CRWR 41B: ADVANCED POETRY WRITING

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2025
Units:	5
Hours:	5 lecture per week (60 total per quarter)
Prerequisite:	CRWR 41A.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU/UC
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Use the elements of the craft with increased proficiency in poetry.
- Identify with increased proficiency the elements of the craft in masterworks in poetry.

Description

Students engage with a range of poetic terminology, elements, and techniques through lecture, reading student writing and published authors who represent multiple cultural perspectives and voices. Through discussion that integrates students' experience, poetry analysis, and critical thinking, students write explications, critiques, and original poetry with the goal of deepening their proficiency. Students experiment with various forms and approaches to writing poetry and develop critical feedback for peers, reflecting on their own work and using the writing process to generate, revise, and edit poems.

Course Objectives

The student will be able to:

1. Identify a range of poetic terminology, elements, and techniques in published and student writing
2. Analyze published poetry from multiple cultural voices and in varied forms
3. Apply discussions, analysis, and critical feedback techniques to original work
4. Reflect on student and instructor feedback and make revisions
5. Write critical analyses of published and student work
6. Craft a portfolio of original work that illustrates knowledge and skills obtained throughout the quarter

Course Content

1. Understand a range of poetic terminology, elements, and techniques, such as:
   a. Types of rhyme and figurative language
   b. Sensory language, imagery
   c. Rhythm of lines, enjambment, meter, repetition, and attention to performance of poetry
   d. Assonance, consonance, and use of internal rhyme to convey tone or emotion
2. Analyze published poetry from diverse voices
   a. Poetry connected to various traditions and/or communities, such as:
      i. Harlem Renaissance
      ii. Nuyorican Cafe
      iii. Asian American poets
      iv. Pacific Island poets
      v. The Beat movement
      vi. Native American Renaissance and contemporary indigenous poets
      vii. African American poets
      viii. Latinx poets
      ix. Poetry from prison and internment camps
      x. Poetry from social movements (e.g., labor movements, LGBTQIA+)
3. Analyze published poetry reflecting different genres and forms
   a. Contextualize poems within literary histories
   b. Compare poems demonstrating a variety of poetic genres or innovations
      i. Examples of poetic genres, such as:
         1. Lyric
         2. Epic
         3. Narrative
         4. Satirical
         5. Flash
   c. Compare poems demonstrating various poetic forms and innovations
      i. Examples of poetic forms, such as:
         1. Ballad
         2. Dramatic monologue
         3. Elegy
         4. Free verse
         5. Ode
         6. Sestina
         7. Tanka
         8. Villanelle
         9. Sonnet
         10. Prose
4. Develop critical analyses of published and student work
5. Craft a portfolio of original work
   a. Reflect critically on the relations between original works and published poems
   b. Reflect critically on creative choices with poetic elements and techniques
6. Practice revision strategies to develop voice, including:
   a. Using selective and relevant feedback
   b. Editing and self-editing skills
   c. Understanding of audience
   d. Awareness of process
   e. Working with the inner critic
7. Critique student poetry in workshop setting
   a. Models for focused, equitable, and supportive feedback
   b. Analysis of peer writing

    c. Focused, equitable, and supportive feedback
    d. Mutual sense of purpose
    e. Understanding of audience

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via Foothill Global Access: on-going access to computer with email software and capabilities; email address; internet browsing software.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Analysis of a poet and their poetry, techniques, forms, and processes
Critical comparison of poems that demonstrate different techniques, forms, and processes
In-class and out of class creative writing exercises
8-10 original poems written and/or performed
Participation in workshop discussion and feedback
Production of written critiques of student work
Revision of original work
Portfolio review

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture presentations and classroom discussion on the craft of poetry
Cooperative learning exercises, oral presentations
Workshop student poetry assignments as a group

Representative Text(s) and Other Materials

Brown, Jericho. Tradition. 2019.

Limon, Ada. Bright Dead Things. 2015.

Perez Santos, Craig. from unincorporated territory [åmot]. 2023.

Salerno, Christopher. How to Write Poetry: A Guided Journal with Prompts. 2020.

Chang, Victoria. With My Back to the World. 2024.

Chavez, Felicia Rose. The Anti-Racist Writing Workshop: How to Decolonize the Creative Classroom. 2021.

McKay, Claude. Harlem Shadows: Poems. 2022.

Although one or more of these texts is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Read a text of poetry, which includes instruction on craft.
2. Oral or written analysis of published poetry.
3. Composition of original poetry.

Discipline(s)

English