

Due at least 30 minutes before class on Monday, April 7th.



For your final blog posting this term, you have the opportunity to write about Cornelius Eady's poetry reading at Georgia Tech. [The reading will be held in the Kress Auditorium at the Robert C. Williams Paper Museum \(500 Tenth Street N.W.\) at 7:30 p.m.](#) If you cannot attend the reading, you can write about his 2011 reading at Cave Canem (<https://www.youtube.com/watch?v=CiyDm5Rbl4c>) or another video of him reading his poetry. If you have already completed four blog postings and would like to complete this blog posting, you can do so for extra credit.

In your (at least) 250-word blog posting, you will assert an argument that analyzes at least one poem from Eady's reading and the difference between hearing Eady read it and reading it yourself on the page. Your response should also consider the reading as a whole. How did Eady's reading style differ for different poems and how did this influence your understanding of the poems? You should also consider ways that Eady's poetry responds to or departs from other poets and writers that we have read. When analyzing a poem, consider such aspects as its word choice, tone, form, and structure. Did hearing a poem read aloud alter your sense of these elements in the poem? How? You could also view another of Eady's readings online to see how he might read poems differently and consider why these differences are significant. You can also

engage any of these aspects in your Project 3 interviews and you can draw on (and cite) the reading you attend and existing readings online.

You are not limited to writing about the poems on our syllabus in this blog posting. You can probably find other poems that Eady selects to read online, unless they are brand new, by searching for the title or searching in Eady's books on Amazon. You can refer to new poems in your blog posting, but you should analyze a poem that you can also read. Take notes during Eady's reading so that you can look up a poem's title later and collect your observations. Make sure to cite the poem you analyze in your blog posting, whether it is from the link on the syllabus or a website.

Your blog posting must also include an image from the reading or, if you do not attend, an image from the reading that you view online.

You must include a list of works cited at the end of your blog posting acknowledging all sources you have consulted, including webpages. See [WOVENText](#) for a guide to MLA format for works cited entries. When returning to WOVENText, you should review Section 37b, "Working With Quotations," Section 42b, "In-Text Citations," and Section 39, "Acknowledging Sources and Avoiding Plagiarism." **You must not include others' words or ideas without citing them. This is plagiarism. You must use your own words and cite all sources appropriately in all of your work this term.**

You will lose points for incorrect citation format and lack of proofreading. If you are not able to access WOVENText, you can consult MLA guidelines here: <https://owl.english.purdue.edu/owl/resource/747/01/>

You will also lose points for lack of effort, depth, and careful analysis of the text. Review the rubric for blog postings (the first posting on the blog). Build from your experiences this term to demonstrate your analytical skills, creativity, and intellectual risk taking.

You will also lose points for not integrating quotations correctly. Remember that you need to analyze quotations that you include. Select quotations in which the language is necessary to your argument. If you can put a quotation in your own words, you don't need to quote it and you can summarize its contents and cite the page number in parentheses. Review the instructions for integrating quotations in WOVENText. Make sure to punctuate quotations correctly. This website may also be helpful:

<https://writing.wisc.edu/Handbook/QuoLiterature.html>