

FALL 2025
ENGL 2346 Introduction to Poetry

Texas A&M University - San Antonio
Tuesdays & Thursdays (T/R) 2pm – 3:15pm
Classroom Hall 319



Professor: Laurie Ann Guerrero
Office Location:
Classroom Hall 314N

Email: LGuerrero@tamsu.edu
Office Hours: T & R 12:30-1:30pm &
by appointment

Course Description:

In this course, students will learn to recognize and utilize the devices used in writing poetry. We will study both content and craft and how one affects the other. Discussions will range from poetic form & devices to social/historical context. We will examine both poems and other media/documents on poetry from various poets including Natalie Diaz, Allison Hedge Coke, Walt Whitman, Ross Gay, Langston Hughes, Javier Zamora, Robert Hayden, Li-Young Lee, Mary Oliver, and Robert Frost, and others.

This course will have in-class creative writing exercises, and it will help students to develop a formal vocabulary as a way to more effectively analyze, engage, and communicate about poetry. As well, this course is intended to more generally improve a students' critical thinking, reading, and speaking. This course is discussion-based and thus it is vital that students complete the reading for that week and are prepared to engage with classmates.

Required Materials:

- Notebook for notes and free writes (be prepared to write in class!)
- Readings will be made available on Blackboard and/or by handout

Learning Objectives: At the end of the course, students will...

- Exhibit a substantial knowledge of poetry and comprehend key poetic techniques, devices, and forms.
- Demonstrate recognition of the literary, cultural, historical, and political contexts within which the poems were produced.
- Gain confidence in oral and written expression.

These outcomes will be assessed through the completion of the assignments listed below.

- Participation (attendance, workshops, discussion, homework, etc.): 40%
 - Attendance (worth 50% of the Participation grade)
 - Readings, Workshops, & Discussion (worth 50% of the Participation grade)
- Assignments: 20%
- Quizzes: 20%
- Creative Portfolio: 20%

Grade Breakdown: Grades will be calculated using the following scale.

90-100=A 80-89=B 70-79=C 60-69=D 59 or lower=F

ASSIGNMENT DESCRIPTIONS**General Comments on Assignments:****Participation in Class (40%):**

You are participating when you are contributing to discussions; being a critical listener and thinker; asking questions of anything you do not understand; and offering constructive feedback on your peers' ideas, and participating in workshops. Also, you must come to class prepared with the proper materials (paper, pen, text, notebook, etc.).

Attendance: Attendance is taken at the start of each class. Each student is allowed 2 absences. After which, a doctor's note is required for an excused absence, and tardies result in a 50% grade for attendance that day, while absences will receive a 0%. **Chronic absences and/or tardies will affect your final grade.**

Readings: Successful completion of this course depends to a great degree upon your ability to read with scrupulous care, attention, and insight. Careful reading of all assigned material will be one of the foundations of your work for the course. You will be expected to have completed all assigned reading on the day a text is discussed in class and to prepare for class by taking notes and contributing to discussions.

Workshops: Your responsibility in the class is to be not only a writer, but also a reader and responder for other members of the class community. Our workshops will consist of each writer sharing a piece they wrote in class for critique. More info on this will be given in class.

Discussion: A vital, ongoing intellectual conversation is at the heart of the course. Attendance and participation are crucial. I will be taking attendance at every class. Not showing up to class will affect your grade. Please observe, though, that your presence in the classroom does not automatically guarantee you full credit. Even though the class will sometimes consist of lectures, you are nevertheless required to provide input. It is crucial that students arrive in class with required texts read, prepared to offer thoughtful responses to the readings.

Assignments (20%): You will only be given FIVE poem assignments throughout the semester. Occasionally, I will ask you to turn in free-write assignments that we do in class. These free-writes CANNOT be made up. Be prepared to type them up and submit them by the following day via Blackboard. We will go over each assignment in detail, and if you have no experience in creative writing, do not fear! During our discussions of the texts we read, we will look at the work from all angles, deconstruct form & ideas, look closely at literary devices, and how each writer explores ideas in their work. You will not be graded on how “good” your writing is, but on how conscientiously you explore in your own work and how you can discuss the application of the techniques we study.

