English 113: Introduction to Poetry

From Kearney's Buck Studies.

Video from the work of Don Mee Choi.

Spring 2019, Section A, Line#- 1196

- 10:30-11:20am Daily, R-201

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Office Location R230-O
Office Hours MWF 11:30am-12:30pm, T 12:30-1:30pm and by appointment
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Required Texts & Materials

None. But students must have regular access and use of Canvas course site where required assignments and readings are made available. Reader's Blog is required (students will be asked to type and submit these weekly to Canvas)

Recommended, but not required: We will read excerpts from these books among others. If you are able to purchase the following texts, these are inspiring and beautiful collections which we will draw upon heavily:

- Diana Khoi Nguyen, Ghost of
- Douglas Kearney, Mess and Mess and
- Justin Phillip Reed, Indecency
- Fred Moten, B Jenkins & The Little Edges
- Vanessa Angélica Villarreal, Beast Meridian
- Dawn Lundy Martin, Good Stock, Strange Blood & black took collective
- Raúl Zurita, Sky Below & art action group, CADA (Colectivo de Acciones de Art)
- J. Michael Martinez, Museum of the Americas
- Kenji C. Liu, Monsters I've Been

- John Pluecker, Ford Over & (Atena language justice collaboration with Jen Hofer).
- Don Mee Choi, Hardly War

Other Course Readings and Texts: provided day 2 as Schedule Handout and on Canvas weekly in modules as Modules are released.

Course Theme “Between Poetry and Artistic Practices”

This course, while not a complete offering of poetry, will provide a broad scope and range of contemporary poets who identify as artists outside of the discipline of poetry, or are part of a larger social and artistic movement or experimentation, or who are heavily influenced by a range of artistic praxis for their own poetics. This course will make its priority to represent those voices that have gone under-represented in poetry.

Central questions and themes for our course are: 1) What is poetry? And what is its historical, practical and contemporary relationship to art? 2) How do we read, explicate and respond to poetry? 3) How does art and its many forms/methods (photography, painting, video, music, sculpture, etc.) impact poetry, our publics, and social relationships? 4) How do we respond critically in reading poetry and its many forms? 5) What poetic and artistic techniques are being used by the author of the poem(s)?

All students (even those who don’t write or haven’t ever taken or read poetry) can be successful in this course. Part of my job is to make you better and more engaged readers and writers and this course is a wonderful way to do so. While this course is more focused on reading poetry, I may from time to time have you play/exercise writing poetry (in a non-evaluative way) as a means to understand the form.

Description:
Introduces the style, structure, and techniques of poetry. Students read, analyze, and interpret works of major poets. Recommended: ENGL& 101 placement or higher.

Course Outcomes for English 113
After completing this class, students should be able to:

- Demonstrate an increased level of comfort with the various forms of poetry.
- Define and recognize various poetic techniques such as connotation/denotation, simile/metaphor, symbol/allegory, irony/satire.
- Identify and use terminology specific to poetry that describes a poem’s sounds, rhythm, rhyme, and specific formats (if present).
- Evaluate poetry
- Recognize major poets
- Read, analyze, and explicate complex poetry at an inferential level with greater insight and wider perspective.

- Improve writing skills
- Appreciate poetry

Public Nature of Writing in English 113

Part of becoming an effective writer is learning to respect the ideas and criticisms of others. In this course we will come together as a community of writers. At times you will often be expected to share your writing with others. If you are not prepared to subject your writing to public scrutiny or if you feel so strongly about that you are unwilling to listen to perspectives other than your own then I discourage you from writing about it. This does not mean that you are not entitled to an opinion but hopefully you will adopt positions responsibly, contemplating the effects on others, that you take responsibility for your words and for engagement with the words of others.

