Course Description:
“Writing the Community: Teaching Poetry in the Schools” is a one semester, three credit service learning course with the goal of creating community cultural development (or an advocacy tool for the arts) to help the Poetry Center, the College of Humanities, and the University as a whole extend its reach into the community and support the critical and creative thinking skills of K-12 learners. Students enrolled in this course will deliver 6 week creative writing residencies at local K-8 schools in Tucson and creative writing workshops at the Poetry Center’s Saturday morning Family Days program. Undergraduate students will most likely work in pairs to deliver service; graduate students may do their work alone or as advisors/mentors with a team of undergraduate students. The purpose for this community work is to help students develop creative and critical thinking skills, promote a love of reading and writing, empower students to develop their voices and use language to express themselves. The broader implications for this service includes improving and enhancing the educational experiences of K-8 youth and inspiring social change.

In teaching poetry classes, I try to make no distinction regarding the supposed student level, advanced and beginning, graduate or undergraduate. To quote Kenneth Koch, we are all “fellow paddlers” in the art of poetry. In this course, we will all learn from each other. Our students are teachers. Our teachers are students. Through community service opportunities, an intricate web of writing mentorship opportunities is created. Enjoy it. Take advantage of it. We all have a lot to give and receive.

Required Texts:
Edgar, Christopher & Padgett, Ron. *Old Faithful*. (Teachers & Writers Collaborative, 1995).  
Various articles posted on D2L.

Recommended (Required if you are at a bilingual school):
Marzán, Julio. *Luna, Luna: Creative Writing Ideas from Spanish, Latin American, & Latino Literature*. (Teachers & Writers Collaborative, 1997.)

Course objectives
During this course you will:
- Serve as a liaison between the broader community and the Poetry Center, the Honors College, the College of Humanities and the University as a whole in order to promote poetry, creative writing, and literature to a wide range of youth.
- Create, plan, and facilitate creative writing and reading activities during the Poetry Center’s Family Days and a 6 week creative writing residency at a local Tucson school.
• Become familiar with a diverse repertoire of writing exercises and prompts, poetry, fiction, and non-fiction.
• Craft lesson plans and utilize those from your previous course for the purpose of engaging youth audiences with poetry, fiction, non-fiction, and the written word.
• Utilize reference sources for teaching artists and community artists and Arizona Common Core standards.
• Further examine and explore the pedagogical, literacy, or arts education theory that informs, influences or otherwise affects the populations you work with.

Attendance and Participation

Class attendance and participation are essential to this course. This course has been purposefully structured as experiential learning involving volunteer experience and observation. You cannot make up for absences by getting class notes or reading the text. Active participation in class is key. Therefore please abide with the following protocols:

• More than two class session absences and/or chronic tardiness/leaving early will lower your grade for the class by one letter grade. If you must miss a class session (or volunteer service), please email me in advance explaining your absence.
• Volunteer service cannot be rescheduled, since it depends largely on calendars that have already been established by the Poetry Center and other organizations. If you miss a service learning session, there is no way for you to make it up.
• All holidays or special events observed by organized religions will be honored for students affiliated with the particular religion.
• Absences pre-approved by the UA Dean of Students (or designee) will be honored.
• Please turn OFF (not just silence) all cell phones and social websites in class. If you have an emergency that requires your phone to be on, please let me know before class begins.
• Please arrive early and settle in so we can begin promptly. Expect to keep working until the end of class.

Grade Policies

(adapted from Dr. Kathy Short)

Self-evaluation is an integral part of this course. You will be asked to submit an initial statement of goals for this semester. For each project, you will be asked to turn in a self-evaluation in which you state your goals for that particular project and evaluate the process you went through in reaching those goals. You will receive evaluative comments for each of your projects based on your goals and the project intent. You may resubmit projects that are not satisfactory in meeting the goals and intent. At mid-semester, you will revise your goals for the course and evaluate your learning at that point in the semester and will receive evaluative comments from me. At the end of the class, you will write an overall self-evaluation of your learning throughout the class. Your final grade will be based holistically on both my evaluation and your self-evaluation of your growth and learning related to the course objectives, the quality of your written work, and your attendance, participation, and preparation for class sessions. In order to pass this course you must complete all assignments and attend all scheduled volunteer service. While you can negotiate the ways in which you define and complete class projects, you must complete all of these projects, to fulfill course requirements and your final grade for the course will be based on
the thoughtfulness and quality of this work with a B reflecting the completion of all course projects at a satisfactory level. You must exceed those requirements in some way to receive an A, but can choose which projects to emphasize. Your mid-term evaluation will include a discussion of the grade for your work completed as of that date so that you can establish goals for maintaining or improving your final grade for the course. Incompletes will not be given for the course except in extreme situations and only with prior approval by the instructor. Late assignments without a valid excuse will affect your final grade.