While this class is focused form (techniques with which you write), we will also cover content (what you are writing). Please be prepared to cultivate a safe space for yourself, and for others, to explore difficult topics.

Quizzes (20%)

Three quizzes will be given throughout the semester. You will have the class period to take each quiz—given via Blackboard, after which you will no longer have access to the quiz. Our class will not meet on quiz days, as you will take the quiz online. Only in extreme cases, and with prior notice, will a student be allowed to make it up. Quizzes will cover poetic devices and techniques that you will identify in a poem given with each quiz.

Creative Portfolio (20%): During finals week, your creative portfolio will be due. The portfolio will consist of 2 drafts of each of the 5 pieces of writing you did with revision notes, and a letter to your reader (details on this will be given in class).

COURSE POLICIES

Absences: If you must be absent from class or cannot submit an assignment on time because of a personal emergency, you should email me as soon as possible. I DO NOT ACCEPT LATE WORK, but I am happy to give extensions. If you were unable to attend class due to illness, please talk to me after you return.

After an absence, a student should contact a classmate about class material and obtain info that was distributed. No in-class assignments or workshops can be made up. Please also make every effort to avoid leaving class early. If you must leave class early, please inform me in advance. If you leave 30 minutes or more before the end of the class without discussing it with me beforehand, you will be considered absent for the day. Since our class functions as a community, it is essential that students attend class consistently.

Classroom Conduct: Be respectful. We will be discussing sensitive topics in this course, and it is perfectly normal that we may not all agree. However, you are to refrain from using language or behavior that is sexist, homophobic, classist, racist, intolerant and/or insensitive to the differences of others. I have a zero-tolerance policy on oppressive and unproductive language. **I reserve the right to ask you to leave if you do not abide by these standards.** You may also face more serious consequences, and your participation grade will suffer the consequence as well.

The following behaviors will also negatively impact your participation grade: missing class; coming to class without the required assignments/tools; disrespecting your peers and your professor; being on your phone or engaging with others while we are in class; off-topic conversations with your classmates; doing work for other courses; hostile behavior toward a classmate or me, or any behavior that is inappropriate, and/or off-task. These behaviors are not conducive to a positive classroom environment. **If I witness repeated inappropriate behavior, ask you to leave, and you will be counted absent.**

Deadlines & Late work: Unless there are extenuating circumstances, **no late work will be accepted.** All written and online work must be submitted on time. No exceptions, unless for real and serious emergencies, in which case you should get in touch with me at once. Extensions for emergencies will be granted only once per student per semester and will subject to a 10-point deduction for every day that it is late.

Assignment Policies: You are expected to submit original work for this course. Do not recycle papers written for other courses. If any assignment is unclear, please ask questions.

ABSOLUTELY NO USE OF GENERATIVE AI PERMITTED: ENGL 2364 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Plagiarism and Academic Dishonesty: Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic Dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submission, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department

head. All students are responsible for being familiar with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

Please consult Student Handbook

http://osa.tamuk.edu/studentorganizations/studentorganizations_files/studenthandbook.pdf.

Simply put, plagiarism is copying another's work, whether it's word-for-word or paraphrasing. Using AI is also a form of plagiarizing, and it is considered a form of cheating.

Collaboration: All written assignments outside of the classroom should be completed individually. There will be in-class and online assignments where you will work in pairs or in small groups, though. I will let you know when an in-class activity is a collaborative one; if I do not specifically tell you to collaborate, you can assume that the assignment should be completed on your own. Note that in some situations uncalled for collaboration can be construed as plagiarism. For more information on plagiarism, see the classroom "academic honesty" policy.