Course Rituals

Provocations — Provocation is an opportunity to try out your ideas, questions with others in the class, with the goal of engaging them in issues and themes of genuine and significant interest to you in relation to our readings. These should be seen as offerings, gifts of insight and alternative perspectives into underlying frames, themes, forms, poetic movements, devices, historical, or political contexts of the readings and authors. Students will be assigned to a specific writer or reading corresponding to a particular artistic movement, method or theme that week that will help provide a deeper understanding, vocabulary or lens to the readings that week.

Once a quarter, I will ask each student to present a ten-minute oral/multi-media presentation providing us with at least a 1 page single spaced in full handout with central questions, notes, quotations, pictures, themes, key concepts, background, etc. Some (4-5 students) will be scheduled by the luck of the draw the 2nd or 3rd day of class to present in the first few weeks. After that, students will be asked to schedule their provocations as the quarter progresses based on their interests. Class discussion will come after all of the day's presentations. Students will be asked to draw connections between provocations or previous ones, and provocateurs should be prepared to field questions. Students should thoughtfully and genuinely reflect and examine any resistance to the provocations, readings, ideas, questions offered. The hope is that we will continue making connections to our work as the quarter progresses and that each provocation is an addition to a larger conversation about how we define "poetry" from other forms of writing. Last, I encourage being innovative in format (handouts, visuals, movie clips/videos, music, Prezi) and daring of thought while staying within the boundaries of discussing the text(s) selected.

Reading Responses — Each student will be asked to create a reading response that will be submitted weekly with two 300-500 word responses to our readings' key terms or themes and other course content like the provocations. I will also provide the prompts each week in Canvas. Students will be asked to respond to at least 2 of their peers each week.

Conferences —I will hold meetings with you in individual and group consultations during the quarter to discuss the readings and projects you are working on.

Grading & Evaluation

What you learn at the end of 113 is most often a direct result of what you do on a daily basis. Assignments in the class require consistent, active engagement with the course.

Poetry Reading Blog/Weekly Journals - 30%
Mid-term Explication/Short Response Essay- 20%
Provocations- 15% (these sessions cannot be made up if missed by provocateur or its discussion participants). 1 per quarter.
Quarter End Book Review on Poetry Book of Choice (booklist provided or can propose book not on list)-15%
Poetry Archive Collaborative Project (graded on completion only)- 10%
Final Creative Reflection/Poetry Portfolio (multi-media/modal)- 10%

Attendance and Participation is integral to your success in this class. Please see these policies below in the next section.

COURSE POLICIES

> It can't simply be learned;
> It must be participated in. -- Barry Lopez

Because we'll be trying to do too much in too little time, we'll need to divide the workload equally
over the 11 weeks; every student will be responsible for more than simply his or her own success or failure. If you, for whatever reason, aren't prepared or able to be an active, responsible member of this learning community, another class may more suit your expectations. What follows are our course policies. These policies serve to keep all involved on task, on schedule.

Late Assignments

All assignments are due on the specified date provided on the Canvas Calendar and the Assignment Handouts given for any major assignment. Please do not email me your work, as I will not accept it. All work must be printed and collated at the beginning of a class to be completed on time. We will begin using Canvas when our class site becomes available to us. At that time, submissions requirements and format will be designated. I'll provide an orientation of how to do this when we review the rubric for each major project. I'll accept nothing after that time unless specific arrangements are made with
me before the class in which it is due. I'll permit such an arrangement only once. In the rare instance you become very ill before class, but completed the work, you may email me before the beginning of our class to confirm you completed the work on time, but you must print a copy and bring it to the next class you attend. I will only permit this one time in the quarter. Each day a major assignment is late, it drops a full letter grade from the grade that was earned (A=B, etc.) until it is no longer accepted for credit. Remember you must complete <u>all major course writing assignments</u> in order to pass the course.

The guidelines for each major assignment will be provided in each assignment handout and will always be reviewed in class before homework is assigned.

Tardiness

You're tardy if you're more than ten (10) minutes late for class where we meet face to face. I will allow you to be tardy three (3) times before your grade will be affected by a full letter grade. If the pattern continues I will ask to speak to you individually and we will address the issue. Leaving in the middle of class and not returning for more than 10 minutes will also be counted as a tardy and will follow the same protocol above.