Assignments:
5% Learning goals (1-3 pages)
5% Teaching journal (2 pages per week)
30% 5 lesson plans (4 for public school residency, 1 for Family Days)
   Written responses to student work
30% Culminating class anthology
30% Final reflective paper (5-7 pages)

Grading Scale

100-90=A
89-80=B
79-70=C
69-60=D
59-0=F

Special Needs and Accommodations Statement
Students who need special accommodation or services should contact the Disability Resources Center, 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268, FAX (520) 621-9423, email: uadrc@email.arizona.edu, http://drc.arizona.edu/. You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The need for accommodations must be documented by the appropriate office.
If you need accommodations due to a documented learning disability, please discuss your needs with me during the first two weeks of the course. Students registered with the Disability Resource Center need to submit documentation for reasonable accommodations:
http://drc.arizona.edu/teach/syllabusstatement.html

Student Code of Conduct and Plagiarism
Please read and abide by the following policies on plagiarism and threatening behavior:
- University of Arizona policy on plagiarism
  http://dos.web.arizona.edu/uapolicies/UACA1policies.pdf
- University of Arizona policy on threatening behavior
  http://policy.web.arizona.edu/~policy/threaten.html
Course Assignments

Learning Goals
A one to three page paper that outlines in a very specific manner, what you want to learn over the course of the semester. Be specific and be realistic within the frame of what this class is. You will use these learning goals to evaluate yourself at the end of the semester and determine your letter grade.

Volunteer Service/Workshop
Total 45 hours for the course. Volunteer service includes attendance at all Family Days events, residency planning meeting, the time necessary to plan and create lessons, respond to student work, create class anthology, and host reading. Undergraduates will team teach with a professional writer/teaching artist in the community. Sometimes that person will be me, sometimes there will be other professional writers in the mix. For undergraduates, the first two sessions of the residency will be led by professional writer and observed by students. Students will lead the last four lessons on their own, while the professional writer/artist serves as a support person.

Teaching journal
Record your thoughts and observations of your teaching experience, assigned reading, ideas that may inspire or inform lesson plans. Reflect on the student writing that results from the activities you teach, the literary models you share with youth, or any other salient literature that comes into play. Journals can include a list of quotes, your reflections on those quotes, anecdotes, questions, concerns, personal connections you make between your experiences in the classroom and the texts we consider. Examples of the kind of journal work I’m looking for are posted in D2L under “Examples of Journaling.” If kept correctly, this journal will have a direct relationship with your final reflective paper. For this reason, I recommend making time to journal right after you teach or after you read and comment on the student writing for the week. You will turn in your journal three times during the semester. Journals must be typed.

Lesson Plans (5)
You will be required to create five lesson plans (4 for residency, 1 for Family Days). All lessons should be created with input from your co-teacher, classroom teachers and integrate the feedback from this class and myself. That means in addition to attending a weekly class, you’ll also need to keep in close contact with your team teacher to brainstorm/draft /critique your plan before you step into the classroom. The lesson plans should be written as a set of directions addressed to a classroom teacher and adhere to the format guidelines that the lessons on the Poetry Center’s Lesson Plan library do. If your lesson plans are particularly good, I may ask to publish them on the website and you will receive publication credit. When appropriate to include a literary model in your lesson, that model should come from either one of the required/recommended texts for this course, or the supplemental course packet that you received on the first day of class. If you would like to teach to another poem/story/essay, you may do so with approval from me. (Ask for it early!) You should turn in a hard-copy of your lesson plan to me prior to teaching and always have a hard copy on hand when you are in the classroom.
Written responses to student work
You will be responsible for giving specific, detailed, and authentic feedback to student work that emphasizes content, voice, and word choice. More details about how to give good feedback to students will be given in class. However, you should be prepared to collect all student work at the end of each session, make written comments between sessions, and then pass back the following week. Staying organized will be key.

Culminating class anthology
At the end of each 6 week residency, you and your students will cull, curate, and create an anthology of all the writing you’ve done over the course of the semester. Each student in the class should receive a copy. Students and teachers should be involved in helping to select the material that gets included, and, if possible, students should be involved in creating/illustrating their books. You will be responsible for transcribing poems (correcting only spelling, not grammar and mechanics), formatting the pages, and creating the books. You will bring a half finished book to class for students to help sew the binding and/or illustrate the covers (depending of skill level). More detailed directions and requirements for these anthologies will be given in class, including some simple bookmaking tutorials.

Class reading/celebration
With your writing team and classroom teacher, you will help to create a public reading at the school site to celebrate the writing you have been doing with your students. The reading may happen at a time other than the regular scheduled residency to facilitate attendance by a wide range of community stakeholders: teachers, parents, other students and teachers, friends, neighbors, etc. Or, it may happen during school time. What works for each school site will be different. Guidelines about these readings will be provided in class. Your attendance is required.

Final reflective paper
A five to seven page paper that considers the totality of your teaching experience over the term. What have you learned about yourself as a teacher and a writer? Describe and name successes. Describe and name challenges, failures, and opportunities for the future. Examples of the kind of essay I’m looking for are posted in D2L under “Examples of reflective writing about teaching.” There should be a direct connection between your teaching journal and your final paper.

