**English 204B Introduction to Creative Writing: Poetry**
3 Credits (CRN 62477)
Mondays and Wednesdays, 1:00-2:15, Palanakila 213

**INSTRUCTOR:** Janine Oshiro  
**OFFICE:** Manaleo 103  
**OFFICE HOURS:** Monday-Thursday, 8:00-8:30; Monday-Thursday, 10:00-10:30; Wednesday, 2:30-3:30; and by appointment  
**TELEPHONE:** 236-9231  
**EMAIL:** jhoshiro@hawaii.edu (Please send messages through Laulima.)  
**EFFECTIVE DATE:** Fall 2014

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**WINDWARD COMMUNITY COLLEGE MISSION STATEMENT**

*Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.*

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**CATALOG DESCRIPTION**

English 204B Introduction to Creative Writing (Poetry) introduces students to the basic practices and principles involved in the writing and publication of poems.

Prerequisite: “C” or better in ENG 100 or consent of instructor.

Recommended course preparation: Students should possess a strong foundational knowledge of grammar, word usage, and punctuation. Additionally, students must be able to accept constructive criticism from peers and the instructor.

This course satisfies the following graduation requirement: DA.

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**REQUIRED TEXTS**

- Handouts and Internet resources

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**COURSE CONTENT and STUDENT LEARNING OUTCOMES**

This course will introduce devices of sound, literal and figurative language, line and stanza, rhythm and meter, traditional forms with variations, speech acts, textual analysis and interpretation, and workshop protocol.

The student learning outcomes for the course are to:

1. Create original poems that reflect a skillful use of literary devices, forms, and
conventions.
2. Analyze poems written by peers and published authors.
3. Propose and employ feedback in the writing workshop model.
4. Evaluate and submit poems for publication.

**COURSE TASKS AND GRADING**

<table>
<thead>
<tr>
<th>Learning Opportunity</th>
<th>Weight</th>
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<tbody>
<tr>
<td><strong>Poem drafts and reflections</strong></td>
<td>25%</td>
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<tr>
<td>Students will complete ten poetic provocations. A 1-2 page reflection essay that explains particular concepts, describes process, and makes a connection to a poem written by a peer or published poet will accompany each poem.</td>
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<tr>
<td><strong>Final portfolio</strong></td>
<td>25%</td>
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<td>Students will revise poems and reflections and write an introduction to their portfolio. Students will earn points for the quality of their revisions.</td>
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<tr>
<td><strong>Event review and Rainbird submission</strong></td>
<td>10%</td>
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<tr>
<td>Students will complete an essay reviewing a local literary event and earn points for submitting a poem to Rainbird.</td>
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<tr>
<td><strong>Memorization and recitation</strong></td>
<td>15%</td>
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<td>Students will memorize and recite one poem in metrical form and one poem in free verse. These poems should be previously published by an established poet. Students will also memorize and recite one of their own original poems.</td>
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<tr>
<td><strong>Informal writing</strong></td>
<td>10%</td>
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<td>Students will write by hand in a Writer’s Notebook, which is a place to take notes in and out of class, ponder the mysteries of sonnets and slam poetry, record dreams and conversations, copy poems written by others, keep fascinating lists, describe intriguing scenes, record new-to-you words, etc. Some entries will be assigned and others will be free. I encourage students to write at least 3+ pages per week. At the end of the semester, students will write a short reflection on the process of keeping a notebook and present their notebooks in a general way to the class. This notebook is meant to be a private exploratory space.</td>
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<tr>
<td><strong>Active learning and participation</strong></td>
<td>15%</td>
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<td>Students earn points for participation in class activities and informal assessments. These points cannot be made up if students are absent. Students will not be eligible for these points if they are tardy.</td>
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A few important notes on grading and course tasks...

- Twenty pages of revised work must be completed to be eligible for a passing grade.
- Instructor conferences to review writing are required for this course.
- All assignments will be made public to the class in workshops and Laulima.
- Late work turned in within one week will earn reduced points.
- In the event of a documented emergency or death in the immediate family, please see me to make a reasonable plan.

**INSTRUCTIONAL METHODS**

This is not a lecture course. Much of the course will be devoted to group activities and class discussions. Because the primary method of exploring and learning about poetry is through
discussion, I ask that you try your best to participate enthusiastically and respectfully. Silence often happens in a thoughtful discussion. If you are a person who speaks readily, holding back for a moment may allow those who are more hesitant a chance to speak. If you are a person who would rather not speak, I ask that you challenge yourself to honor us with your ideas. I am not interested in the “right” answer; I am interested in an honest and open discussion that hopefully allows all of us to grow in our understanding of poetry and the human condition as expressed through poems. Writing and talking about poems is an arduous and sometimes socially awkward task, but we can learn and grow from each other’s tentative probing and unique perspectives.

A word of warning: The poems we explore by published writers and your peers may contain words or ideas that you do not agree with or that you personally find offensive. We do not enter the adventure of learning only to expose ourselves to ideas that accord with our existing beliefs. If you have strong beliefs that prevent you from engaging willingly with other belief systems and different moral codes and lifestyles, this course may not be the best fit for you.

If you have concerns with the way this course is taught, please see me. If I do not address your concerns adequately, contact Robert Barclay at 236-9236 or rbarclay@hawaii.edu.

**STUDENT CONDUCT AND PROFESSIONALISM**

Students should familiarize themselves with the Student Regulations section of the General Catalogue, particularly the Student Conduct Code and Disruptive Behavior Policy. All cell phones should be off and completely out of sight for the entire class period.

Plagiarism, the use of other people’s words and ideas, in part or whole, without proper citation is a serious offense, and cases will be referred to the Vice Chancellor of Student Services. Students who engage in acts of academic dishonesty face serious consequences—including failure.

Student Services counselors are available to assist students with personal and academic problems. Please ask for help by calling 235-7413 to make an appointment with a counselor.

If you are a first generation college student, receive Pell grants, or have a documented disability, I encourage you to visit TRiO Student Support Services in Alaka‘i 129 to sign up for additional services.

**DISABILITIES ACCOMMODATION STATEMENT**

*If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.*