

POETRY FOR THE MIND

Course Design Document submitted by Safiya Stewart-Sagoua

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Course Proposal

Statement of the Problem or Statement of Need for Instruction

People need tools to express themselves. Poetry provides an opportunity to express ideas, thoughts, and feelings. Using language freely in this way will help to gain new perspectives on life and ordinary experiences.

Rationale for Instruction

According to the CDC, 20% of the world's population experiences mental illness. With that and the impact on mental health from the pandemic, people need to have as many coping tools as possible. Expressing oneself through an art form like poetry has mental/emotional health and intellectual benefits (Centers for Disease Control and Prevention, 2023).

Poetry has been shown to affect mood and mental health positively. Poetry allows people to express themselves, which helps with complex emotions. Learning to write poetry also has the intellectual benefits of building writing and reading skills, vocabulary, and creative thinking capacity.

This could be an add-on to existing poetry courses with some tweaks or a stand-alone course. Though poetry is taught, it is often not taught to focus on its mental and emotional health benefits. Though this course would not be taught at my current job, anyone can benefit from learning poetry because of its benefits.

Learner Analysis / Current Competencies

Target Audience - Adult learners who want to:

- Study and use a new creative writing form
- Increase vocabulary and general writing skills
- Build a coping skill to improve emotional health

Learners possess:

- High School Level (min. 9th grade) reading comprehension skills
- Ability to convey information clearly and concisely in written form
- Ability to edit and revise work
- Ability to think critically and creatively

Instructional Goal for Course

Learners will take away the foundations of poetry writing and be able to use this writing tool for expression effectively.

By the end of the course, learners will be able to:

- Define poetry and key poetry elements (line, scheme, stanza)



- Understand and use poetic forms (haiku, free verse, acrostic) and techniques (rhyme, rhythm, meter, imagery)
- Create poetry demonstrating an understanding of key poetic elements and techniques and allowing for emotional expression.

Course Lessons

- Lesson/Module 1: Poetry Elements and Techniques
 - Learners will write poetry that demonstrates an understanding of poetic elements and techniques.
- Lesson/Module 2: Poetic forms
 - Learners will write poetry demonstrating an understanding of elements and techniques and the correct use of the poetic forms.
- Lesson/Module 3: Poetry and emotional expression
 - Learners will compose poetry demonstrating an understanding of elements, correctly using forms and techniques, and integrating and focusing on emotional expression.

Learners will be able to create poetry they share, demonstrating their understanding of poetry elements, forms, and techniques and the ability to express themselves effectively through poetic verse.

ID Model Design Rationale

ADDIE will be used because it helps define clear training deliverables, systematic implementation, and reduction of errors. The model offers a structure for continuous evaluation and refinement of work. ADDIE is a good fit because it is based on constructivism and cognitivism learning theories that will aptly assist me with shaping and defining the outcome of the instructional materials. I will also add elements of connectivism to allow students to use technology to engage further with one another for feedback. Behaviorism-focused activities will not be a focal point as they may be counterproductive and hinder learner engagement, analysis, and reflective thought.

- Analyze – Identify the problem to solve, goal, outcomes, audience, and prerequisite competencies.
- Design – Map out the course with a course outline of topics, objectives, assessments, and activities, blocking each module
- Development – create content for the course, test material
- Implementation – upload course materials, deliver the course, track learner progress, provide persistent engagement
- Evaluation – Encourage feedback from the students by providing a survey at the end of the course, and identify and address any gaps, glitches, or lack of clarity

List of Competencies

- Reading Comprehension/Critical Thinking - Understands the poetry elements, forms, and techniques.
- Creativity - Uses imagination and knowledge to create new thematic, original content/poetry.



- Communication (Written) - Writes poetry in a clear, organized way that demonstrates an understanding of key concepts.

Course Goal: Understand poetry's basic elements and techniques to write poetry for emotional expression.

Performance Assessment: Learners will compose poems in each poetic form, demonstrating the expression of at least 2 emotions and understanding elements and techniques.

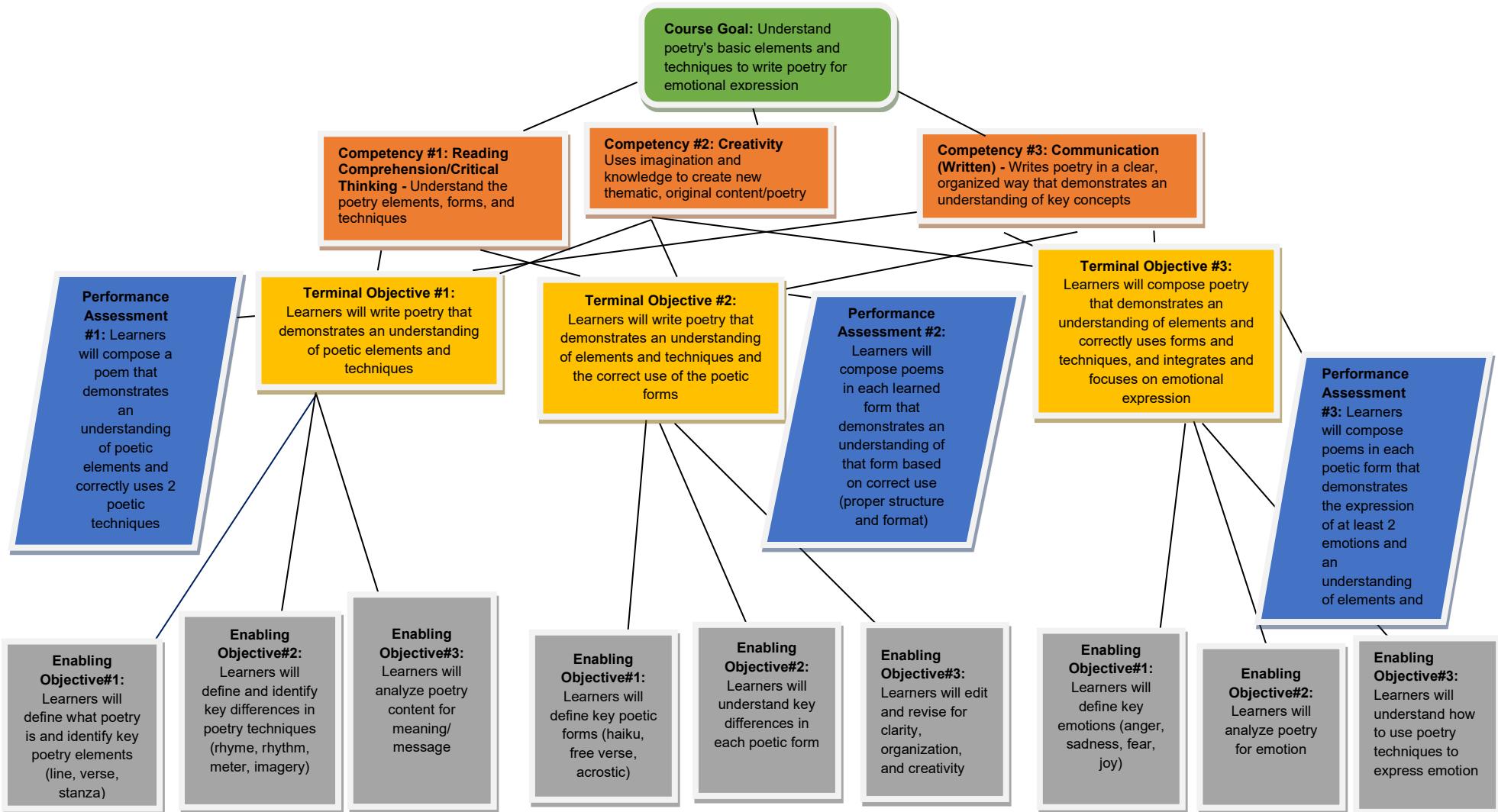
Lower Order Thinking Skills (LOTS): Learners will be able to define the key elements (line, verse, stanza), forms (haiku, acrostic, free verse), and techniques (rhythm, rhyme, meter, imagery)

Higher Order Thinking Skills (HOTS): Learners will be able to create poetry demonstrating an understanding of key poetic elements, forms, and techniques to express emotion.

Alignment Rationale

This lesson is aligned by starting with the basics and foundation of poetry and building upon this to ensure students have the skills and information they need to write poetry in different forms using various techniques to express emotion, complete the final project and achieve the course goal.

Course Flowchart



Lesson #1

Terminal Objective: Learners will write poetry demonstrating an understanding of poetic elements and techniques.

