

Unit outline for HSW130.8 Writing Poetry

Name of unit
Writing Poetry (HSW130.8)

Unit description
This unit fosters high level knowledge and application of the craft of poetic composition. With a focus on critical reading and reviewing skills, students refine and demonstrate their mastery of traditional (formal) and free verse techniques, generating and developing original compositions to a professional standard for the purpose of publication. The unit is an important foundation for those seeking publication or intending further study in the area at Masters level.

SECTION 1 – GENERAL INFORMATION (CORE)

Administrative details

Associated higher education awards (for example, Bachelor, Diploma)	Duration (for example, one semester, full year)	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit coordinator
Graduate Certificate Graduate Diploma Masters	One semester	Intermediate	Dr Aidan Coleman

Core or elective unit

Indicate if the unit is a:

- core unit
- elective unit
- other (please specify below):

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Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points Example: 10 credit points	Total course credit points Example: 320 credit points
6	24 (Grad cert) 48 (Grad Dip) 96 (Masters)

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week (1)	No. personal study hours per week (2)	Total workload hours per week (3)
3	6	9

(1) Total time spent per week at lectures, tutorials, clinical and other placements, etc.

(2) Total time students are expected to spend per week in studying, completing assignments, etc.

(3) Sum of (1) and (2) equals workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Prerequisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

Yes No

SECTION 2 – ACADEMIC DETAILS (CORE)

Learning outcomes for the unit

On successful completion of this unit students will be able to:

1. Develop extended works of original poetry in both structured and free verse styles with a view to publication
2. Apply advanced knowledge of technical aspects of poetic composition through the thoughtful inclusion of structure, meter, rhyme, theme and word selection etc.
3. Critically evaluate classic and contemporary poetry in light of established practice and Christian faith and personal worldview
4. Demonstrate high-level practical understanding of the evolving culture of poetry writing in Australia and knowledge of current publishing requirements and opportunities

Topics included in the unit

- Introduction
- Metaphor & Imagery
- Poetic Diction
- Lineation, Stanzas & Concrete Effects
- Rhythm & Meter
- Free Verse
- Reading & Reviewing Poetry
- Forms: Haiku, EP Couplets, Villanelles, Sonnets, Dramatic Monologues, Narrative Poems
- Drafting and Revision
- Christian & Devotional Poetry

Assessment tasks			
Type (1) (see examples noted below this table)	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)	Cross reference to learning outcomes
Poetry Review (1000wds) Write one review of 1,000 words or two reviews of 500 words each on a book or books of poetry.	Week 7	20%	1,2,3,4
Poetry journal 1500 words Journal demonstrating completion of weekly exercises	Week 12	25%	1, 2, 4
Chapbook 250 lines of poetry (approx. 2000 words equiv.) Write and sequence a selection of original poetry, based on writing tasks throughout the course	Week 13	40	1,2, & 3
Oral Presentation 1000 words Select two journals they are keen on submitting to in the future and provide a rationale for the suitability of the journal for their work	Weeks 13-14	15	4

(1) Examples of types of assessment tasks include: assignments; examinations; group projects; online quizzes/tests; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment and any specific formats.

2.1 Prescribed and recommended reading

Provide below, in formal reference format, a list of the prescribed and recommended reading for the unit.

Required text

Whitworth, J. (2006). *Writing Poetry*. London, UK: A&C Black.

Recommended reading

Earnshaw, S. (ed.) (2007). *The handbook of creative writing*. Edinburgh, UK: Edinburgh University Press.

Elizabeth, M. (2001). *Painless Poetry*. New York, NY: Baron's.

Evans, S. and Deller-Evans, K. (2008). *Best of friends: the first thirty years of the friendly street poets*. Adelaide, SA: Wakefield Press.

Fry, S. Fry, S (2007). *The Ode Less Travelled: Unlocking the Poet Within*. London, UK: Hutchinson.

Kooser, T. (2005). *The Poetry Repair Manual: Practical Advice for Beginning Poets*. Lincoln, NB: University of Nebraska Press.

Lennard, J. (2005). *The Poetry Handbook: A Guide to Reading Poetry for Pleasure and Practical Criticism*, 2nd ed. Oxford, UK: Oxford University Press.

Parrott, E.D. (ed.) (1991). *How to be well-versed in poetry*. London, UK: Penguin.

Stillman, F. (2003). *The Poets' Manual and Rhyming Dictionary*. London, UK: Thames and Hudson.

Sweeny, M. & Williams, J.H. (2003). *Writing Poetry*. London, UK: Hodder Headline.

Tunica, M 2005, *A Passion for Poetry: Practical Approaches to Using Poetry in the Classroom*. Newtown, NSW, PETA.

Recommended journals and websites

www.litmags.com.au

www.poetry.org

www.textjournal.com.au

www.imagejournal.org

www.islandmag.com

www.reliefjournal.com

www.ruminatemagazine.com