Course Outline (Higher Education)

School / Faculty: Faculty of Education and Arts
Course Title: DEVELOPING POETIC WRITING
Course ID: LITCR2106
Credit Points: 15.00
Prerequisite(s): (LITCR1001)
Co-requisite(s): Nil
Exclusion(s): Nil
ASCED Code: 091500
Grading Scheme: Graded (HD, D, C, etc.)

Program Level:

<table>
<thead>
<tr>
<th>AQF Level of Program</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<td>Level</td>
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<td>Introductory</td>
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<td>Intermediate</td>
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<td>Advanced</td>
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Learning Outcomes:

Knowledge:

K1. Critically review the theory and practice of various poetry forms
K2. Identify the key features of various poetic forms
K3. Utilise poetic forms and techniques in individual writing projects

Skills:

S1. Apply knowledge of poetic forms and techniques in the production of individual works
S2. Adapt creative writing processes and strategies to develop multi-layered poetic text
S3. Practice self and peer review, collaborative and reflexive processes in drafting a poem
S4. Design and implement a writing project through to pre-publication or pre-performance standard

Application of knowledge and skills:

A1. Manage writing projects through to pre-publication or pre-performance standard
A2. Work independently and collaboratively with others on writing projects
A3. Utilize elements of poetic technique (rhythm, rhyme, metaphor, word choice) to create different effects
Course Outline (Higher Education)

LITCR2106 DEVELOPING POETIC WRITING

Course Content:

Topics may include:

- Overview of theory and practice of various poetic forms - Sonnets, Villanelles/Pantoums, Short forms such as Haiku/Rooku/Renga, Free verse, Prose poems, Slam and Performance poems, Surreal poems, Experimental/L=A=N=G=U=A=G=E poems, Visual poems, Verse novels

- Practice and examples in use of rhyme, rhythm and meter, choosing words and images, using metaphors and figurative language, poetry vs prose

- Exploration and definition of individual poetics

- Using lines and stanzas

- Using different effects with end-stopping, enjambment, and caesuras

- Writing in poetic forms to explore similar subject matter

- Collaborative peer review

- Project Management for a writing brief

Values and Graduate Attributes:

Values:

V1. Reflect critically on personal writing and individual poetics
V2. Develop an appreciation for creative processes
V3. Respect the ideas and skills of others
V4. Gain understanding and skill to develop a sustainable life-long writing habit

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

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<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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<tbody>
<tr>
<td>Knowledge, skills and competence</td>
<td>Students can utilise some diverse poetic forms and techniques to address their creative interests over time and be active participants in local and global writing events and developments.</td>
<td>High</td>
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<td>Critical, creative and enquiring learners</td>
<td>Students have established their writing practice and are able to reflect critically on and monitor progress in the development of poetic forms of writing. They are able to make judgements about the quality of their writing to pre-publication stage and explore appropriate publishing and performance outlets for their original work.</td>
<td>Medium</td>
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<td>Capable, flexible and work ready</td>
<td>Student is confident and proactive to engage in collaborative work, collegial discussions and provide peer review.</td>
<td>Medium</td>
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<td>Responsible, ethical and engaged citizens</td>
<td>Student is able to contribute creatively and critically in the production and dissemination of their writing in local and global contexts.</td>
<td>Medium</td>
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Learning Task and Assessment:

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<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>K1, K2, K3, S1, S2, A2</td>
<td>Presentation of a finished poem outlining influences, chosen form/s and techniques and aims of the poem</td>
<td>Oral or multimedia presentation</td>
<td>20-30%</td>
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<tr>
<td>K1, K2, A3</td>
<td>Reviewing the theory and practice of poetic forms and techniques</td>
<td>Weekly quiz</td>
<td>30-40%</td>
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<tr>
<td>K3, S2, S3, S4, A1, A2, A3</td>
<td>Students will undertake weekly writing applying knowledge and skills from in-class writing briefs</td>
<td>Folio of 10 poems demonstrating the weekly examples of diverse poetic forms</td>
<td>30-40%</td>
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Adopted Reference Style:

Chicago