ENGH 606

POETRY DAILY: PRACTICUM IN LITERARY EDITING AND PUBLISHING

Monday 1:30-4:10

Instructor: Peter Streckfus
Email: pstreckf@gmu.edu
Office hours: by appointment, email me and we can arrange a mutually convenient time to zoom.

Course Description

In this course, students are introduced to the editorial and publishing work of the longstanding online poetry anthology *Poetry Daily*, edited and produced at George Mason University. (To learn more about *Poetry Daily*, visit poems.com/about.) Alongside the study of *Poetry Daily*'s editorial practices, students will explore the literary merits of contemporary poetry in English as it is published today via the broad range of literary journals and presses, from the US and abroad, who submit to and are featured on the website, write their own poems, and spend time reading and discussing texts that pertain to cultural citizenship as a writer and editor.

Class time will be divided between the weekly “live” editorial meetings, for which students in ENGH 619 will gradually contribute poems and participate in discussion, and two learning modules: “Reading Contemporary Poetry” (six weeks) and “Responding to Contemporary Poetry and Culture as an Poet-Editor” (eight weeks). It is my hope that students in this class become familiar with an important publishing project, both at George Mason and in the context of the larger world of contemporary poetry, and simultaneously develop, individually, as fully active readers and writers of poetry. I look forward to our work together this semester.

Blackboard Login Instructions

Access to MyMason and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check the IT Support Center website. Navigate to the Student Support page for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

Required Texts

www.poems.com

Assignments/Grading Description:

Grades for the course will reflect, in equal proportions, each one of the modules and your participation. For the module grading, See below:

1. **Participation/Presence (25 points):** Though the notion of “participation” is different in an online course, what matters to me has to do with your true engagement in the work
This engagement includes, most importantly, showing up (on time) to live Zoom sessions; class is scheduled to meet via Zoom Monday at 1:30. Merely attending class does not quality as participation; rather, it goes without saying that being prepared and reading all required course material will allow for you to participate and engage. If possible, and in an effort to have the most cohesive community possible, I would like students to appear attend class with their cameras on. Please let me know if this causes you any difficulty. I do understand the difficulty and potential duress of these times and am endlessly understanding; if possible, please be open and communicate with me any situation that will affect your ability to participate.

2. **Reviewing Books and Journals and Submitting to Editorial Review: (25 points)** As the semester progresses students will be required to complete an assigned 2-4 hours of review reading per week and to submit, from that reading, poems for consideration by the editorial review committee. By the end of the semester, each student will have submitted for consideration by the editorial review committee nine times. All books and journals are provided to students from the Poetry Daily reading files. You will log this work on Blackboard, via an assignment post made available once we begin that work, sometime between the second and third week of class.

3. **Reading Contemporary Poetry Presentations (25 points/15 presentation + participation in DB & 10 rubric assignment)**: Students will present their own reading of a recent Poetry Daily poem by leading a close reading discussion of one poem from the week. I will make a model presentation on the first week of class. Presentations will be roughly 20-25 minutes long and will work toward your RUBRIC FOR READING (due at the end of the module), a succinct check-list with language for describing your own reading process, with a brief prose introduction. Please develop your own close reading of the poem, thinking both about craft (formal choices) and how the poem manages to make itself matter, and think of questions for the class that may promote interesting conversation. In preparation, questions you may consider, include: Why did this poem say with me, and why? Is there one particular line that hit harder than others? Did the direction of the poem change at any point? What does my interest in this poem tell me about my own writing (whether you are a poet or not)? Presenters should post three pertinent questions on the discussion board (by Wed at 11:59pm) prior to class; class members will respond to questions by 9am on Monday.
4. **Responding to Contemporary Poetry and Culture as an Poet-Editor: Workshops** (25 points/15 workshops & 10 final revision): With the idea that one is a better reader of poetry having tried, we will form a writer's group as poet-editors, writing, sharing, and critiquing one another's poems, written in response to our shared editorial reading. In the first round, you'll select as a model poem from our editorial reading one that somehow resonates with you interests as a writer, one that immediately speaks to you in some way, or to what you aspire. In the second round, I'll ask you to pick a poem that does not immediately or necessarily resonate with what you think of as your interests as a poet, but that you none-the-less find interesting, for whatever reason. Poems should be posted to the discussion board (in a Word Doc) by 11:59pm the Wednesday before workshop. Classmates should write short responses (on the discussion board) highlighting positive feedback and questions for revision.

**Course Policies:**

**Late Assignments:** All assignments must be turned in on the due date given on the assignment sheet.

**Instructor-Student Communication:** I will respond to your emails within 48 hours. If I will be away from email for more than one day, I will post an announcement in the Blackboard course folder. Note also that there is a “Ask Professor” forum on Blackboard; feel free to respond to other students in the Ask Professor forum if you know the answer.

**Technology.** You will need a reliable computer and internet access to view course materials in Blackboard.

**Grading Scale**


**University Policies and Resources**

a. **Academic Honesty:** You are expected to be familiar with and abide by the University’s Honor Code. The Code can be found [here](#). It is your responsibility to see me if you have questions about these policies. George Mason University has an honor code that states the following:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:

b. Students must follow the university policy for [Responsible Use of Computing](#)
c. **Student services:** The University provides range of services to help you succeed academically and you should make use of these if you think they could benefit you. I also invite you to speak to me (the earlier the better).

d. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

e. **The George Mason University Counseling and Psychological Services (CAPS) staff** consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance. Counseling Center: Student Union I, Room 364, 703-993-2380.

f. Students with disabilities who seek accommodations in a course must be registered with the [George Mason University Office of Disability Services (ODS)](https://www.gmu.edu/ods/) and inform their instructor, in writing, at the beginning of the semester. All academic accommodations must be arranged through that office. Please note that accommodations MUST BE MADE BEFORE assignments or exams are due. I cannot adjust your grade after the fact.

g. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

h. **The George Mason University Writing Center** staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. University Writing Center: Robinson Hall Room A114, 703-993-1200. The writing center includes assistance for students for whom English is a second language.

i. **Diversity:** George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.