Enabling Objectives

- Learners will define what poetry is and identify key poetry elements (line, verse, stanza)
- Learners will define and identify key differences in poetry techniques (rhyme, rhythm, meter, imagery)
- Learners will analyze poetry content for meaning/message.

Nine Events of Instruction/Course Organization

#1: Gain Learners' Attention:

Start with powerful poetry quotes

- "Poetry is language at its most distilled and most powerful." —Rita Dove
- "There's a reason poets often say, 'Poetry saved my life,' for often the blank page is the only one listening to the soul's suffering, the only one registering the story completely, the only one receiving all softly and without condemnation." —Clarissa Pinkola Estes.

Pose questions for a response during the session to deepen thinking, connect to previous knowledge and experience and stimulate curiosity and ideation like:

- What do you think these quotations mean?
- What experience do you have with poetry? Reading? Writing? Watching? Listening?

#2: Inform Learners

State Objectives

- By the end of this lesson, students will be able to:
 - Define what poetry is and identify key poetry elements (line, verse, stanza)
 - Define and identify key differences in poetry techniques (rhyme, rhythm, meter, imagery)
 - Analyze poetry content for meaning/message
 - Create a poem demonstrating an understanding of key poetic elements and techniques
 - Discuss emotion in poetry using Langston Hughes's poem 'Dreams.'

Learners will learn about poetry elements and techniques.

State Expectations

This class is Lesson 1 of a 3-lesson course focused on poetry for emotional expression. This first lesson will focus on poetry elements and techniques. Poetry has been shown to affect



mood and mental health positively. Poetry allows people to express themselves, which helps with complex emotions. Learning to write poetry also has the intellectual benefits of building writing and reading skills, vocabulary, and creative thinking capacity. Learners will ultimately create, share, and submit poetry in different forms using essential poetry techniques and elements to express emotion. Successful completion requires completing all assignments at a score of 70 or above.

Ask learners for questions and encourage them to ask questions for clarification.

Course Materials: Course resources will be in Google Classroom. Google Classroom will be the primary platform used for this course. Tutorials on key features of course tools: Zoom, Miro, and Google Classroom will also be housed here.

Classes will meet bi-weekly via Zoom. All class information will be in Google Classroom. The link to the course's Google Classroom site has been sent via email to the email address submitted when you registered.

#3: Background Information

Ask:

- What do you know about poetry?
- Can you recall any famous poets?

Each module will build upon the other, and we will briefly review key concepts from the previous lesson before moving to the next lesson.

#4: Present New Material

Share Google Slides presentation virtually via Zoom (a video of Langston Hughes' poem 'Dream' will be shared and will be created using Lumen5); use breakout rooms for partner work.

- Define poetry
- Share a poem to analyze the meaning/message of the poem with the group
- Share a poem to reinforce learning and break down elements and techniques.
- Watch the (Lumen5 created) video or alternative of the poem recited to hear how it sounds.
- Discuss poetry elements – definitions and examples - line, scheme (rhyme), stanza.
- Discuss poetry techniques – definitions and examples - rhythm, rhyme, meter, imagery.
- Discuss emotion in poetry using Langton Hughes's poem 'Dreams.'

With each concept, there will be an activity during class sessions, including questions and whole group discussion, sharing, and writing. There will also be assignments on Google Classroom that will follow to reinforce and test knowledge.

#5: Guidance During Learning Tasks



- A handout with key definitions and examples will be provided – it will be in Google Classroom along with a video (created with Lumen5), Google Slides, and other related materials and resources.
- Students will be encouraged to ask questions.

#6: Learners Perform Learning Task

Activities:

- Whole Group Review:
 - Discuss examples of elements and techniques in the poem of focus.
 - Discuss the meaning and message of the poem (Use Miro to look at the poem and capture thoughts visually)
 - As a group, identify emotions present in the poem using Miro's Emotions Wheel.
 - Solo activity: Draft the beginning of a poem focused on emotion using at least 2 poetry techniques.
 - Partner activity: Share the draft of the poem with a partner or ideas about what you want to write and any trouble you may be having with writing via Miro or a tool of your choosing. Capture the feedback/ideas from your partner.
 - Discussion: Complete the poem using 2 poetry techniques and post it in the applicable section on Google Classroom. Each learner will be responsible for providing feedback on another learner's poem.
 - Project: Incorporate thoughts/feedback provided and submit to the instructor for grading. One resubmission will be allowed. NOTE: Randomly selected poems will be chosen randomly for review during the next lesson.

#7: Provide Feedback

- Learners are required to submit feedback on one other learner's work.
- The instructor shares feedback on the poem submitted and allows for limited resubmission.

#8: Evaluate Learners' Performance Through Assessment

Poetry writing will be evaluated by other learners and the instructor based on what worked well and what could be different regarding:

- Creativity
- Understandability (e.g., message)
- Organization
- Correct use of elements and techniques
- Grammar & spelling

#9: Enhance Retention

- Summarizing what was learned after each concept taught
- Asking students what they took away from the lesson
- Incorporating material from this lesson into the next lesson

 Course Content**Notes:** Share content via Google Slides on Zoom Screens/Slides

| <u>Lesson #1 - Slide #1</u> Intro and Overview | |
|--|---|
| Image | Text |
|  <i>Image 1: Poetry for the Mind – Head of Women with Course Title amid Head</i> | <p>Poetry for the Mind: Using Poetic Verse for Emotional Expression</p> <p>By the end of the course, learners will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson #1: Define poetry and key poetry elements (line, scheme, stanza) and techniques (rhyme, rhythm, meter, imagery) <input type="checkbox"/> Lesson #2: Understand and use poetic forms (haiku, free verse, acrostic) <input type="checkbox"/> Lesson #3: Create poetry demonstrating an understanding of key poetic elements and techniques and allowing for emotional expression |
| <p>Narration: This 3-lesson course will review the basics of poetry and outline how to use it to express feelings, thoughts, and emotions.</p> <p>Lesson #1 will cover poetry elements and techniques; Lesson #2 will cover 3 poetic forms, and the last lesson will focus on combining what was learned from lessons 1 and 2 and taking a deeper dive into writing poetry that expresses emotion.</p> <p>Class expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete assignments on time unless otherwise discussed and agreed upon <input type="checkbox"/> Ask questions for clarification <input type="checkbox"/> Assignments with due dates and resources will be housed in Google Classroom | |

| <u>Lesson #1 - Slide #2</u> Lesson #1: Emotion and Poetry Elements & Techniques | |
|---|---|
| Image | Text |
| N/A | <p>By the end of this lesson, learners will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define key poetry elements (line, (rhyme) scheme, stanza) and techniques (rhyme, rhythm, meter, imagery) <input type="checkbox"/> Create a poem demonstrating an understanding of key poetic elements and techniques <input type="checkbox"/> Express themselves through poetic verse |

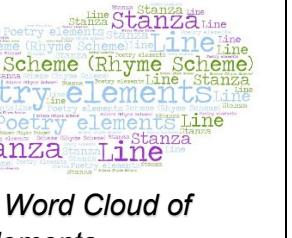
Narration: In this module, we will explore basic poetry elements and techniques in emotion-focused poetry writing.

| <u>Lesson #1 - Slide #3</u> | |
|---|---|
| What is Poetry? | |
| Image | Text |
| N/A | <p style="text-align: center;"><i>"Poetry is language at its most distilled and most powerful."</i></p> <p style="text-align: center; color: red;"><i>—Rita Dove.</i></p> |
| Narration & Notes: | |
| <p>Narration: Ask, what experience do you have with poetry? Reading, writing, listening? Let me have a volunteer read the quote.</p> <p>Notes: After the volunteer reads the quote, ask about the meaning of the quote.</p> <p>Narration: What does this mean to you?</p> <p>Notes: After at least 2-3 responses, share the definition of poetry.</p> <p>Narration: "Poetry is defined as literature that evokes a concentrated imaginative awareness of experience or a specific emotional response through language chosen and arranged for its meaning, sound, and rhythm."</p> | |

| <u>Lesson #1 - Slide #4</u> | |
|---|---|
| How Does Poetry Help with Emotional & Mental Health? | |
| Image | Text |
|  | <ul style="list-style-type: none"> <input type="checkbox"/> Poetry has been shown to affect mood and mental health positively. <input type="checkbox"/> Poetry allows people to express themselves, which helps when dealing with complex emotions. |
| <p><u>Image 2:</u> Notebook, Point, Sketch</p> | |
| Narration & Notes: | |
| <p>According to the CDC, 20% of the world's population experiences mental illness. With that and the impact on mental health from the pandemic, people need to have as many coping tools as possible. Poetry has been shown to affect mood and mental health positively. Poetry allows people to express themselves, which helps when dealing with complex emotions and reap the intellectual benefits of building reading, vocabulary, and creative thinking capacity.</p> | |

| <u>Lesson #1 - Slide #5</u> | |
|-----------------------------|-------------|
| Poem Review | |
| Image | Text |
| | |

| | |
|-----|---|
| N/A | <p><i>Dreams by Langston Hughes</i></p> <p><i>Hold fast to dreams For if dreams die Life is a broken-winged bird That cannot fly. Hold fast to dreams For when dreams go Life is a barren field Frozen with snow.</i></p> |
|-----|---|

| <h2 style="text-align: center;"><u>Lesson #1 - Slide #6</u></h2> <h3 style="text-align: center;">Poetic Elements</h3> | |
|--|---|
| Image | Text |
|  <p>Image 3: Word Cloud of Poetry Elements</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Line <input type="checkbox"/> Scheme (Rhyme) <input type="checkbox"/> Stanza |
| | |

