

**Texas A&M University-Central Texas**  
**ENGL 3343-110 – Creative Writing (Poetry & Flash Fiction)**  
**Fall 2018 Course**  
**Tuesdays, 6pm-8:50pm**  
**Founder's Hall –Room 212**

**Instructor:** Ryan Bayless  
Associate Professor, English and Fine Arts  
**Office:** Founder's Hall, 217D  
**Email:** [ryanbayless@tamuct.edu](mailto:ryanbayless@tamuct.edu)  
*(for class questions, please use our course Canvas email)*

**Office Hours:** Regularly available by email through Canvas or by appointment on Tuesdays and Thursdays.

**Mode of instruction and course access:**

This Writing Intensive designated course meets face-to-face with supplemental materials made available through the A&M-Central Texas Canvas Learning Management System. To access online components: <https://tamuct.instructure.com>

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**1.0 Course Prerequisite**

ENGL 1301, ENGL 1302, and 6 hours sophomore ENGL *or* approval of department chair.

**2.0 Course Description**

Focuses on the craft and art of writing narrative, poetic, and dramatic discourse. Attention to the conception, design, and execution both of the whole work and of elements of figurative language, characterization, dialogue, point of view, and poetic structure, as well as other elements of the craft.

In this section of ENGL 3343 (Creative Writing: Poetry & Flash Fiction) we will explore the form, theory, and practice of writing poetry and very short stories. This course asks students to produce original works of poetry and/or flash fiction, as well as analyze and critique both published authors and the work of their peers in class. Course work includes regular reading assignments, weekly lectures and class discussions on a variety of poetic/literary elements and techniques, writing exercises, and poetry critique/workshop sessions.

### 3.0 Course Objectives and Learning Outcomes

Students who successfully complete this course will be able to:

- Understand and define the basic evolution and function of poetry, with special emphasis on 20<sup>th</sup> century American poetry
- Understand and define the role of the poet and poetry in American society
- Understand and define essential poetic elements such as metaphor, image, persona, narrative, and form
- Research and deliver a short presentation on a particular poet or writer who has influenced, affected, or inspired their own creative work along with an “imitative poem” in the style of the student’s chosen author
- Participate in the analysis and critique of both established poets and the poetic creations of their classmates, both through class discussions and written evaluations
- Produce a portfolio of five original poems or flash fiction pieces
- Write a formal self-evaluation of one’s poetic inclinations, influences, style, inspirations, formal elements, and subject matter

*This class will at times deal with controversial issues and subject matter. Students should be able to tolerate innovation, viewpoints different from their own, as well as creative and cultural diversity in the arts.*

### 4.0 Required Texts

- 1.) Jay Parini, *Why Poetry Matters*, Yale University Press, 2008.
- 2.) *The Oxford Book of American Poetry*, David Lehman, ed. Oxford University Press, 2006.

*This course also makes use of a number of other texts, essays, and selected poems. Links to these sources will be made available on a weekly basis through Canvas and/or through handouts distributed in class.*

### 5.0 Course Requirements

This course has two non-gradable and four gradable categories of assignments. A discussion of each follows:

*Non-Gradable Requirements:*

Regular Reading Assignments:

The reading in this course serves as a catalyst for everything we do. I have worked to keep the required reading to a minimum with the hope that students will have time to read and comprehend all that is assigned. Please be sure that you have carefully read the required

assignments before class and be ready to engage in conversation and debate on the topics, themes, and issues addressed in the readings.

Class Lectures:

Class lectures and discussions will be the primary method of instruction and learning in this course. In addition to discussing and debating the issues and themes of our weekly reading assignments, we will be constantly engaging with a variety of poems, some assigned before class, others as they merit close reading and analysis as issues are brought to light in our class discussions each week. In this way, I hope to allow the class to evolve into areas of poetics and poems that are relevant to the specific members of this class.

*Gradable Requirements:*

Participation in Class Discussions, Writing Exercises, and Workshops (25% of final grade):

Students are expected to attend every class and engage regularly and often in class discussions, both on assigned readings and during poetry workshops, as well as in-class and take-home writing exercises. Grades will be determined based on attendance and the level of engagement and thoughtfulness brought to our class discussions each week, as well as the beneficial critiques of poems during workshop. **(One absence will be allowed without penalty, if necessary. More than 2 absences may lower your overall final grade for the course.)**

Class Presentation of Poetic Influence and Imitative Poem (20% of final grade):

In the first few weeks of the course, students will be asked to research and produce a 10-15 minute presentation on a particular poet or writer who has influenced, affected, or inspired their own creative work. In addition to introducing the writer's process, persona, style, and an example of their writing to the class, each student will produce and present their own "imitative poem" that echoes or imitates the style of their chosen author.

