEEK 4</u>

SURVEY PRESENTATION _____

WILLIAM YEATS 90-143

WORKSHOP _____

WORKSHOP _____

W.B. YEATS, THE SYMBOLISM OF POETRY … 877-888

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THE SYMBOLISM OF POETRY

<u>FEBRUARY 11</u>

<u>WEEK 5</u>

SURVEY PRESENTATION _____

GERTRUDE STEIN 176-197

WORKSHOP _____

WORKSHOP _____

EZRA POUND … 928-939

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RHYTHM AND RHYME

WEEK 6


SURVEY PRESENTATION _____

EZRA POUND 345-387


WORKSHOP _____


WORKSHOP _____



T. S. ELLIOT … 941-949

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TRADITION

FEBRUARY 25

WEEK 7


SURVEY PRESENTATION _____

READ W. H. AUDEN 783 - 815


WORKSHOP _____


WORKSHOP _____



ROBERT FROST … 984

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THE FIGURE A POEM MAKES

<u>MARCH 4</u>

<u>WEEK 8</u>

SURVEY PRESENTATION _____

READ ROBERT FROST 201-224

WORKSHOP _____

WORKSHOP _____

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<u>MARCH 11</u>

(SPRING BREAK)

<u>WEEK 9</u>

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THE ORACLE

<u>MARCH 18</u>

INTRODUCTION TO CONTEMPORARY

<u>WEEK 10</u>

SURVEY PRESENTATION _____

CHARLES OLSON 1-14

WORKSHOP _____

WORKSHOP _____

CHARLES OLSON … 1053- 1061

OBJECTISM— PROJECTIVE / VERSE

<u>MARCH 25</u>

<u>WEEK 11</u>

SURVEY PRESENTATION _____

ROBERT CREELEY 325- 334

WORKSHOP _____

WORKSHOP _____

** POETRY HANDBOOK A DICTIONARY OF TERMS, BABETTE DEUTSCH

** IF NOT, WINTER, ANNE CARSON

POETIC MANIFESTO & THE PLEASURE PRINCIPLE

<u>APRIL 1</u>

<u>WEEK 12</u>

SURVEY PRESENTATION _____

ALLEN GISBERG 334-357

WORKSHOP _____

WORKSHOP _____

DYLAN THOMAS & PHILIP LARKIN … 1062 -1069

RHYTHMIC BUILD UP

APRIL 8

WEEK 13

SURVEY PRESENTATION _____

LYN HEJINIAN 788-797

WORKSHOP _____

WORKSHOP _____

ALLEN GINSBERG … 1074 - 1077

ON ORGANIC FORM

APRIL 15

WEEK 14

SURVEY PRESENTATION _____

LOUISE GLÜCK 818-817


WORKSHOP _____


WORKSHOP _____


DENISE LEVERTOV … 1082-1085

_____

SEMBLANCE

APRIL 22


WEEK 15


SURVEY PRESENTATION _____

ANNE CARSON 933-942


WORKSHOP _____


WORKSHOP _____


CHARLES BERNSTEIN … 1112-1114

_____



APRIL 29

LAST DAY OF CLASS.  :: READING AND PRESENTATION .


FINAL EXAM ::    TBD BY SRSU