Lesson #1 - Slide #7

Poetic Techniques



Image 4: Pencil Shape Cloud of Poetry Techniques

- Rhythm
- Rhyme
- Meter
- Imagery

Narration & Notes:

Narration: Let's review 3 basic techniques used in poems – rhythm, rhyme, imagery

Rhythm is the audible pattern in verse established by the intervals between stressed syllables.

Rhyme is the repetition of syllables, typically at the end of a verse line

The meter is the pattern (stressed and unstressed) syllables in poetry; it includes feet or a combination of 2 or 3 stressed and unstressed syllables in a line of poetry

The meter can be a monometer (1), diameter (2), trimeter (3), tetrameter (4), pentameter (5), hexameter (6), heptameter (7) (amount of beats in a line)

A foot is a combination of 2 or 3 unstressed and stressed syllables

- Iambic is a combination of an unstressed and then stressed syllable
- Trochaic is the reverse, a combination of a stressed and then unstressed syllable
- Anapestic is a combination of 2 unstressed syllables and then a stressed syllable
- Dactylic is a combination of 2 stressed syllables and then an unstressed syllable

Imagery is the elements of a poem that invoke any of the five senses to create a set of mental images

Notes: Return to Slide #5. Replay the video for the poem Dreams.

Narration: What is an example of a line in the poem 'Dreams'? Rhyme scheme? Stanza?

Notes: Point out examples of each.

- An example of a line is 'Hold fast to dreams.'
- An example of a Scheme is 'die' and 'fly.'
- An example of a stanza is....

*'Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.'*

Narration: Identify an example of rhythm in the poem. Which are the stressed syllables?

Rhyme? Imagery?

Notes: After 2-3 responses, move to the next slide. If none are given, give hints or share examples before. Examples of each are:

- Rhythm - stressed and unstressed – stress is on the 2nd syllable
- Rhyme – 'die' and 'fly,' 'go' and 'snow.'
- Imagery – "broken-winged bird" "barren field frozen with snow."

Narration: What is the meter of the poem?

Notes: After the response, move to the next slide or explain.
Iamb is one beat so the poem is iambic _____ iambic tetrameter or dimeter

| <u>Lesson #1 - Slide #8</u> <u>Homework Assignment</u> | |
|--|--|
| Image | Text |
| N/A | <p>Homework: Write an emotion-focused poem with at least 1 emotion and 2 poetry techniques.</p> <p>Discussion: Post the completed poem under Discussion for feedback and give feedback to one other learner's work</p> |
| Narration & Notes: Notes: Explain the homework assignment. | |
| <u>Homework Assignment</u> Reflect on a particularly emotional or intense experience you have had. Write a poem that describes the emotion by reflecting on that time. Be sure to include at least 2 poetry techniques. | |
| <p><u>Part 1:</u> Submit the poem to Google Classroom for feedback from other learners. Every learner is responsible for giving feedback on another learner's work in 1 week.</p> <p><u>Part 2:</u> Update the poem based on feedback and submit it for grading by the next class (in 2 weeks).</p> <p>Poems will be graded based on the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creativity <input type="checkbox"/> Understandability (e.g., message and emotion) <input type="checkbox"/> Organization <input type="checkbox"/> Correct use of elements and techniques <input type="checkbox"/> Grammar & spelling <p><u>Discussion Assignment</u> Post your poem that includes at least 1 emotion and 2 poetry techniques. Respond to at least one other learner's poem with constructive feedback by one week after the lesson.</p> <p>Read Chapter 4 in <i>Introduction to Poetry</i> by Alan Lindsay, Candace Bergstrom, and Jacqueline Weal for more information and detail on poetry techniques.</p> <p>Narration: This is the homework assignment. Questions? Please take a few minutes now and start writing your poem or ideas. Notes: Give learners 5 minutes to start work on the assignment</p> | |

Lesson #2



Terminal Objective: Learners will write poetry demonstrating an understanding of elements and techniques and correctly using the poetic forms learned.

Enabling Objectives

- Learners will define key poetic forms (haiku, free verse, acrostic)
- Learners will understand key differences in each poetic form
- Learners will edit and revise for clarity, organization, and creativity

Nine Events of Instruction/Course Organization

#1: Gain Learners' Attention

- Start with a quote
 - "There is never just one way to say something; there is always another way to say something." – Ryan Miller.
- Ask learners – What does this have to do with poetry forms?

#2: Inform Learners

State Objectives

- By the end of this lesson, students will be able to:
 - Define key poetic forms (haiku, free verse, acrostic)
 - Understand key differences in each poetic form
 - Edit and revise for clarity, organization, and creativity
 - Create poems in each learned poetic form that demonstrates the correct use of form and techniques based on structure and format.

Students will learn about 3 poetry forms.

State Expectations

This class is lesson 2 of a 3-lesson course focused on poetry for emotional expression. This second lesson will focus on poetry forms. Poetry has been shown to affect mood and mental health positively. Poetry allows people to express themselves, which helps with complex emotions. Learning to write poetry also has the intellectual benefits of building writing and reading skills, vocabulary, and creative thinking capacity. Learners will ultimately create, share, and submit poetry in different forms using essential poetry techniques and elements to express emotion. Successful completion requires completing all assignments at a score of 70 or above.

Ask learners for questions and encourage them to ask questions for clarification.

Course Materials: Course resources will be in Google Classroom. Google Classroom will be the primary platform used for this course. Tutorials on key features of course tools: Zoom, Miro, and Google Classroom will also be housed here.

Classes will meet bi-weekly via Zoom. Zoom links and links to the Google Classroom have been sent via email.



#3: Background Information

Ask:

- What do you know about poetry forms?
- What do you recall from the last lesson?
- What are 3 poetry elements?
- What are 4 poetry techniques?

Each module builds upon the other, and we will briefly review key concepts from the previous lesson before moving to the next lesson.

#4: Present New Material

Share a Google Slides presentation via Zoom; use breakout rooms for partner work.

- Share an acrostic, free verse, and haiku poem.
- Discuss what is noticed in each form
- Define each poetry form
- Discuss key differences in each form
- Discuss the techniques in each form as applicable
- Discuss how to edit and revise work based on effectively:
 - Creativity
 - Understandability
 - Organization
 - Correct use of elements and techniques
 - Grammar & spelling

With each concept, an activity (questions, whole group discussion, sharing, and writing) will follow to reinforce and test knowledge.

#5: Guidance During Learning Tasks

- A handout with key definitions and examples will be provided in Google Classroom, Google Slides presentation, and other related materials and resources.
- Students will be encouraged to ask questions.

#6: Learners Perform Learning Task

Activities:

- Whole Group Review:
 - Edits and Revisions
 - Define the meaning of creativity, understandability, organization, and correct use of elements and techniques with the group.
 - Three (3) Select poems will be reviewed with learners via Miro to instruct learners on effective poetry writing edits and revisions.
 - The group will discuss (and be able to add feedback via Miro) what edits are needed and how to revise the work based on the following:



- Creativity
- Understandability (e.g., message)
- Organization
- Correct use of form (proper structure, format, and elements)
- Grammar & spelling
- Poetry forms
 - Share examples of poetry in the 3 forms and key differences.
- Solo activity: Draft the beginning of the poem using one of the poetry forms
- Partner activity: Share the draft of the poem with your partner or discuss poem ideas and any trouble you may be having with writing via Miro or a tool of your choosing. Capture the feedback/ideas from your partner.
- Discussion: Complete the poem and post it on Google Classroom. Each learner will be responsible for providing specific feedback on the creativity, understandability (e.g., message), organization, correct use of form (proper structure, format, and elements), and grammar & spelling of at least one other learner's work.
- Project: Incorporate thoughts/feedback provided and submit to the instructor for grading. One resubmission will be allowed. NOTE: Select poems will be chosen randomly to be reviewed during the next lesson.

