



# POETRY

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Insert Teacher Name

Insert Room Number

Insert Full Year/Semester

Insert Period

Insert Email Address

## COURSE DESCRIPTION

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The course focuses on writing, reading, and listening to poetry as well as reading and writing about poetry. Students will learn the elements of poetry (imagery, metaphor, meter allusion, rhyme, rhythm, sound structure, and form) to become poets themselves. Assessments will ask students to utilize forms, elements, and devices of poetry and identify them when writing about poetry. This course is based partially on a writing-workshop model, allowing students a weekly forum to discuss their own poetry with their writing groups. Students will informally respond to poetry by writing journals; they will also formally respond to poetry by writing critical essays. Major projects include a research project on the life and work of a major poet. In the fall, students will prepare for the college application process by writing a personal essay, which may be used as a college essay. In the spring, students will complete a senior English Independent Study Project.

## COURSE OBJECTIVES

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Students should:

increase their reading comprehension level and abstract thinking skills based on the complexity of the text selections.

develop and apply a deeper understanding of the elements, devices, and genres of poetry.

use language as a tool to explore, find, and convey growth and meaning through personal experience.

both listen to and recite poetry to deepen their appreciation for the oral nature of the genre.

engage in scholarly discourse (written and oral) about writing using the language of poetry.

progress in their ability to think more abstractly in order to broaden, deepen, and enrich their life experience.

internalize the knowledge that they gain about the craft of writing poetry in order to create purposeful and original poetry that resonates with themselves and others.

develop and recognize their own voice in their writing through creative experimentation and structured study of the genre.

increase the level of depth of their metacognition through their own reading, their discussion with peers and the teacher, and through examination of their own work.

explore the relationship between poetry and other art forms (art, photography, other genres of literature) in order to see the poetic sensibility of artistic pursuits.

independently select, read, and respond to poetry that speaks to them on a personal and aesthetic level.

read and analyze essays of literary criticism for use in their own thinking and writing.

determine the various influences on authors, political and social ideas as well as cultural and historical influences, in order to analyze the impact of those influences on the text.

imitate poetic forms and styles of the authors they read to explore how the manipulation of style helps to achieve a purpose.

demonstrate an appreciation for the ways in which poetry offers the reader an aesthetic experience.

keep a collection of their work in writing folders for use to exemplify their growth as poets throughout the semester.

## UNITS OF STUDY

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Introduction to the Writerly Life

Metaphors Abound

Artful Choices

A Life's Work

## COURSE POLICIES AND REQUIREMENTS

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### GRADING

Summative Assessments:      Insert % Here (Minimum of 70%).

Formative Assessments: Insert Categories/Weighting (ie. Papers – 30%)  
Insert % Here (Maximum of 30%).  
Behavioral Characteristics: Insert Categories/Weighting (ie. Quizzes – 50%)  
Insert % Here (Maximum of 10%)  
Insert Categories/Weighting (ie. Particip. - 90%)  
Insert Additional Grading Information Here

## **MATERIALS**

Insert Course Materials Here (ie. Textbook, Binder, Calculator, Highlighters)

## **EXPECTATIONS OF STUDENTS**

Insert Course Expectations Here

## **EXTRA HELP**

Insert Course Expectations Here

Insert Additional Information Here