

Capstone Bibliography

Jerz's Literacy Weblog,

<https://jerz.setonhill.edu/writing/creative1/poetry-writing-tips-how-to-write-a-poem/>

This source was a guide to help with structuring poems. Since I am doing more of free write poems, this source helped me with seeing what could help me if I decided to create a more structured traditional poem. The techniques were useful because they centered around trying to make sure your poems are unique. I think it would be a good drift if I were to have the unfinished poems and then some that had a purpose and wanted to talk about something specific I wanted to represent. This source is reliable because it's an edu and there was a description of who wrote these tips. The author has experience as an English major and is able to be trusted creating this site.

Mullen, Harryette. "We Are Not Responsible by Harryette Mullen." *Poetry Foundation, Poetry Foundation,*

www.poetryfoundation.org/poems/145281/we-are-not-responsible.

I have been reading poems and annotating them and this is one of the poems I chose out of a variety of them. What interested me the most was the title. With a title like that, there was no way to pinpoint which way this poem was going to go, or what it would be about. While annotating I highlighted what I thought the poem was saying in certain lines. The big theme that I pulled out was that a group of people are not welcomed and it is not the Natives' fault if something happens to the outsiders, because they are born with predetermined disadvantages. This source is credible because it is from an actual poem foundation.

O'Donnell, Mary. "Promise by Mary O'Donnell." *Poetry Foundation, Poetry Foundation,* www.poetryfoundation.org/poems/145305/paradise-5a428d451b368.

Like the source above I annotated this poem intensively I pulled out a lot of key elements

from the poem and the main reason why I decided to annotate the poem is to see if I was able to completely understand the message that the author was trying to get across. By doing this, it will help my own writing because I can see what different techniques were used in this poem and finding the overall message or theme in each poem. There were questions that I raised and sections in the poem that I felt could have been articulated better.

Lim, Sandra. "Certainty by Sandra Lim." *Poetry Foundation*, Poetry Foundation, www.poetryfoundation.org/poems/145276/certainty.

Like the sources above I annotated this poem. There were a lot of questions that I had concerning this poem. This was a little different and harder to understand. I even questioned the overall message of the poem. I think even though I didn't entirely understand the poem, it helped me think about my reader. I have to make sure that I am careful how I word things, because even though the poems are about me I can't forget about the comprehension of the readers. Everyone should be able to pinpoint the message. The only limitation was me not understanding what the poem fully represented.

Shook, David. "Let Me Explain by David Shook." *Poetry Foundation*, Poetry Foundation, www.poetryfoundation.org/poems/145391/let-me-explain.

Like the sources above I annotated this poem. I found it interesting because I was asking questions about clarity. When the author wrote something my mind thought of something but I wasn't sure if that is what the author was talking. I wonder if that was a technique that the author did. The poem was talking about people wanting to only talk about the end result of destruction and not about the societal challenges people had to face which resulted in that destruction. This was useful because unlike the other poems there was an uncertainty that was found throughout the poem. Almost like whoever is reading can place their own situations in the poem. For example in the beginning of the poem it stated, "Go ahead, ask: where are the pomegranates, the dates, the girls with skin brown as hash, the hash?" I constantly asked if they were talking about Native Americans. When I read the rest of the poem I could see that they were talking about foreign and outcasted people in general.

Sanchez, Sonia. "Sister Haiku." *Morning Haiku*, Beacon Press, 2011.

I used this source because this is more geared towards what I am doing, in aspects to the poetry. This was more free write and had no rules. There was a topic/theme but it was scattered in which it was telling the story and conveying the emotions. This was useful because when looking at the other poems and sources about crafting poems, there was a lot of elements that went into them besides free writing. They had to be edited and with this poem it was merely telling a story how you wanted and not worrying about editing. This is inline with my poems because editing them wouldn't be true to my overall capstone.

Sanchez, Sonia. "Memory Haiku." *Morning Haiku*, Beacon Press, 2011.

Like the other poem from this book, I wanted to evaluate poems that were similar to the ones that I have created. The author of this book does interesting techniques with her poems. In every poem there is a list and stanzas are written after. Something that I felt useful was that even though this is more of a structureless approach to poetry, the author still uses different techniques to make her writing even more powerful. I think that this can be translated to my work. Even though they are not the typical poems, I can still use a unique technique for my poems.

Brianamarie13ify. "A Poem's Structure." *YouTube*, YouTube, 30 Aug. 2016,
www.youtube.com/watch?v=TX30Xev17cA.

This source was helping with poem structure and giving basic key notes to consider when creating poems. It was more of an educating piece and understanding what different things in poetry are called, such as line breaks, knowing who's speaking, etc. This was helpful because these are more things to consider when crafting poems. Also there were examples of poems given. I think the best thing that was in the video was making sure that everything being said in the poem should have a purpose. Punctuation also helps with adding dramatic effects in the writing. A limitation of this source was that it was simple with the example that it gave. I would have liked if the speaker would have added more advanced poems as examples.

“5 Tips for Writing a Free Verse Poem.” *Power Poetry*,

www.powerpoetry.org/actions/5-tips-writing-free-verse-poem.

I found this the most usefulness from this site because it was strictly geared towards free write poems. There were nice tricks that I could use if I needed help with creating the poems and also some guidelines for making the poems. The site said to make sure that the five senses are used because that will help the reader understand exactly what you, as the author are trying to portray or even say. With this tip it was really emphasise that you have to make the reader understand you. Even though it is free write you want the readers understand what you are saying. The whole point is making sure you as the author is being heard and making sure the readers hear you

sengupta, joyjit. “Poems / Freewrite Poems - Your Shadow.” *Freewrite Poems -*

***Modern Award-Winning Freewrite Poetry : All Poetry*,**

<https://allpoetry.com/poems/about/Freewrite>

I read this poem and decided not to annotate it. I chose this because it seemed to be unfinished which is what I am basing my capstone off of. There was a simplicity that this poem exerted and I was able to easily understood. Even though I am not creating a structured poem, this source valibaled me being a the right track. I read my poems and saw that they were able to be understood and there was clear message in all of them even if that message shifted throughout. I liked how the author made it feel like the reader was a part of the poem.