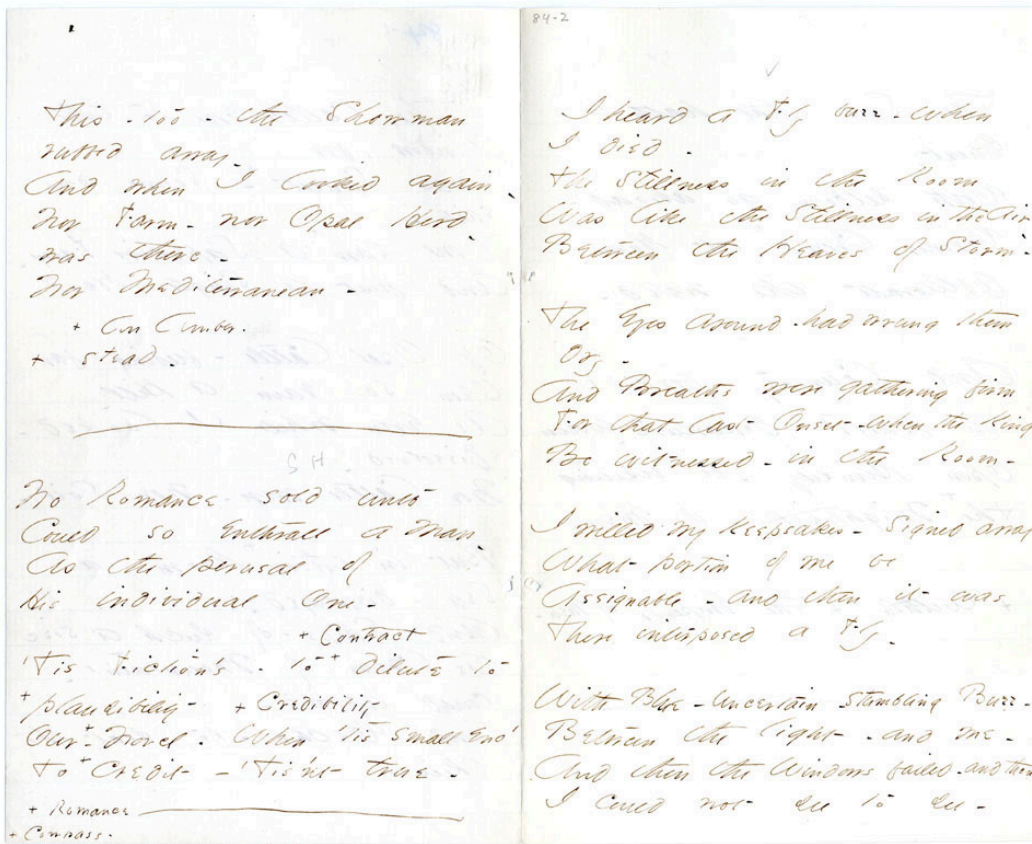


08/09

February

2017



**A page from one of Dickinson's fascicles. The page on the right includes the poem, "I heard a Fly buzz when I died"**

image from [https://www.emilydickinsonmuseum.org/ed/files/poetry/fascicle-flybuzz\\_large.jpg](https://www.emilydickinsonmuseum.org/ed/files/poetry/fascicle-flybuzz_large.jpg)

Greetings, AmLit Scholars—

"Fascicle" would be a good word to add to your glossaries, right? I mean, what if you needed a word for "small hand-made booklets"? Check wa-ay below for a bonus image related to this topic!

In addition to expanding our vocabularies, here's how we'll roll today:

**1. WEDGE**—For roughly ten minutes, write about your Emily Dickinson poem AND your Emulating Emily Dickinson poem. That's right: we'll take a little bit of time to just blow off some analytical and creative steam. Which elements of the poems seem to defy you? Where is understanding difficult? OR... what do you like about your poems? We'll use this time to focus our thoughts before we move further into the class plan.

**2. TSPNfaAoS Self-assessment Work Check**—While you are WEDGE-ing, I will come around to check your annotations on your narrative and your work on the guided worksheet. Please take out your hard copy of your Instructor Review draft AND open up your digital document (“Self-assessment Template for TSPNfaAoS”).

**3. Wrapping Up the TSPNfaAoS**—We’ll take a quick peek at the final step, the Metacritical II! We’ll use a handout on the Moodle page entitled, “TSPNfaAoS Metacritical II Step,” although I’m not sure why it’s called that.

**4. Poetry Workshop**—I will divide the class into small groups. Once the teams have been assigned, follow this process:

- a. Forward a copy of your Emulating Emily Dickinson poem to the other members of your group.
- b. Once the Emulating Emily Dickinson poems have been received electronically, take turns following these steps:
  - I. Have one member of the group read his or her poem aloud to the group while the group members read along, using the copies they have received.
  - II. The listeners will then provide positive, supportive, critical feedback.
  - III. The reader will take notes that will allow him or her to make alterations once the readings are done.
  - IV. Select a new reader and repeat steps I-III.
- c. When all the readings and debriefings have been completed, begin to prepare a final version of your poem. You must include your name at the top of the page and then the poem revision.
- d. When time runs out, we will preview together the homework instructions related to completing the Emulating Emily Dickinson poems.

Tappa! Tappa! Tappa!—  
Mr Leo

**Homework:**

1. You may not realize it, but you have begun to memorize your Emily Dickinson poem! Continue to memorize your Emily Dickinson poem! Stuff it into long-term memory where no one will ever be able to steal it from you! Soon you will need to be able to recite from memory!
2. Revise, polish, and complete your Emulating Emily Dickinson poem!
3. Print two (2) hard copies of your Emulating Emily Dickinson poem!
4. Upload your Emulating Emily Dickinson poem to Turnitin.com prior to our next class meeting!
5. Complete the TSPNfaAoS Metacritical II step. The instructions are available on the course Moodle page.
  - A. Answer the three prompts in a word-processing document.
  - B. Follow the examples closely.
  - C. Upload the document to Turnitin.com prior to the start of our next class meeting.





Image: Amherst College Archives and Special Collections

### Dickinson's Fascicle 84

Image from <https://www.emilydickinsonmuseum.org/book/export/html/106>