If in some rare instance, I am more than 20 minutes late, assume our class has been cancelled, and please check the announcements on Canvas or email for details.

Absences
Because quarters are only 12 weeks and intensive, your attendance is imperative. Those
with greater than (5) ABSENCES, receive NO CREDIT for the course. For hybrid sections,
this includes not completing an assignment online, as participating online is part of your attendance. After (3) ABSENCES, a student's final overall grade will be lowered half a letter grade. Because I cannot adjudicate what absence can be excused over another between
students, all absences, regardless of reason count equally. There are no excused absences, so please plan accordingly. The only instance where this varies is the case of Running Start Students. Students are then responsible for contacting me and making arrangements regarding their absences ahead of time.

Grading and Evaluation
To figure out your grade at any time, simply divide the total points you have earned by the total points you have submitted to that point. I use standard percentage markings: 94-100% = A, 90-93% = A-, 87-89% = B+, 84-86% = B, 80-83% = B-, C+, 79-77%, C, 76-74%, C-, 73-70, D+, 69-67, below 67 is an F.

More information is available here about BC's Grading Scale and Policies:
http://www.bellevuecollege.edu/policies/id-3000/

At the end of our first week, all assignments and their accompanying rubrics with what constitutes the above grades or quality of work will be provided on Canvas.

Always allow me at least a week to grade, comment and return major assignments. I will not comment on every single piece of writing you do for this course. I'd like students to be motivated to write beyond being evaluated by their instructor or getting a certain GPA.

Plagiarism

Should you use another's words or ideas and represent them as your own, you are plagiarizing. Should you get help with your writing to such a degree that it, in any part, is no longer your own; then, too, you are you plagiarizing. If you resubmit a past work of yours and pass it off as new work, this is called collusion, also another form of academic dishonesty and plagiarism. Plagiarism is grounds for failing the course, and possibly for dismissal from school. Please consult your BC handbooks for suggestions on how to avoid these rather dire consequences. Please note that our Canvas site will use "Turn It In" which is an anti-plagiarism technology that helps both instructors and students be aware that there may be issues of citation in submitted work. The BC Writing Lab has a helpful link to regarding how to avoid plagiarism and best practices as researchers: http://bellevuecollege.edu/asc/writing/essays-guides/documents/plagiarism.pdf

Student Code
"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services." The Student Code, Policy 2050, in its entirety is located at: http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Additional Items of Concern

Accommodation and DRC resources- If you require accommodation based on a documented disability, have emergency medical information to share, or need special arrangements in case of an emergency evacuation please make an appointment with me as soon as possible. If you like to inquire about becoming a DRC student you may call 425-564-2498, check their website (http://bellevuecollege.edu/drc/ or go in person to the DRC (Disability Resource Center) reception area in B-132. The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. Deaf students can reach us by videophone at 425-440-2025 or by TTY at 425-564-4110.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with your individual instructors to develop a safety plan within the first week of the quarter.

Time Commitment- College work is difficult and time-consuming. For college-level work, you should expect two hours of homework for each hour spent in the classroom. So, for a 5-credit course, that's 5 hours a week in class plus ten hours of homework for a total

of fifteen hours of work a week. Keep in mind with a literature or reading class, this can be more. If you feel other obligations (family, employment, sports, performance arts, etc.) will cut into your attendance and/or performance in class, consider taking ENGL 213 when you can devote the necessary time.