#7: Provide Feedback

- Learners are required to submit feedback on one other learner's work.
- The instructor shares feedback on the poem submitted and allows for limited resubmission.

#8: Evaluate Learners' Performance Through Assessment

Poetry writing will be evaluated by a partner and instructor based on what worked well and what could be different regarding:

- Creativity
- Understandability (e.g., message)
- Organization
- Correct use of form (proper structure, format, and elements)
- Grammar & spelling

#9: Enhance Retention

- Summarizing what was learned after each concept taught
- Asking students what they took away from the lesson

Material from this lesson will be incorporated into the next lesson.



Course Content

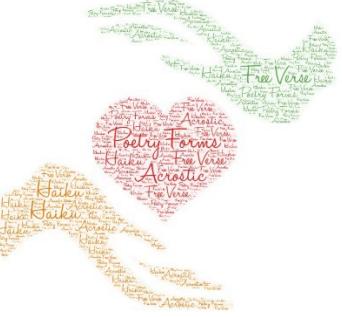
Notes: Share content via Google Slides on Zoom



Screens/Slides

| Lesson #2 - Slide #1 | |
|--|--|
| Part 2: Poetry for the Mind: Using Poetic Verse for Emotional Expression | |
| Intro and Overview | |
| Image | Text |
| N/A | <p><i>"There is never just one way to say something; there is always another way to say something."</i></p> <p>– Ryan Miller.</p> |
| Narration & Notes: | |
| <p>Notes: Ask about poetry techniques and elements. After responses, move to discuss a quote.</p> <p>Narration: (Recall) What are the 3 poetry elements we discussed? Techniques?</p> <p>Notes: Ask a volunteer to read the quote. After reading the quote, ask about the connection to forms.</p> <p>Narration: What does this have to do with poetry forms?</p> <p>Notes: After you receive 2-3 responses, move to slide 2.</p> | |

| Lesson #2 - Slide #2 | |
|--|--|
| Emotion and Poetry Forms | |
| Image | Text |
| N/A | <p><i>By the end of this lesson, students will be able to:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Define key poetic forms (haiku, free verse, acrostic) <input type="checkbox"/> Understand key differences in each poetic form <input type="checkbox"/> Edit and revise for clarity, organization, and creativity |
| Narration & Notes: | |
| <p>Narration: These are the learning objectives for the lesson today. In this lesson, we will focus on 3 poetry forms, haiku, free verse, and acrostic.</p> | |

| Lesson #2 - Slide #3 | |
|---|--|
| Key poetry forms and Definitions | |
| Image | Text |
|  | <ul style="list-style-type: none"> <input type="checkbox"/> Haiku <input type="checkbox"/> Free Verse <input type="checkbox"/> Acrostic |

| | |
|--|--|
| Image 5: Hand at the top and bottom of heart poetry forms a word cloud | |
| Narration & Notes: | |
| <p>Narration: The three poetry forms we will focus on today are haiku, free verse, and acrostic. These are key poetry forms to be aware of.</p> <ul style="list-style-type: none"> ❑ A haiku is a three-line poem with 17 syllables, with 5 syllables on the first line, 7 on the second, and 5 on the third. This form typically focuses on images from nature. ❑ A free verse poem is a poetic form that has non-metrical, nonrhyming lines that closely follow the natural rhythms of speech. ❑ An acrostic poem is a type of poem in which certain letters from the poem spell out a name, word, or even an entire phrase. | |

| <u>Lesson #2 - Slide #4</u> Haiku Poem Review | |
|--|--|
| Image | Text |
| N/A | <p style="text-align: center;"><i>The Old Pond by Matsuo Basho</i></p> <p style="text-align: center;"><i>An old silent pond...</i></p> <p style="text-align: center;"><i>A frog jumps into the pond,</i></p> <p style="text-align: center;"><i>splash! Silence again.</i></p> |
| Narration & Notes: | |
| <p>Notes: Show the poem on screen and play the video of the poem - https://www.youtube.com/watch?v=a9gtdtF4xCA</p> <p>Narration: What makes this a haiku? What emotion do you notice in this poem?</p> <p>Notes: After 2-3 responses, move to the next slide.</p> | |

| <u>Lesson #2 - Slide #5</u> Free Verse Poem Review | |
|---|---|
| Image | Text |
| N/A | <p style="text-align: center;"><i>i carry your heart with me (i carry it in) by E. E. Cummings</i></p> <p style="text-align: center;"><i>i carry your heart with me(i carry it in my heart)I am never without it(anywhere I go, you go, my dear, and whatever is done by only me is your doing,my darling) I fear no fate(for you are my fate,my sweet)i want no world(for beautiful you are my world,my true) and it's you are whatever a moon has always meant and whatever a sun will always sing is you here is the deepest secret nobody knows (here is the root of the root and the bud of the bud</i></p> |

| | |
|--|--|
| | <p><i>and the sky of the sky of a tree called life; which grows higher than soul can hope or mind can hide) and this is the wonder that's keeping the stars apart i carry your heart(i carry it in my heart)</i></p> |
|--|--|

Narration & Notes:**Notes:** Show the poem on screen, play the video -<https://www.youtube.com/watch?v=pitBm2bS-Q4>**Narration:** What makes this a free verse poem? What emotion do you notice in this poem?**Notes:** After 2-3 responses, move to the next slide.

| <u>Lesson #2 - Slide #6</u> Acrostic Poem Review | |
|---|---|
| Image | Text |
| N/A | <p><i>An Acrostic by Edgar Allan Poe</i></p> <p><i>Elizabeth, it is in vain, you say 'Love not' — thou sayest it in so sweet a way: In vain those words from thee or L. E. L. Zantippe's talents had enforced so well: Ah! if that language from thy heart arise, Breathe it less gently forth — and veil thine eyes. Endymion, recollect when Luna tried To cure his love — was cured of all beside</i></p> <p><i>—</i></p> <p><i>His folly — pride — and passion — for he died.</i></p> |

Narration & Notes:**Notes:** Show the poem on screen, play the video -<https://lumen5.com/user/creativediva1981/reading-an-acrostic-7a4fs/>**Narration:** What makes this an acrostic poem? What emotion do you notice in this poem?**Notes:** After 2-3 responses, move to the next slide.

| <u>Lesson #2 – Slide #7 (Miro Board)</u> Editing and Revising Poetry | |
|---|---|
| Image | Text |
| N/A | <p><i>Nothing Gold Can Stay by Robert Frost</i></p> <p>Nature's first green is gold, Her hardest hue to hold. Her early leaf's a flower; But only so an hour.</p> |

| | |
|--|---|
| | <p>Then leaf subsides into a leaf, So Eden sank to grief, So dawn goes down to day Nothing gold can stay.</p> |
|--|---|

Narration & Notes:**Notes:** Watch 7 Seven Steps to Editing and Revising Poetry -<https://vimeo.com/830726575?share=copy>**Notes:** Have this content shown on a Miro board. Have the learners add their thoughts to the Miro board. Have 3 sections on the board. Poetic form. Emotions noticed. Techniques used.**Narration:** What do you notice about this poem? What is the author trying to tell you?

Capture on the Miro board the following:

- Poetic form?
- Emotions?
- Techniques?
- Changes?

Notes (Partner Activity): Break learners into partners or triads. Use the breakout room feature in Zoom. Learners will discuss the following:

- What's creative about this poem?
- Is this poem organized well? How do you know?
- What would you change?

Lesson #2 - Slide #8Homework Assignment

| Image | Text |
|-------|---|
| N/A | <p>Homework: Write an emotion-focused poem (haiku, free verse, or acrostic) that includes 1 emotion and 2 poetry techniques.</p> <p>Discussion: Post the completed poem under Discussion for feedback and give feedback to one other learner's work</p> |

Narration & Notes:**Notes:** Explain the homework assignment.Homework Assignment

Reflect and write about an experience. Focus on how you feel about it. Write a poem in one of the three poetic forms that describe the emotion and use at least 2 poetry techniques by reflecting on that time. Submit the assignment to Google Classroom for feedback (next week) and grading (end of 2nd week).

