

Poetry in America: The City from Whitman to Hip Hop

ENGLISH 131 | FALL 2023

Poetry in America, in partnership with the National Education Equity Lab, Arizona State University, and the ASU Center for Public Humanities, is pleased to offer a for-credit English course to high-school students, **Poetry in America: The City from Whitman to Hip Hop**. Students who successfully complete the course will receive 3 widely transferable ASU undergraduate credits.

WHAT YOU'LL LEARN

In this course, we consider those American poets whose themes, forms, and voices have given expression to visions of the city since 1850. Beginning with Walt Whitman, the great poet of nineteenth-century New York, we explore the diverse and ever-changing environment of the modern city—from Chicago to London, from San Francisco to Detroit—through the eyes of such poets as Carl Sandburg, Emma Lazarus, Edna St. Vincent Millay, Langston Hughes, Marianne Moore, Frank O'Hara, Gwendolyn Brooks, Allen Ginsberg, Robert Hayden, and Robert Pinsky, as well as contemporary hip hop and spoken word artists. This course introduces content and techniques intended to help students and educators learn how to read texts of increasing complexity. Readings and activities were chosen and designed with the Common Core English Language Arts (ELA) standards in grades six through 12 in mind.

Watch course trailer: bit.ly/2SYi4NT
Preview learning objectives: bit.ly/2TiMgly

KEY DETAILS

- ☐ **Orientation Period:** Tues, August 29 - Monday, September 11
- ☐ **Course Dates:** Tuesday, September 12 - Tuesday, December 13
- ☐ **Exam Window:** Tuesday, December 5 - Monday, December 12
- ☐ **Number of ASU Credits:** 3
- ☐ **Cost:** \$250 per student (*Note: Title I school rate)

WHAT DOES MY SCHOOL NEED TO DO TO PARTICIPATE?

1. Select Students and Help Them Register

The course is suitable for students who have the requisite readiness for college-level work in English and can benefit from the college preparation and credential of mastery this experience offers. This course is recommended for juniors or seniors. Juniors may especially benefit from this experience, as it will get them thinking about college *before* they begin applying. Younger students are also welcome to enroll, but we recommend selecting only those with the requisite study and time-management skills. English language fluency is required for this course.

To begin the group registration process, complete this form: <https://forms.gle/7je9YEUBntbtNDVo6>.

2. Select a Co-Teacher

Each school should select a Co-Teacher who will act in a facilitation and coaching role. The Poetry in America course team will provide comprehensive instruction, but the Co-Teacher plays a crucial role in supporting student success. The Co-Teacher is not responsible for grading student work that counts toward the ASU grade.

3. Designate a Site Coordinator

Each school should designate a Site Coordinator to be the program's primary administrative point of contact. The Site Coordinator will help ensure smooth operation of the program for participating teachers and students. Co-Teachers may also serve as Site Coordinators, but we recommend selecting an administrator (such as a departmental chair) who can provide additional support to fill this role.

4. Provide Access to Computers and Internet

All students and teachers need to have access to a computer and stable Internet at school to participate in the online course. Students will likely not be able to complete all coursework during their dedicated class period (if your school is able to offer one), and so providing Internet and computer access before and after school is recommended.

If you have students taking this course who will be learning from home full- or part-time, it will be extremely important that they have access to a reliable computer and stable Internet access.

5. Make a Dual Credit Determination

We recommend that schools offer this course for dual credit—allowing students to earn high-school credit along with college credit from Arizona State University, but it is up to each school, district, or state to determine if and how high-school credit will be applied. If you decide to award high-school credit, the course team recommends counting it as a core English course. An overview of course standards alignment can be found here: <https://bit.ly/2NXLIbu>.

It is also up to the school to determine how a grade for this course will be represented on students' high-school transcripts. In the past, many schools have offered weighted credit for this course (for example, awarding an extra point for this course, treating it much like an Advanced Placement course or an honors course).