

**Week One**  
*Unit One: Poetry and Lyrics*

**Monday: 4/2/07**

- Reading: In class. "Introduction to Poetry" by Billy Collins (<http://www.loc.gov/poetry/180/001.html>), "Ars Poetica" by Archibald MacLeish (<http://www.tnellen.com/cybereng/poetry/ars.html>).
- Assignments: **In class**, brainstorm for your essay.
- Class Activities: Getting to know you exercise, in-class reading, and writing exercises. Brainstorm favorite pieces of music.

I Syllabus Run Through (20 min)

II Getting to Know You: Name Tag (20 min)

- A. *Name Tag Match Maker*
- B. Each group member will need a 5" x 7" card for a name tag. Then give the following directions:
  - a. Put your name in the center of your card.
  - b. In the upper left corner, write four things that you like to do.
  - c. In the upper right corner, write your four favorite singers or groups.
  - d. In the lower left corner, write your four favorite movies.
  - e. In the lower right corner, write four adjectives that describe you.
- C. When everyone finishes, have them mingle with the group for a few minutes. Without talking, they are to read the upper left corner of the other group members' cards. When time is up, they are to find one or two people who are most like them and visit for a few minutes. Then, they will actually get into groups of three or four and figure out a way to introduce their friends.

III Favorite Poems and Songs Boardwork (10 min)

- A. Put up one of your favorite songs: "I Wanna Be Your Dog" by Iggy Pop. Put up "Fastbreak" by Ed Hirsch.
- B. Get them to do the same.
- C. Talk about what appeals to them about a poem or song, create a list.
- D. Highlight three key things that we will look at in a minute.

IV Chris' Favorite, and Digging In (20 min)

- A. Get into groups of three.
- B. Walk through the steps on the paper that Chris gives you.
- C. Use "Fastbreak" to talk through the questions, tasks that Jim Burke gives you.  
<http://www.loc.gov/poetry/180/109.html>
- D. Come up with what YOU THINK is a key image and a key idea from the poem—be prepared to talk about them both.

V Brainstorming Favorite Songs/Poems (15 min)

- A. Take the next ten minutes and write to the following prompt: what is a song or poem that you love, and why do you love it?
- B. Get a volunteer to read.

VI The Assignment (10 min)

- A. Go over the assignment.
- B. Point out how they can make this work for them.

VII Copland/Listening to music Start (Remaining Time)

- A. Take a few minutes and answer the series of questions below yes or no. Be ready to talk about your answers in about five minutes.
- B. Music is important to me.
- C. When I listen to music, I am primarily aware of how it makes me feel.
- D. When I listen to music, I am primarily aware of what I am hearing.
- E. Listening to music should not involve critical thinking.
- F. Listening to music should involve critical thinking.
- G. Great music is the result of harmony, melody, and beat.
- H. Great music is the result of a sort of magic.
- I. Great music is being made today.

**Wednesday: 4/4/07**

- Reading: Timeline of Aaron Copland's life: <http://memory.loc.gov/ammem/collections/copland/actime.html>. Also read Aaron Copeland's "How We Listen to Music" (**handed out in the previous class**).
- Assignments: Bring in your favorite poem or set of song lyrics.
- Class activities: Discussion of Copeland and "What is Music?" Literature circle work on your favorite poem or lyrics.

### **Lesson for Wednesday: 4/4/07**

- Reading: Timeline of Aaron Copland's life: <http://memory.loc.gov/ammem/collections/copland/actime.html>. Also read Aaron Copland's "How We Listen to Music" (**handed out in the previous class**).
- Assignments: Bring in your favorite poem or set of song lyrics.
- Class activities: Discussion of Copland and "What is Music?" Literature circle work on your favorite poem or lyrics.

#### I Literature Circle Work (30 min)

- A. Get into groups of three.
- B. Share poems or sets of song lyrics.
- C. Choose a song or poem, and move through the questions.
- D. Be ready to discuss your work.

#### II Copland Discussion and Work on Music (25 min)

- A. Listen to Copland. Give some background.
- B. Take about five minutes and come up with a question that you have about the reading.  
Some questions you could pose or work off of are:
  - a. What is the sensuous plane of music, and what do you think is its role in our enjoyment of music?
  - b. What is the expressive plane?
  - c. What is the sheerly musical plane of music, and what problems does Copland seem to have with it?
- C. Pose your questions, discuss the piece.

#### III Work on Thesis Generation (15 min)

- A. Re-read your poem or song.
- B. Underline every image or idea that seems important.
- C. Look at what you underlined, and then answer this question in a sentence or two: what ties together everything that I underlined? THERE IS NO WRONG OR RIGHT ANSWER.
- D. Next, create a provisional thesis statement. You can use this heuristic if you need to:  
"\_\_\_\_\_" (poem or song title) by \_\_\_\_\_ (artist or poet) is a piece that explores/focuses/looks at \_\_\_\_\_, and this is important because \_\_\_\_\_.
- E. Share your work with a partner, review.
- F. Share with the larger group.

#### IV An Outline (15 min)

- A. Have them mine their work for the following:
  - a. Quotes and images.
- B. Next, have them look through their quotes, compare them to their provisional thesis statement, and then create at least three subtopics.
- C. Share the work.
- D. Where to go next: Create a first draft and see Jonathan from what you have, fill in your outline.

- V What makes a good essay about a poem (5 min)
- A. Have them contribute, for a few minutes, to a set of things.
  - B. Direct them to the online essay, and have them keep this all in mind.

**THIS IS THE LAST DAY TO DROP THIS CLASS.**

**Week Two**

*Unit One: Poetry and Lyrics*

**Monday: 4/9/07 (Computer Lab)**

- Reading: Sample essay for our collection by Chris—**on our webpage**. “Writing About a Poem” from *An Introduction to Poetry* by X.J. Kennedy and Dana Gioia. **(Handed out on 4/4/07)**.
- Assignments: **Blog creation—in class. Start first draft of your piece—due on 4-16-07. (Bring paper and electronic copy).**
- Class activities: Creating Your Blog. Deconstructing Chris’ essay. Start on first essay.

**Wednesday: 4/11/07**

- Reading: Glossary from Teachlit. **(Handed out on 4/4/07)**.
- Assignments: Bring in 3 lyrics or poems into class to discuss.
- Class Activities: Discussion of your lyrics or poems in literature circles. In-class lyric or poetry creation: as group and singly. **Start of our dictionary of terms for poetry and music.**