FERPA and Confidentiality- Students are expected to take an active responsibility in their own education and assessment process. Under federal law, I cannot discuss your academic progress, attendance, or even your enrollment in my class with anyone other than you. If you are a Running Start students, I cannot communicate with parents until I've confirmed you've given written consent to High School Programs. Instead of a hindrance, I see these guidelines as a means of fostering a professional academic relationship with students, a relationship necessary for true education. For further reading on the Family Educational Rights and Privacy Act (FERPA), go to http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Public Nature of the Course & Civility Statement- We are in a college setting, students should expect to encounter opinions or beliefs that may be different than their own. While, I won't encourage avoiding any difficult topic or situation, I will not allow students to be excluded or made to feel they are in a hostile learning environment because of their race or ethnicity, religion, class status, or gender. Whether online or face-to-face, I require in this course we cultivate and practice a community of mutual respect. This begins by address one another by their first names in person, online or by email, keeping with a respectful tone in public or private communication despite any frustrations you may feel, and listening to one another. Any student who creates an hostile environment online or in class will be asked to leave the class.

Affirmation of Inclusion Statement-

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. http://bellevuecollege.edu/about/goals/inclusion.asp

Cell phone or texting- All cell phones or electronic devices need to be put away during our class time unless specified otherwise. Please make any necessary texts or phone before class. Please do not text or use electronic devices in class. You get one warning before you will be counted as absent and asked to leave.

How to communicate with me, your instructor- I am interested in helping you do as well as you want in this class. If you're having difficulty, speak to me about it. If life interferes with school, as it has a habit of doing, let me know. If you show me that you're concerned with doing good work in this class, I'll do what I can to help you around those obstacles.

While, I always prefer meetings in person with students when you have questions or concerns, I will make myself available by email and phone as well to be flexible. While, I

do have a mailbox in R230, I may not always get a note before class. I'd prefer you simply email me if you missed a class. In the most urgent cases, you may call and leave a message that will go straight to my BC email.

I encourage you to email a concern before class the next day or simply address it the next day in person if it can wait.

Please note, I answer emails Mondays-Friday 9am-5pm. Always allow 24 hours during the weekdays and 48 hours for a reply over the weekend.

How to Address me:

You've all heard the riddle, perhaps. It begins, a father and son are playing football and get into a dog-pile where the son breaks his arm. The son is rushed to the hospital; just as he's about to go under the knife, the surgeon says, "I can't operate—that boy is my son!" The answer: the surgeon is his mom. The riddle is meant to reveal gender bias. I say this here, because it helps explain a bit why it is important to me that you address me by my first name, or title. There are other dimensions to this, but I'll save that for our first day of class. That being said, please address me by Natalie, Professor Martínez, or Dr. Martínez. Please, please do not call me Ms. Martínez or Mrs. Martínez (I'm not married). As a someone who was a first-generation college student, has a multi-racial background as a Chicana, and who has dedicated 17 years of their life to research, writing, and teaching on their area of expertise, it's important to me that you see someone from these intersections represented in such a position of privilege and power that being an instructor comes with. I am honored and humbled daily by this privilege.

When sending emails please be "rhetorical." Consider your audience. Use a formal greeting. Use a closing salutation and signature. Be sure that there is a subject for the email.

Public Safety

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: http://bellevuecollege.edu/publicsafety/

Other Helpful Websites:

- Academic Success Center
  - Reading Lab- http://bellevuecollege.edu/asc/reading/
  - Writing Lab- http://bellevuecollege.edu/asc/writing/
- Technology Help Desk- http://depts.bellevuecollege.edu/helpdesk/students/
- Canvas Help website- http://bellevuecollege.edu/canvas/

Final Exam Schedule

- Last regularly scheduled day of class is Wednesday, 6/17 from 9:30-11:20 a.m.

For more info consult: http://bellevuecollege.edu/courses/exams/

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Enrollment Calendar – http://bellevuecollege.edu/enrollment/calendar/deadlines/. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp. This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

Our Syllabus Schedule is available under our Canvas site on day two. Our quarter-long Reading and Writing due dates will be listed in the Canvas Calendar. Please note, the course schedule, like all things, is in process, and may be open to revision, if I feel we have and need more time with a particular activity or project. If this occurs, an updated schedule will be provided in Canvas.