Part 1: Submit the poem to Google Classroom for feedback from other learners. Every learner is responsible for giving feedback on another learner's work in 1 week.



Part 2: Update the poem based on feedback and submit it for grading by the next class (in 2 weeks).

Poems will be graded based on the following:

- Creativity
- Understandability (e.g., message and emotion)
- Organization
- Correct use of elements and techniques
- Correct use of poetic form
- Grammar & spelling

Discussion Assignment

Post your haiku, free verse, or acrostic poem. Respond to at least one other learner's poem with constructive feedback by one week after the lesson.

Read Chapter 1 in *Introduction to Poetry* by Alan Lindsay, Candace Bergstrom, and Jacqueline Weal for more information and detail on poetry techniques.

Narration: This is the homework assignment. Questions?

Please take a few minutes now and start writing your poem or ideas.

Notes: Give learners 5 minutes to start work on the assignment

★Lesson #3★

Terminal Objective: Learners will compose poetry demonstrating an understanding of elements, correctly using forms and techniques, and integrating and focusing on emotional expression.

Enabling Objectives

- Learners will define four emotions (anger, sadness, fear, joy)
- Learners will analyze poetry for emotion
- Learners will understand how to use poetry techniques to express emotion

Nine Events of Instruction/Course Organization

#1: Gain Learners' Attention

- Start with a powerful poetry quote
 - "Poetry is when emotion has found its thought and the thought has found its words." – Robert Frost
- Pose questions like:
 - What do you think this quotation means?
 - What are the most common emotions that people feel?
 - What are your definitions of these emotions?

#2: Inform Learners

State Objectives

- By the end of this lesson, students will be able to:



- Define four basic emotions (anger, sadness, fear, joy)
- Analyze poetry for emotion
- Use poetry techniques effectively to express emotion
- Create poetry in 3 poetic forms that effectively demonstrate emotion and proper use of elements, forms, and techniques

Students will learn to use poetry elements and techniques to express emotions effectively.

State Expectations

This class is lesson 3 of a 3-lesson course focused on poetry for emotional expression. This last module will focus on effectively using techniques to express emotion. Poetry has been shown to affect mood and mental health positively. Poetry allows people to express themselves, which helps with complex emotions. Learning to write poetry also has the intellectual benefits of building writing and reading skills, vocabulary, and creative thinking capacity. Learners will ultimately create, share, and submit poetry in different forms using essential poetry techniques and elements to express emotion. Successful completion requires completing all assignments at a score of 70 or above.

Ask learners for questions and encourage them to ask questions for clarification.

Course Materials: Course resources will be in Google Classroom. Google Classroom will be the primary platform used for this course. Tutorials on key features of course tools: Zoom, Miro, and Google Classroom will also be housed here.

Classes will meet bi-weekly via Zoom. Zoom links and links to the Google Classroom have been sent via email.

#3: Background Information

Ask:

- What are 3 poetry forms?
- What are the key differences?

Each module builds upon the other, and we will briefly review key concepts from the previous lesson before moving to the next lesson.

#4: Present New Material

Share Google Slides presentation virtually; use breakout rooms for partner work.

- Define four basic common emotions (anger, fear, sadness, and joy)
- Read poems together and discuss and analyze the emotion (what emotions are present, how do you know)
- Discuss what techniques were used to express emotion in the shared poems
- Discuss the effectiveness of the form and techniques used and what could be different from being more effective, if anything

With each concept, an activity (questions, whole group discussion, sharing, and writing) will follow to reinforce and test knowledge.



#5: Guidance During Learning Tasks

- A handout with key definitions and poetry examples will be provided in Google Classroom, Google Slides presentation, and other related materials and resources.
- Students will be encouraged to ask questions.

#6: Learners Perform Learning Task

□ Activities

- Whole Group Review: Discuss 3 selected poems (1 in each poetry form) that express deep emotion (emotion expressed, meaning/message)
- Solo activity: Begin to draft and capture ideas for the 3 poems (Poems submitted from Lesson #1 and 2 can be used for submission if they can be classified as free verse, acrostic, and or haiku, and any previous feedback offered is incorporated). Poems must demonstrate the expression of at least 2 emotions and an understanding of elements and techniques.
- Partner activity: Learners will share poetry drafts and ideas for the 3 poems via Miro or a tool of your choosing. Capture the feedback/ideas from your partner.
- Discussion: Learners will post the 3 completed poems in the discussion section of the Google Classroom for thoughts and feedback. Each learner must offer feedback on at least one group of poems.
- Project: Submit 3 poems (1 for each poetry form) incorporating thoughts/feedback provided to the instructor for grading. No resubmission will be allowed.

#7: Provide Feedback

- Peer partners share thoughts about the poem shared/talk through writing
- Learners are required to submit feedback on one other learner's work.
- The instructor shares feedback on the poem submitted. No resubmission will be allowed for the last project.

#8: Evaluate Learners' Performance Through Assessment

Poetry writing will be evaluated by a partner and instructor based on what worked well and what could be different regarding:

- Creativity
- Understandability (e.g., message, emotion)
- Organization
- Correct use of form and techniques (proper structure, format, and elements)
- Grammar & spelling

#9: Enhance Retention

- Summarizing what was learned after each concept taught
- Asking students what they took away from the lesson
- Incorporating material from this lesson into the next lesson

 Course Content

| <u>Lesson # 3 - Slide #1</u> Part 3: Poetry for the Mind: Using Poetic Verse for Emotional Expression Intro and Overview | |
|---|---|
| Image | Text |
| N/A | <p><i>"There's a reason poets often say, 'Poetry saved my life,' for often the blank page is the only one listening to the soul's suffering, the only one registering the story completely, the only one receiving all softly and without condemnation."</i></p> <p>—Clarissa Pinkola Estes</p> |
| Narration & Notes: Notes: Share content via Google Slides on Zoom Notes: Ask a volunteer to read the quote. After reading the quote, ask about the connection to forms. Narration: What does this have to do with how poetry impacts emotion? Notes: After you receive 2-3 responses, move to slide 2. | |

| <u>Lesson # 3 - Slide #2</u> Exploring Emotions Using Poetry | |
|--|--|
| Image | Text |
| N/A | <p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define four basic emotions (anger, sadness, fear, joy) <input type="checkbox"/> Analyze poetry for emotion <input type="checkbox"/> Use poetry techniques effectively to express emotion <input type="checkbox"/> Create poetry in 3 poetic forms that effectively demonstrate emotion and proper use of elements, forms, and techniques |
| Narration & Notes: Narration: These are the learning objectives for the lesson today. In this lesson, we will focus on deepening our understanding of the four most common emotions and incorporating this into the 3 poetic forms using learned poetry techniques. | |

| <u>Lesson # 3 - Slide #3</u> Key Definitions of common emotions | |
|---|------|
| Image | Text |

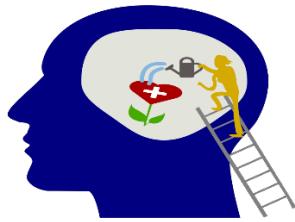


Image 6: Growing Mental Health (Man is watering a plant inside the human head)

- Anger
- Fear
- Joy
- Sadness

Narration & Notes:

Notes:

- Anger is characterized by tension and hostility arising from frustration, real or imagined injury by another, or perceived injustice.
- Fear: an intense emotion aroused by the detection of an imminent threat, involving an immediate alarm reaction that mobilizes the person
- Joy (Happiness): a feeling of delight arising from a sense of well-being or satisfaction
- Sadness - an emotional state of unhappiness, ranging in intensity from mild to extreme and usually aroused by the loss of something that is highly valued

Narration: Anger, joy, sadness, and fear are the four emotions we will focus on. These are the definitions. How do your definitions differ from these? What are some techniques you used in your poetry to describe emotion?

Lesson # 3 - Slide #4

Techniques for Expressing Feeling and Emotions in Poetry

Image



Image 7: Notebook Grades Study To Write Paper (Heart-formed pages in the middle of an open book)

Text

- Use sensory detail
- Focus on a particular experience.
- Use literary devices
- Personify the emotion

Narration & Notes:

Narration: Here are some ways to effectively express feelings and emotions in poetry.