Availability: My office is located in **Classroom Hall 314N**. You may make an appointment to meet with me via Zoom or face to face during my office hours. Please email me or see me after class to set an appointment. If you make an appointment with me, I expect that you will keep it like any other professional meeting. If you must cancel an appointment, please let me know at least 24 hours in advance, if possible. Office hours are an appropriate venue to confer with me about any aspect of the course, clarification of my expectations or your grades, comments on assignments, questions about course material. I recommend meeting with me early in the semester as one-on-one help and individual attention often results in a deeper understanding of course materials and clearer expression of that understanding in your writing.

E-mail: I am available by email at LGuerrero@tamusa.edu, and I check my email at least once a day Monday-Friday before 5pm for any questions or comments. *Do not use the Blackboard message option.* I usually return emails within 48 hours, but I do not check my email on the weekend.

Blackboard: Much of our coursework will be available on Blackboard—get familiar with it if you are not already. Blackboard can be accessed at <http://tamusa.blackboard.com/> If you need assistance (technical support) with Blackboard, please email HelpDesk@tamusa.tamus.edu or call (210) 784-4357 BEFORE you contact me with tech questions. They are the experts.

Self-Reliance: I realize that some of you are either non-majors or new to the English major; however, I expect a certain level of proficiency in terms of reading, writing, speaking, and critical thinking. **If you need extra help or assistance in a particular area, you need to be proactive and independently seek solutions.**

Texas Senate Bill 17, the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction, or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

IMPORTANT UNIVERSITY POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/DisabilitySupport-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit <http://tamusa.edu/studentcounseling>

Crisis support is available 24/7 by calling the SCC at 210-784-1331.

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com>

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/StudentRights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Office Hours: All faculty with teaching assignments should include regularly scheduled office hours on each syllabus in addition to "by appointment." Please review your appointment letter for the number of weekly office hours you are expected to set. Regularly scheduled office hours should also be posted outside your office door (where applicable).

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education

Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit.

Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable modifications to pregnant students as would be provided to a student with temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K). Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars: daycare support for parenting students who meet this criteria: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade. youngjaguars@tamusa.edu (210) 784-2636

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academicintegrity.html>)

***Note:** I reserve the right to make changes to the schedule and requirements as necessary. This document serves as a contract between the professor and the students. Upon receipt of this document by the students, the professor assumes that expectations set forth in the syllabus have been read and acknowledged by the student, and that proper communication has been initiated about assignments, schedule, and grading. Please contact me at the aforementioned email address with any questions or comments. I look forward to the semester!

Week/Dates	Reading Schedule	DUE
Week 1 Aug. 26-28	<u>TUES:</u> <ul style="list-style-type: none"> • Introductions • Discuss syllabus, texts, requirements & expectations • content vs. craft <u>THURS:</u> <ul style="list-style-type: none"> • Discuss poetry; building a literary vocabulary; note-taking • poetic devices: concrete v. abstract language • In-class writing 	
Week 2 Sept. 2-4	<u>TUES:</u> <ul style="list-style-type: none"> • Discussion- content vs. craft, sound • Ross Gay's "A Small Needful Fact" • poetic devices: allusion, tone, diction & syntax <u>THURS:</u> <ul style="list-style-type: none"> • Robert Hayden's "Those Winter Sundays" • poetic devices: assonance & consonance • in-class writing exercise • ASSIGNMENT #1 	
Week 3 Sept. 9-11	<u>TUES:</u> <ul style="list-style-type: none"> • Whitman's "I Hear America Singing" & Langston Hughes's "I, Too" • poetic devices: enjambment & end-stopped lines <u>THURS:</u> <ul style="list-style-type: none"> • Alison Hedge Coke's "America, I Sing You Back" 	Assignment #1 due Thursday, Sept. 11th by midnight
Week 4 Sept. 16-18	<u>TUES:</u> <ul style="list-style-type: none"> • QUIZ #1 <u>THURS:</u> <ul style="list-style-type: none"> • Li-Young Lee's "Eating Together" • discussion & literary devices: lyric • Jericho Brown's "Detailing the Nape" • poetic devices: metaphor & simile • in-class writing exercise 	QUIZ #1 Tuesday, September 16th