Written Critiques/Peer Review of Poems (25% of final grade):

In the second half of the semester, students will submit their own poems for workshop and critique by their peers and the instructor. Students will be expected to provide informal written critiques and feedback on every poem submitted prior to our in-class workshop sessions. These written comments will be graded on the level of engagement and thoughtfulness of critiques based on the formal and thematic aspects of the poems offered by each student.

### Final Poetry Portfolio (30% of final grade):

At the end of the semester, each student will submit a portfolio with five complete, original poems, along with a 1000-word essay that clarifies and describes how their poetic process, voice, style, form, and subject matter has evolved over the semester.

#### **6.1 Grading Computation**

Final Grades will be calculated using the following percentages:

Participation in Class Discussions, Writing Exercises, and Workshops = 25%  
 Class Presentation of Poetic Influence and Imitative Poem = 20%  
 Written Critiques/Peer Review of Poems = 25%  
 Final Poetry Portfolio = 30%

The distribution of final grades is as follows:

Semester grade: A=90-100; B=80-89; C=70-79; D=60-69; and, F=0-59  
 (Borderline grades will not be automatically rounded up.)

#### **6.2 Late-work/Make-up/Extra Credit Policy**

Students are responsible for turning in assignments on the due date regardless of absence. If you must miss a class when an assignment is due, please attach your work in an email to the professor on or before the due date and bring a hardcopy to the next class meeting. Late response papers and essays will be allowed up to two weeks after the due date but will be automatically docked 10 points for each class period past the due date.

I do not assign extra credit; therefore, students should focus on providing their best work on assignments throughout the semester.

#### **6.3 Incomplete Policy**

Students are responsible for turning in all assignments during the scheduled timeframe for the course. Incompletes should be reserved for unexpected, life altering situations that develop after the drop deadline. Students should drop a course should something happen that prevents them from completing the course ahead of the drop deadline. Failure to do so may result in failing grades on assignments or the course if missing work is not completed and submitted before the last day of the semester. Please let me know immediately if serious health or life issues prevent you from attending class or submitting assignments. *(Also see the university "Drop Policy" below.)*

#### 6.4 Classroom Conduct and Discussion

Students should behave in the classroom as in any other professional setting or workplace. **Please turn off and put away cell phones and other devices before class begins.**

When participating in discussion, keep in mind that the university classroom is one of the most diverse spaces within our society. Thus, you need to understand that there will be other members of the class with whom you disagree or who will disagree with you. This is fine; in fact, it is welcome. It is only through considering the beliefs and ideas of those with whom we disagree that we can truly decide on what we believe. So feel free to disagree with, refute, and/or challenge the ideas of others. However, when doing so, remain calm, polite, and respectful at all times toward your classmates, instructor, and their ideas. Anyone who shouts, engages in discrimination and/or vulgarity, or who is disrespectful in any way will be promptly dismissed and an absence will be recorded for the day.

#### 6.5 Artifact Collection for English Program Assessment

To ensure the learning outcomes are met in the English Department, there is a program-wide artifact collection process. To that end, some of the projects you complete for this course this semester may be used for programmatic assessment. Please note that all efforts will be made to keep your identity anonymous; as such, all identifying markers will be removed from your work if used for programmatic assessment. Instructions for how to upload your assignments will be provided in class.

#### 7.1 Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas: <https://tamuct.instructure.com>

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

#### 7.2 Technology Support

For log-in problems, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with Canvas, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

*For issues related to course content and requirements, contact your instructor.*

## 8.0 Course Calendar

Please see the course calendar, reading schedule, and assignment due dates on the final pages of the syllabus below.

## 9.0 Drop Policy

If you discover that you need to drop this class, you must complete a Drop Request Form: [https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)

Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

## 10.0 Academic Integrity & Plagiarism

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. **Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course.**

Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. More information can be found at <http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

Depending on the severity of a student's act of academic dishonesty, a student found to have committed any of the above will receive nothing less than a zero on the assignment on which the infraction occurred and nothing more than expulsion from the university. A minor infraction includes but is not limited to improper citations or allusions to an outside source (one not directly assigned or approved by me before submission). A major infraction includes but is not limited to the undocumented lifting of ideas, phrases, or any text from a source that finds its inspiration some place other than the student.

### **10.1 Copyright Notice**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

### **11.0 Access & Inclusion/Disability Support**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage:  
<https://www.tamuct.edu/student-affairs/access-inclusion.html>

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website:  
<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **12.0 Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **13.0 University Writing Center**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **14.0 Library Services**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate

these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage:

<http://www.tamuct.edu/departments/library/index.php>

### **15.0 911 Cellular**

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

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*The professor reserves the right to amend this syllabus at any time during the semester as issues or needs arise. Written addendums will be distributed should this need occur.*

## ENGL 3343 – Creative Writing (Poetry & Flash Fiction) Course Calendar – FALL 2018

This calendar outlines the general themes and reading assignments covered in the course each week. Because we will build upon the topics and themes explored each week, the material and assignments may change or evolve as we move through the semester.