- Use sensory detail and concrete images to describe the emotion.
- Focus your writing on the emotion in a particular experience.
- Use literary devices like similes and metaphors
- Personify the emotion (if this emotion was a person, what would it do?)

| <u>Lesson # 3 - Slide #5</u> Emotion Analysis in Poetry | |
|---|---|
| Image | Text |
| N/A | <p><i>The Test by Emily Dickinson</i></p> <p><i>I can wade grief, Whole pools of it — I'm used to that. But the least push of joy It breaks up my feet, And I tip — drunken. Let no pebble smile, 'T was the new liquor — That was all!</i></p> <p><i>Power is only pain, Stranded, through discipline, Till weights will hang. Give balm to giants, And they'll wilt like men. Give Himmaleh, — They'll carry him!</i></p> |
| Narration & Notes: Narration: What emotions do you notice? What did the writer do to describe the emotions? Techniques used? | |

| <u>Lesson # 3 - Slide #6</u> Partner Activity – Using Techniques for Emotion in Poetry | |
|---|---|
| Image | Text |
| N/A | <p>In partners, discuss the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What's hard about expressing feelings and emotions in writing? <input type="checkbox"/> What techniques have you used, and give an example of how you would or have used them? |
| Narration & Notes: Notes: Split the group into partners (Use Breakout Rooms) and have them discuss the question on the screen. Allow 5 minutes for Discussion. Narration: I will assign breakout rooms for partners and want you to discuss the following: <ul style="list-style-type: none"> <input type="checkbox"/> What's hard about expressing feelings and emotions in writing? <input type="checkbox"/> What techniques have you used, and give an example of how you would or have used them? | |

| <u>Lesson #3 - Slide #7</u> <u>Homework Assignment</u> | |
|---|---|
| Image | Text |
| N/A | <p>Homework: Write 3 emotion-focused poems (haiku, acrostic, free verse) that includes 1 emotion and 2 poetry techniques.</p> <p>Discussion: Post completed poems under Discussion for feedback and give feedback to one other learner's work</p> |
| Narration & Notes: | |
| <p>Notes: Explain the homework assignment.</p> <p>Homework Assignment Reflect and write about an experience. Focus on how you feel about it. Write a poem for each poetic form (Haiku, Free Verse, Acrostic) that describe the emotion and use at least 2 poetry techniques by reflecting on that time.</p> <p>Part 1: Submit the 3 poems to Google Classroom for feedback from other learners. Every learner is responsible for giving feedback on another learner's work in 1 week.</p> <p>Part 2: Update the poem based on feedback and submit it for grading by the next class (in 2 weeks).</p> <p>Poems will be graded based on the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creativity <input type="checkbox"/> Understandability (e.g., message and emotion) <input type="checkbox"/> Organization <input type="checkbox"/> Correct use of elements and techniques (general and emotion-focused) <input type="checkbox"/> Correct use of poetic form <input type="checkbox"/> Grammar & spelling <p>Discussion Assignment Post your haiku, free verse, and acrostic poems. Respond to at least one other learner's poem with constructive feedback by one week after the lesson.</p> <p>Narration: Take a few minutes and start writing your poem or ideas. Questions?</p> <p>Notes: Give learners 5-8 minutes to start work on the assignment</p> <ul style="list-style-type: none"> <input type="checkbox"/> After that time, break learners into partners or triads and discuss ideas for your final submission and work (if you wish) for feedback and Discussion. <input type="checkbox"/> Give learners 10 minutes to discuss <input type="checkbox"/> Bring learners back and ask questions. | |

Grading Rubric

| Assessment Criteria with Points Assigned | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
|---|----------------------|--------------------|----------------------------|
| Creativity: Demonstrates originality, unique perspectives, and use of language, imagery, and ideas. | | | |
| Understandability conveys a clear message, evoking emotions and impacting the reader. | | | |
| Organization demonstrates a clear and deliberate structure, effectively guiding the reader through its ideas with logical progression. | | | |
| Correct use of elements and techniques (general and emotion-focused) showcases the ability to use various poetic elements and techniques to enhance the overall impact and emotional resonance. | | | |
| Correct use of poetic form adheres to the chosen poetic form, effectively utilizing its specific structure, meter, or rhyme scheme to enhance the content and impact. | | | |
| Grammar and Spelling: Demonstrates few grammar and spelling issues or inconsistencies throughout the work. | | | |

If most criteria are marked, Exceeds Expectations, your Grade is 100

If most criteria are marked, Meets Expectations, your Grade is 70

If most criteria are marked, Does Not Meet Expectation, your Grade is 0, and you must resubmit

Poetry Resource Handout

Definitions

Poetry Elements

- A Line is a subdivision of a poem, specifically a group of words arranged into a row that ends for a reason other than the right-hand margin.
- A Scheme or Rhyme scheme is a pattern of sounds that repeats at the end of a line or stanza.
- A Stanza is a division of a poem consisting of two or more lines arranged together as a unit.

Poetry Techniques

- Rhythm is the audible pattern in verse established by the intervals between stressed syllables.
- Rhyme is the repetition of syllables, typically at the end of a verse line
- The meter is the pattern (stressed and unstressed) syllables in poetry; it includes feet or a combination of 2 or 3 stressed and unstressed syllables in a line of poetry
- The meter can be a monometer (1), diameter (2), trimeter (3), tetrameter (4), pentameter (5), hexameter (6), heptameter (7) (amount of beats in a line)
 - A foot is a combination of 2 or 3 unstressed and stressed syllables
 - Iambic is a combination of an unstressed and then stressed syllable
 - Trochaic is the reverse, a combination of a stressed and then unstressed syllable
 - Anapestic is a combination of 2 unstressed syllables and then a stressed syllable
 - Dactylic is a combination of 2 stressed syllables and then an unstressed syllable

Imagery is the elements of a poem that invoke any of the five senses to create a set of mental images

Poetry Forms

- A haiku is a three-line poem with 17 syllables, with 5 syllables on the first line, 7 on the second, and 5 on the third. This form typically focuses on images from nature.
- A free verse poem is a poetic form that has non-metrical, nonrhyming lines that closely follow the natural rhythms of speech.
- An acrostic poem is a type of poem in which certain letters from the poem spell out a name, word, or even an entire phrase.

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Web-Based Tool Evaluation Instrument

Below is a rubric one can use to evaluate educational web-based tools to ensure they will work for their uses.

| Criteria | Excellent Optimal for Use (1) | Good Some Limitations (2) | Fair Major Limitations (3) | Poor Too limited/Not Applicable (4) |
|------------------------------------|---|---|---|---|
| Accessibility | | | | |
| Standards | Americans with Disabilities Act (ADA)/ <u>508 compliant</u> , supported by all browsers, no distracting advertisements | ADA/508 compliant, supported by some browsers | ADA/508 compliant | Does not meet any key criteria in this category |
| Required Equipment/Software | Equipment/software needed beyond what is typically available to instructors and learners (e.g., operating system, built-in or easily accessible headphones, standard software and compatible with Windows and OS) | Specific equipment or software needed that is affordable | Specific equipment or software needed that is not budget-friendly | Does not meet any key criteria in this category |
| Cost | Completely free to the end user (no matter who the end user is) with no limitations | It offers a free version (to end users of certain roles, requires specifics like certain types of emails) but has some non-critical limitations on use. | It offers a free version, but limitations hinder some uses; the tool is still mostly useful. | The free version is unavailable, and the useful version is not budget-friendly. |
| Usability | | | | |
| Ease of Use | User-friendly, simple to learn, an instructor can provide technical support, and tutorials are available. | Somewhat difficult for instructor and learner to use; external technical support may be needed | Difficult for instructor and learner to use. External technical support is required for the use. | Does not meet any key criteria in this category |
| Functionality | No or negligible difference between the features on the mobile app and the desktop version | Main features are available on the mobile app, but advanced features are limited. | Substantial differences in functionality between the mobile app vs. the desktop version. Some key features are unavailable on the mobile app. | Does not meet any key criteria in this category |



| | | | | |
|--|---|--|---|--|
| | <p><u>Shareable Content Objects Reference Model (SCORM)</u></p> <p>Compliant/can be easily integrated with LMS</p> <p>Easily customizable to suit user's needs</p> | <p>Has limitations or difficulty with LMS integration</p> <p>Limited customization available</p> | <p>Has major challenges with LMS integration</p> <p>No customization is available, or customization is costly</p> | |
| Privacy & Intellectual Property | | | | |
| | <p>No collection or sharing of user data external to the organization allows the creation of public and private work and does not claim rights to users' creations.</p> | <p>No sharing of user data externally and allows the creation of public and private work. Does not claim rights to users' creations.</p> | <p>Collects user data and shares externally. Allows public and private work creation and claims rights to users' creations.</p> | <p>Does not meet any key criteria in this category</p> |
| Learner Motivation | | | | |
| | <p>Motivates learners and promotes engagement, and is enjoyable to use</p> | <p>It motivates learners and is enjoyable to use</p> | <p>It does not motivate learners and is unpleasant to use</p> | <p>Does not meet any key criteria in this category</p> |