Week/Dates	Reading Schedule	DUE
Week 5 Sept. 23-25	<u>TUES:</u> <ul style="list-style-type: none"> Robert Frost's "Stopping by Woods on a Snowy Evening" Mary Oliver's "The Journey" Poetic devices: anaphora lyric poem v. narrative <u>THURS:</u> <ul style="list-style-type: none"> Javier Zamora's "Second Attempt Crossing" Poetic devices: caesura in-class writing exercise Assignment #2 	
Week 6 Sept. 30-Oct. 2	<u>TUES:</u> <ul style="list-style-type: none"> Workshop #1: Group A <u>THURS:</u> <ul style="list-style-type: none"> Discussion: review in-class writing 	Assignment #2 due Thursday, Oct. 2nd By midnight
Week 7 Oct. 7-9	<u>TUES:</u> <ul style="list-style-type: none"> Workshop #1 Group B <u>THURS:</u> <ul style="list-style-type: none"> Workshop #1 Group C 	
Week 8 Oct. 14-16	<u>TUES:</u> <ul style="list-style-type: none"> Group collaborations this week Assignment #3 <u>THURS:</u> <ul style="list-style-type: none"> Group collaborations this week 	Collaborations due Thursday, Oct. 16th By midnight
Week 9 Oct. 21-23	<u>TUES:</u> <ul style="list-style-type: none"> Explorations of collaborations <u>THURS:</u> <ul style="list-style-type: none"> QUIZ #2 	Assignment #3 due Tuesday, March 25th QUIZ #2 Thursday, March 27th

Week/Dates	Reading Schedule	DUE
Week 10 Oct. 28-30	<u>TUES:</u> <ul style="list-style-type: none"> • Knight, “Feeling Fucked Up” • Fatima Asghar’s “america” • Theodore Roethke’s “My Papa’s Waltz” • Assignment #4 <u>THURS:</u> <ul style="list-style-type: none"> • Workshop #2 Group C • 	
Week 11 Nov. 4-6	<u>TUES:</u> <ul style="list-style-type: none"> • Workshop #2 Group A <u>THURS:</u> <ul style="list-style-type: none"> • Workshop #2 Group B 	ASSIGNMENT #4 due Thursday, Nov. 4th
Week 12 Nov. 11-13	<u>TUES:</u> <ul style="list-style-type: none"> • “Poetry is Not a Luxury” essay by Audre Lorde (to be read BEFORE class!) • William Shakespeare’s “29th Sonnet: When in Disgrace...” • In-class writing <u>THURS:</u> <ul style="list-style-type: none"> • Ben Saenz’s “To the Desert” • Guerrero’s “Casketing” • In-class writing 	
Week 13 Nov. 18-20	<u>TUES:</u> <ul style="list-style-type: none"> • Dialogue: review, experience, etc. • Assignment #5 • Final Portfolio Guidelines <u>THURS:</u> <ul style="list-style-type: none"> • QUIZ #3 	QUIZ #3 Thursday, Nov. 20th
Week 14 Nov. 25-27	THANKSGIVING BREAK	
Week 15 Dec. 2-4	<u>TUES:</u> <ul style="list-style-type: none"> • Revision workshop <u>THURS:</u> <ul style="list-style-type: none"> • Revision workshop 	ASSIGNMENT #5 due Tuesday, Dec. 2nd

Week/Dates	Reading Schedule	DUE
FINAL EXAMS Dec. 6-12	FINALS WEEK	FINAL PORTFOLIO DUE: Tuesday, Dec. 9 @ 2pm in my office