*I will make announcements and distribute revisions as I adapt instruction and materials to your needs. **Stay tuned to Canvas for updates on required reading of additional poems from the Oxford Book of American Poetry and/or other texts.***

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**Week 1 (8/28): Introduction to course; discussion of syllabus and texts; individual introductions; *Why Poetry Matters*; Personal Essay assigned.**

**Week 2 (9/4): Parini, Preface and Ch.1 “Defending Poetry” (pp. ix-22); *The History and Role of Poetry***

**Poems from *the Oxford Book of American Poetry*:**

Emerson, “A Letter” (p. 27)

Poe, “A Dream Within a Dream” (p.72)

Whitman, “Song of Myself” (p. 84+; sections I, II, III, VI and L, LI, and LII)

Dickinson, “This was a Poet” (p. 169) and “Tell all the Truth” (p. 182)

Eliot, “The Hollow Men” (p. 365)

Frost, “Dust of Snow” (p. 227) and “Acquainted with the Night” (p. 230)

Bishop, “One Art” (p. 565)

**Week 3 (9/11): Parini, Ch. 2 “Language” (pp. 23-42) and Ch. 4 “The Way of Metaphor” (pp. 65-77); Frost, “Education by Metaphor” (on Canvas); *Poetic Language and the Power of the Image*; **Personal Essay and Poem Due**; Presentations assigned.**

**Poems from *The Oxford Book of American Poetry*:**

Pound, “In a Station of the Metro” (p. 302)

Frost, “Design” (p. 233)

Stevens, “Thirteen Ways of Looking at a Blackbird” (255)

Williams, “The Locust Tree in Flower” (p. 291)

Guest, “Words” (p. 663)

Wright, “Lying in a Hammock” (p. 840)

**Week 4 (9/18): Parini, Ch. 3 “Personal Voice” (pp. 43-63);** *The Act of Persona; Narrative Poetry and the Prose Poem.*

**Poems from *The Oxford Book of American Poetry*:**

Masters, all poems (pp. 191-94)

Frost, “Home Burial” (p. 219)

Bukowski, “Me against the World” (p. 655)

Plath, “The Mirror” (p. 887)

Edson, “The Fall,” “Antimatter,” and “The Neighborhood Dog” (pp. 913-14)

**Week 5 (9/25): Parini, Ch. 5 “Tradition and Originality” (pp. 79-98);** *Overcoming the Anxiety of Influence and the Practice of Imitation; Inspiration and the Process of Writing; Presentations of Imitative Poem.*

**Poems from *The Oxford Book of American Poetry*:**

Stevens, “The Poems of our Climate” (p. 264)

Collins, “Introduction to Poetry” (pp. 953-4) and “Workshop” (pp. 954-6)

**Week 6 (10/2): Parini, Ch. 6 “Form and Freedom” (pp. 99-114);** *Formal Poetry vs. “Free” Verse; Sound and Music in Poetry; Presentations, continued.*

**Poems from *The Oxford Book of American Poetry*:**

Dylan, “Desolation Row” (p. 963)

Frost, “Stopping by Woods on a Snowy Evening” (p. 228)

Whitman, “A Noiseless, Patient Spider” (p. 151)

Creeley, “I Keep Myself to Such Measures” (p. 749)

**Week 7 (10/9): Parini, Ch. 7 “The Politics of Poetry” (pp. 115-132);** *Poems of war, politics, and relationships; Presentations, continued.*

**Poems from *The Oxford Book of American Poetry*:**

Whitman, “Reconciliation” (p. 145)

Hughes, “Harlem” and “Good Morning” (pp. 472-3)

Jeffers, “Shine Perishing Republic” (p. 319)

Ginsberg, “America” (pp. 757-9)

Rich, “Translations” (pp. 871-2)

**Week 8 (10/16): Parini, Ch. 8 "A Natural World" (pp. 133-154); *Poems of Nature and Spirituality*; Presentations, concluded.**

***Poems from The Oxford Book of American Poetry:***

Dickinson, "A Bird, Came Down the Walk" (p. 168)

Wright, "A Blessing" (p. 841)

Snyder, "Piute Creek" (p. 882)

Oliver, "Some Questions You Might Ask" (p. 915)

**Week 9 (10/23):** Workshop, Round 1

**Week 10 (10/30):** Workshop, Round 1, cont.

**Week 11 (11/6):** Workshop, Round 1, cont.

**Week 12 (11/13):** Workshop, Conclude Round 1

**Week 13 (11/20):** Workshop, Begin Round 2

**Week 14 (11/27):** Workshop, Round 2, cont.

**Week 15 (12/4):** Workshop, Conclude Round 2

**Week 16 (12/11):** Conclusions and Course Evaluations; ***Final Essay and Poetry Portfolio Due***