Web-Based Tool Evaluation Instrument: Rating Sheet

This is a rating sheet that one can use to help score and identify the most optimal web-based tools for their projects.

| Name of Tool | Evaluation Criteria | Rating | |
|--------------|---|---|--|
| | | Excellent (1), Good (2), Fair (3), Poor (4) | |
| Lumen5 | Accessibility - Standards | 1 | |
| | Accessibility - Required Equipment & Software | 1 | |
| | Accessibility - Cost | 2 | |
| | Usability – Ease of Use | 1 | |
| | Usability – Functionality | 1 | |
| | Privacy & Intellectual Property | 2 | |
| | Learner Motivation | 1 | |
| | USE or PASS <i>(Based on the criteria rating and needs of the project)</i> | Score: 9 | USE - Will use mainly due to applicability to content, functionality, ease of use, and cost considerations. This tool is intuitive and produces deliverables quickly. The free version works for my purposes though it would be nice to have additional functionality. |
| Zoom | Accessibility - Standards | 1 | |
| | Accessibility - Required Equipment & Software | 1 | |
| | Accessibility - Cost | 1 | |
| | Usability – Ease of Use | 1 | |
| | Usability – Functionality | 1 | |
| | Privacy & Intellectual Property | 2 | |

| | | |
|------------------|--|--|
| | Learner Motivation | 1 |
| | USE or PASS <i>(Based on the criteria rating and needs of the project)</i> | Score: 8 USE - Will use mainly due to applicability to content, functionality, ease of use, and cost considerations. Learners are typically quite familiar with this tool which is a big draw for using it. |
| Google Classroom | Accessibility - Standards | 1 |
| | Accessibility - Required Equipment & Software | 1 |
| | Accessibility - Cost | 1 |
| | Usability – Ease of Use | 1 |
| | Usability – Functionality | 2 |
| | Privacy & Intellectual Property | 1 |
| | Learner Motivation | 1 |
| | USE or PASS <i>(Based on the criteria rating and identified needs of the project)</i> | Score: 8 USE - Will use mainly due to applicability to content, ease of use, and cost considerations. Though the functionality could be better, it has enough of what I need to use. I would likely use a different tool if the cost were not an issue. |
| TedEd | Accessibility - Standards | 1 |
| | Accessibility - Required Equipment & Software | 1 |
| | Accessibility - Cost | 1 |
| | Usability – Ease of Use | 2 |
| | Usability – Functionality | 2 |
| | Privacy & Intellectual Property | 1 |
| | Learner Motivation | 3 |



| | | |
|-------|--|---|
| | USE or PASS <i>(Based on the criteria rating and identified needs of the project)</i> | Score: 11 PASS - Will not use because it is less useful to incorporate with the content and format. It is also not optimal for learner motivation with this content. |
| Miro | Accessibility - Standards | 1 |
| | Accessibility - Required Equipment & Software | 1 |
| | Accessibility - Cost | 1 |
| | Usability – Ease of Use | 1 |
| | Usability – Functionality | 2 |
| | Privacy & Intellectual Property | 1 |
| | Learner Motivation | 1 |
| | USE or PASS <i>(Based on the criteria rating and identified needs of the project)</i> | Score: 8 USE - Will use mainly due to applicability to content, ease of use, and cost considerations. Learner motivation is one of the main drivers for use, as this will encourage creativity and engagement. |
| Canva | Accessibility - Standards | 1 |
| | Accessibility - Required Equipment & Software | 1 |
| | Accessibility - Cost | 2 |
| | Usability – Ease of Use | 3 |
| | Usability – Functionality | 2 |
| | Privacy & Intellectual Property | 1 |
| | Learner Motivation | 3 |
| | USE or PASS <i>(Based on the criteria rating and identified needs of the project)</i> | Score: 13 |

| | | |
|-------------|--|--|
| | | PASS – Will not use mainly because, after further review, the content did not warrant it as expected. It may be a good tool to use in the future with different content. I found the usability was not ideal for my purposes. |
| Remind | Accessibility - Standards | 1 |
| | Accessibility - Required Equipment & Software | 2 |
| | Accessibility - Cost | 1 |
| | Usability – Ease of Use | 2 |
| | Usability – Functionality | 1 |
| | Privacy & Intellectual Property | 1 |
| | Learner Motivation | 3 |
| | USE or PASS <i>(Based on the criteria rating and identified needs of the project)</i> | Score: 11 PASS – I will not use it mainly because after further review, I found this did not add as much value, and it could be done using other tools I will use for other purposes. I also thought that possible redundancy might negatively impact learner motivation. |
| MindMeister | Accessibility - Standards | 1 |
| | Accessibility - Required Equipment & Software | 1 |
| | Accessibility - Cost | 1 |
| | Usability – Ease of Use | 2 |
| | Usability – Functionality | 2 |
| | Privacy & Intellectual Property | 1 |
| | Learner Motivation | 3 |
| | USE or PASS <i>(Based on the criteria rating and identified needs of the project)</i> | Score: 11 |

| | | |
|-------------|--|--|
| | | PASS – I will not use it mainly because after further review, I found this did not add as much value, and it could be done using other tools I will use for other purposes. |
| Brightspace | Accessibility - Standards | 1 |
| | Accessibility - Required Equipment & Software | 1 |
| | Accessibility - Cost | 3 |
| | Usability – Ease of Use | 2 |
| | Usability – Functionality | 1 |
| | Privacy & Intellectual Property | 1 |
| | Learner Motivation | 2 |
| | USE or PASS <i>(Based on the criteria rating and identified needs of the project)</i> | Score: 11 PASS – I will not use it mainly because, after further review, the cost considerations moved me to use alternative tools. |
| StudyStack | Accessibility - Standards | 1 |
| | Accessibility - Required Equipment & Software | 1 |
| | Accessibility - Cost | 1 |
| | Usability – Ease of Use | 2 |
| | Usability – Functionality | 2 |
| | Privacy & Intellectual Property | 1 |
| | Learner Motivation | 2 |
| | USE or PASS <i>(Based on the criteria rating and identified needs of the project)</i> | Score: 10 PASS – I will not use it mainly because after further review did not find it as useful to use with the content. |

Tools to Use for OLE (tools are highlighted above in yellow)

1. Zoom
2. Lumen5
3. Google Classroom
4. Miro

Tools used in OLE were scored 9 and below.

Subject Matter Expert Feedback – Usability

- Platform Navigation and Use
 - Feedback:
 - Offer more instruction on how to use and navigate Google Classroom, i.e., effectively indicate where learners can find key information
 - Add more information on the course on the landing page
 - Action:
 - Added tutorials on Google Classroom Navigation and Use
 - Added welcome message with key course information to the landing page
- Completing Assignments & Assessments
 - Feedback:
 - Post a rubric to outline expectations for grading
 - Make discussions ungraded and add due dates in Google Classroom
 - Action:
 - Added grading rubric to each assignment
 - Made discussions ungraded and added due dates
- Resources and Background Materials
 - Feedback:
 - Remove some redundant material or material that does not directly align with the content.
 - Clarify what is for in and outside of class in Google Classroom
 - Add a section for resources
 - Action:
 - Remove redundant videos from resources
 - Added in-class distinction for in-class assignments and resources used
 - Added resource/idea sharing section in Google Classroom with prompts
- Interaction and Engagement
 - Feedback:
 - Add more visuals to content to make the course more engaging and dynamic
 - Clarify if Zoom sessions are mandatory or optional and how to make up a session if needed
 - Add additional opportunities for interaction, i.e., sharing of ideas
 - Action:
 - Added more images to slides
 - Added a clarification that Zoom sessions are mandatory and learners must work with the instructor to complete any assignments done during the session
 - Added resource/idea sharing section in Google Classroom with prompts

Media & Mayer's Multimedia Design Principles

Media for Poetry for the Mind Course

- Images
- Videos (Found and Created)
- An Audio product
- An Interactive Module

Images

I've incorporated the following images for the course:

- Image 1: Poetry for the Mind Image(Head of Women with Course Title amid Head) - <blob:https://pixlr.com/3c561173-a8e6-43ce-9c6a-041026922f08>
- Image 2: Notebook, Point, Sketch - <https://pixabay.com/photos/notebook-point-sketch-library-book-2247351/>
- Image 3: Word Cloud of Poetry Elements - <https://wordart.com/neuwgo2ob09u/word-art%203>
- Image 4: Pencil Shape Cloud of Poetry Techniques - <https://wordart.com/c6ez63c51lvx/word-art%204>
- Image 5: Hand at the top and bottom of heart poetry forms word cloud - <https://wordart.com/l36u0y3xf13c/word-art>
- Image 6: *Growing Mental Health* (Man is watering a plant inside the human head) - <https://freesvg.org/img/growing-mentalhealth.png>
- Image 7: *Notebook Grades Study To Write Paper* (Heart-formed pages in the middle of an open book) - <https://pixabay.com/photos/notebook-book-grades-study-2152429/>

Videos

I've incorporated the following images for the course:

- Grey, Lady. (2021, November 5). *POV: You are in love with her voice //helena Bonham Carter reads a poem*. YouTube. <https://www.youtube.com/watch?v=QXRhRvgDGnc>
- McClesky, G. (2017, April 10). *Gerri McClesky reads Dreams by Langston Hughes*. YouTube. <https://www.youtube.com/watch?v=NRYkUKwDVw0>
- The Percolated Poetry Channel. (2021, April 28). *Frog Haiku (The old pond) | Matsuo Basho*. YouTube. <https://www.youtube.com/watch?v=a9gtdtF4xCA>
- Created videos:*
 - Reading of An Acrostic by Edgar Allan Poe: <https://lumen5.com/user/creativivediva1981/reading-an-acrostic-7a4fs/>
 - Reading of Dreams by Langston Hughes: <https://lumen5.com/user/creativivediva1981/untitled-video-1upbb/>
 - 7 Steps to Editing and Revising Poetry - <https://vimeo.com/830726575?share=copy>

Transcript and Images for Seven Steps to Revise and Edit Your Poetry

| | |
|--------|-------------------|
| Images | Transcript & Text |
|--------|-------------------|

Course Design Document

Poetry for the Mind



| | |
|---|--|
|  <p>7 Steps to Edit and Revise Your Poetry</p> | <p>Seven (7) Steps to Edit and Revise Your Poetry</p> |
|  <p>In the realm of poetry, words have the power to paint vivid pictures and evoke profound emotions.</p> | <p>(1) In the realm of poetry, words have the power to paint vivid pictures and evoke profound emotions.</p> |
|  <p>Crafting a poem that truly resonates requires careful editing and revising.</p> | <p>(2) Crafting a poem that truly resonates requires careful editing and revising.</p> |
|  <p>Allow your creativity to flow freely as you jot down your initial thoughts and feelings.</p> | <p>(3) Allow your creativity to flow freely as you jot down your initial thoughts and feelings.</p> |
|  <p>Read your poem aloud, listening to its rhythm and flow.</p> | <p>(4) Read your poem aloud, listening to its rhythm and flow.</p> |
|  <p>Identify areas that may need improvement.</p> | <p>(5) Identify areas that may need improvement.</p> |
|  <p>Remove unnecessary words or phrases that distract from your poem's essence.</p> | <p>(6) Remove unnecessary words or phrases that distract from your poem's essence.</p> |
|  <p>Seek clarity and precision.</p> | <p>(7) Seek clarity and precision.</p> |
|  <p>Play with line breaks and stanza lengths.</p> | <p>(8) Play with line breaks and stanza lengths.</p> |

Transcript and Images for Seven Steps to Revise and Edit Your Poetry (cont.)

| Images | Transcript & Text |
|--------|-------------------|
|--------|-------------------|



| | |
|--|---|
| <p>Rearrange verses to enhance the poem's impact.</p> | <p>(9)Rearrange verses to enhance the poem's impact.</p> |
| <p>Share your poem with trusted peers or mentors.</p> | <p>(10)Share your poem with trusted peers or mentors.</p> |
| <p>Embrace constructive criticism to refine your artistry.</p> | <p>(11)Embrace constructive criticism to refine your artistry.</p> |
| <p>Utilize editing tools and software to assist in refining your poetry.</p> | <p>(12)Utilize editing tools and software to assist in refining your poetry.</p> |
| <p>Harness the digital age to your advantage.</p> | <p>(13)Harness the digital age to your advantage.</p> |
| <p>Read your poem aloud once more, ensuring it resonates with your intended message.</p> | <p>(14) Read your poem aloud once more, ensuring it resonates with your intended message.</p> |
| <p>Polish it until it shines.</p> | <p>(15) Polish it until it shines.</p> |
| <p>Editing and revising poetry is a labor of love, where every word matters.</p> | <p>(16)Editing and revising poetry is a labor of love, where every word matters.</p> |
| <p>Embrace the process, and watch your poetry blossom into a masterpiece.</p> | <p>(17)Embrace the process and watch your poetry blossom into a masterpiece.</p> |



Audio

The audio product is a 90-second recording of a Storytime. It explores an example of the art of offering constructive feedback to fellow poets and how it supports and nurtures creativity. I recorded the audio on my iPhone using the voice memo app and then uploaded and edited it using TwistedWave online audio editor. The transcript for this audio is below, ensuring there is audio and visual accessibility. This audio recording will serve as a reference to help learners understand the importance of giving constructive feedback. The transcript is below.



Storytime_Giving
Poetry Feedback.mp3

Transcript

I want to share a story about giving feedback on others' poetry.

About 13 years ago, I attended a small poetry workshop where professional and aspiring poets gathered to share their work and provide feedback.

A nervous woman bravely presented her heartfelt poem to the group.

The room fell silent, and then a seasoned poet spoke up.

He praised the vivid imagery and raw emotions in her verses, acknowledging her unique perspective.

The woman's face lit up with joy.

But the seasoned poet didn't stop there.

He gently pointed out areas for improvement, offering suggestions to tighten the structure, refine metaphors, and clarify lines.

The nervous poet listened intently, eager to learn and grow.

Others in the workshop chimed in, celebrating the poem's strengths and respectfully sharing their thoughts on enhancing it further.

Feedback in that room was about nurturing and supporting artistic journeys.

Armed with kind and constructive feedback, the nervous poet returned to her notebook, inspired to revise and polish her poem.

That poet was me, and it was a pivotal moment two years before I wrote and published my book, "Poems of Love and Life from a Simple Black Girl."

Thank you for listening to this story.

May your feedback be a beacon of support and inspiration for fellow poets.

Happy writing and feedback sharing!

Interactive Module

Writing Poetry that Reads Well on the Page, developed in Articulate360. This module can be found here - <https://rise.articulate.com/share/1W4nyPXOk-Tiy-vcsxLNfH9KcSGVuCix> .



Connection to Mayer's Multimedia Design Principles

I was mindful to apply Mayer's multimedia design principles and the made-to-stick principles when creating the media elements for my OLE. Below are examples of how applied various principles to each form of media.

PowerPoint Slides (incorporated in the OLE Text)

- Multimedia Principle: Designing slides, incorporating visuals such as relevant images to complement the text to enhance understanding and reinforce key points.
- Coherence Principle: Keeping the content focused and concise and eliminating unnecessary elements or excessive text that may distract or confuse the audience.
- Segmenting Principle: Dividing complex concepts into multiple slides or sections (separate slides for techniques and elements)

Interactive Module

- Multimedia Principle: Incorporating a combination of different media elements, such as text, images, and interactive elements (Knowledge Check)
- Segmenting Principle: Breaking down complex concepts into smaller, manageable segments within the interactive module by incorporating a Knowledge Check every couple of screens.
- Signaling Principle: Highlighting essential elements on each slide screen in the multimedia presentation.

Videos

- Multimedia Principle: Combining text and visuals rather than text alone and incorporating text overlays to support the spoken content.
- Modality Principle: Incorporating spoken narration into the video.

Images

- Coherence: Ensuring that the elements in the images work together to convey a clear and unified message.
- Multimedia principle: Combining images with text in other media formats where applicable and incorporating text within an image.

Audio

- Coherence Principle: Keeping audio messages concise, relevant, and organized to promote understanding.
- Signaling Principle: Using verbal emphasis, variations in tone or pitch, or pauses to draw attention to key points.