Additional Assignments Required for 510 (to receive graduate level credit)
Graduate-level requirements include additional readings (posted on D2L), 3 hours of additional observation, writing 2 additional lesson plans, solo teaching and a reflective paper that considers the additional reading alongside your teaching experiences.
Course Calendar

These deadlines are subject to change. You will receive advance notice from me if this is the case.

January 15: Introductions, availability and contact forms passed out, survey of resources, set Family Days assignments, take polaroids.

January 20: Modeling Poetry Lessons  
Due Today: Read the introduction in *Rose, Where Did You Get That Red?* plus three lessons of your choosing from same book. *Poetry Everywhere* (posted on D2L) and TWC articles *On Keeping a Teaching Journal* (D2L). *You should have already begun your background check!!!*

Due Today: Read at least 3 lessons of your choice from *Old Faithful* and excerpt from *Grammar of Fantasy* (D2L). Begin browsing class anthology. Reread syllabus and all documents “On logistics of residency” posted in D2L.

January 27: Modeling Non-Fiction Lessons  
Due Today: Read at least three creative non-fiction, essay, or memoir lessons on Teachers & Writers Collaborative website. Think about: “Using Great Essays as models.” Continue browsing anthology. Hand-in learning goals. *If you are teaching for Family Days, a hard copy of your lesson plans are due to me today.*

January 29: Modeling Bookbinding techniques and visit with Kimi Eisele.  
Due Today: Hand-in 1st journal, watch three how to videos on a book form you would like to attempt, visit Poetry Center’s Binding Styles exhibit. Come to class with some visual representation of the book you’d like to make with students. (This could be a photocopied picture). Show and discuss.

January 31: FAMILY DAYS attendance required from 9:30 a.m. to 1:00 p.m.

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Feb 3: 1st journal due!  
WORKSHOP SAMPLE LESSON PLAN. Bring to class a hard copy of the first lesson plan you plan to teach for your residency. Prepare to present a 20 minute excerpt of that lesson. Choose the most difficult, interesting, or puzzling part of the lesson (usually the writing prompt or instructions.) Spend a few minutes contextualizing the lesson and then move into the lesson as
though you were teaching in residency mode. Don’t pick the best part. This is a workshop, bring to the table your problems, conundrums, challenges.

**Feb 5: WORKSHOP SAMPLE LESSON PLAN.** Bring to class a hard copy of the first lesson plan you plan to teach for your residency. Prepare to present a 20 minute excerpt of that lesson. Choose the most difficult, interesting, or puzzling part of the lesson (usually the writing prompt or instructions.) Spend a few minutes contextualizing the lesson and then move into the lesson as though you were teaching in residency mode. Don’t pick the best part. This is a workshop, bring to the table your problems, conundrums, challenges.

**Feb 10: WORKSHOP SAMPLE LESSON PLAN.** Bring to class a hard copy of the first lesson plan you plan to teach for your residency. Prepare to present a 20 minute excerpt of that lesson. Choose the most difficult, interesting, or puzzling part of the lesson (usually the writing prompt or instructions.) Spend a few minutes contextualizing the lesson and then move into the lesson as though you were teaching in residency mode. Don’t pick the best part. This is a workshop, bring to the table your problems, conundrums, challenges.

**Feb 12:** The narrative arc of a residency. Classroom management strategies, method for responding to student work, collecting students work, and keeping records, and observations. Discuss readings and review logistics particular to our program. 

**Due Today:** Read articles in D2L on the following topics: “The narrative arc of a residency & classroom management strategies.” Discuss readings and method for responding/evaluating to student work, collecting students work, keeping records, and observations. Read all new documents listed under “On the logistics of a residency.”

**From this point on, we only meet on Tuesdays. You should have already had your planning meeting by now.**

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**Feb 17:** Discuss planning a reading at your school site. Turn in poems from students & media release forms.

**Due Today:** Family Days Lesson Due.

**Feb 24:** Turn in poems & media release forms from students. Discuss reading assignment and methods for responding to and evaluating student work.

**Due Today:** Have read excerpts from Jack Collom’s “Moving Windows: Evaluating the Poetry Children Write” posted in D2L.

**Feb 28:** FAMILY DAYS attendance required from 9:30 a.m. to 1:00 p.m.

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March 3: Turn in poems from students & your lesson plans. Poem/story writing.

March 10: Poem/story writing.
Due Today: 2nd journal due. Family Days Lessons Due.

March 17: NO CLASS SPRING BREAK
For next week: Make a sample of the book you would like to make for students.

March 24: Turn in poems from students & your lesson plans. Bring your book sample to class.

March 28: FAMILY DAYS attendance required from 9:30 a.m. to 1:00 p.m.

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March 31: Turn in poems from students & your lesson plans. Poem/story writing.

April 7: Turn in poems from students & your lesson plans. Poem/story writing.

April 14: Turn in poems from students & your lesson plans. Poem/story writing.

April 21: Turn in poems from students & your lesson plans. 3rd journal due. Poem/story writing.

April 28: Turn in poems from students & your lesson plans. Poem/story writing.

May 5: Last class. Celebration! Two copies of chapbooks/class anthologies are due.