ENGLISH 204B – Introduction to Creative Writing: Poetry
3 CREDITS | CRN: 64221

INSTRUCTOR:  Susan St John
OFFICE:      Hale Manaleo 109
DROP-IN HOURS:  W 10 a.m. to Noon; M &W 2:15 p.m. to 3:15 p.m.

I look forward to the individual meetings we will have this semester. Drop in and see me at the above times and location, or make a conference time through MySuccess.

TELEPHONE:  808-236-9226
EMAIL:  susankcl@hawaii.edu
EFFECTIVE DATE:  Fall 2018

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.

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 and WI.

REQUIRED TEXTS

• The Poetry Home Repair Manual: Practical Advice for Beginning Poets, Ted Kooser
• Handouts and Internet resources
  ✓ Poets and Writers Website:  http://www.pw.org/writing-prompts-exercises

COURSE SUPPLIES

Bring to every class:
1. textbook
2. Marble Composition Book, College-Ruled, for your Writer’s Notebook
3. 3-Ring Binder for Handouts
4. 2 Pocket Folder for Portfolio (left side for early drafts/right side for latest drafts)
5. Folder paper
6. Pens—black or blue, and 1 red
7. Highlighter
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:

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.

WRITING INTENSIVE HALLMARKS

A WI course is a discipline-specific course in which writing plays a major integrated role. Students in course sections designated as a “WI” learn to understand course content through writing and to write in ways appropriate to that discipline. English 100 is a prerequisite before students take the two required WI courses for the Associate in Arts degree. Students transferring to some bachelor’s degree campuses in the UH system may bring two or three WI courses with them to count for the bachelor’s degree. The hallmarks of a writing intensive course are:

W1. The class uses writing to promote the learning of course materials. Writing is considered to be a process in which multiple drafts are encouraged.

W2. The class provides interaction between the instructor and students while students do assigned writing. At least one student-teacher conference on a writing assignment is required in writing intensive courses.

W3. Written assignments contribute significantly to each student’s course grade.

W4. The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.

W5. To allow for meaningful professor-student interaction on each student’s writing, the class is restricted to 20 students.

COURSE TASKS AND GRADING

You can keep track of your grades in the Laulima gradebook. Your overall grade will be based on the following activities.

<table>
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<tr>
<th>Activity</th>
<th>Percentage of Total Grade</th>
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<tr>
<td>Writing that Undergoes Revision</td>
<td>45%</td>
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<tr>
<td>Poetry exercises, weekly craft analysis, Final Portfolio and Writing Statement.</td>
<td>Minimum of 4000 words by the semester end</td>
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</table>
present these poems to the class for workshop and will eventually revise them for the final portfolio.

For each poem, write a 400-word companion essay. What do you want your poem to do—technically and emotionally? What was the inspiration for your poem? What is the overall message of your poem, and how did you create that message using poetic devices such as metaphor or other forms of figurative language, rhythm and sound, and imagery. Talk about the craft of your poem and the models (published poems or advice from Kooser) that you used.

You’ll also prepare a submission for our literary magazine, The Pueo. I also encourage you to seek out other avenues to submit your work for publication.

**Chapbook and Introduction**

At the end of the term, you’ll compile your revised work into a bound chapbook, or create an alternative presentation such as a comic strip or video.

**Workshop Letters**

You will write at least one workshop letter, which may include description and analysis of a poem in their packet or their peers’ poems. Consider connecting this poem to Kooser’s advice, or to poems written by other published poets. These letters will be first turned in to Susan for credit, and then passed on to peers.

**Informal writing**

Students will write by hand in a Writer’s Notebook, which is a place to take notes in and out of class, record dreams and conversations, copy poems written by others, write lists, memories, observations, descriptions of intriguing scenes, “supposings”, letters mailed or unmailed, record new words or words that you want to use in your poems, and so on.

Some entries will be assigned and others will be free. Students write at least one, one-page, out-of-class entry each week. Every week, starting in the third week of the term, you’ll Xerox the page you wrote outside of class to turn in. This page can be a response to a “Poets and Writers” prompt, an observation or description, a response to a poem in a reading packet.

At the end of the semester, students will write a writer’s statement, which will include a short reflection on the process of keeping a notebook. Also, please bring your notebook to your conferences with me.
Class Activities and Forum Posts

Class offering. Students earn points for participating as giver and receiver of a “class offering” that will take place during the first five minutes of most class sessions. Each week I’ll also assign a Laulima Forum Post, which should be completed before class. These posts serve as a basis for our daily discussion.

Daily Presence. Participation in daily activities also counts in this category. These points cannot be made up if students are absent—for any reason. Students will not be eligible for these points if they are tardy or leave early. Six or more absences is an automatic fail.

Conference. Complete at least one conference by Week 9. I suggest that you schedule it through MySuccess as soon as possible, so that you can be assured a conference time.

Oral/Visual Presentation of Poems. This requirement can be satisfied by any of the following ways:

1. Memorize and present a poem in the Spoon River Anthology. Remain in character and answer questions as if you are the character.

2. Recite one of your own original poems at an Open Mic. The recitations should convey the meaning of the poem(s), and pay attention to pronunciation, stresses, pauses and pace. Give a short introduction to the poems, which tell us what to listen for in your reading. You are encouraged to enhance your reading with music and visuals (slides).

3. Attendance and written response to an Out Loud in the Library will also satisfy this requirement. More information is forthcoming, but look below for a list of fall events.

Fall 2018 Out Loud in the Library Events

Wednesday Evening, September 12, 2018, 5:30 p.m.
Photographer Mel Stones: Images of 90’s NYC Street Skating Culture

Thursday Evening, November 8, 2018, 6 p.m.
Bamboo Ridge Authors
Readings from Issue 113: The 40th Anniversary Issue

Thursday Evening, November 29, 2018, 7 p.m.
Popcorn and Poetry
Poet Laurel Nakanishi, winner of 2018 Berkshire Prize from Tupelo Press
Poet and Translator Zachary Payne, author of Termites: the illegal occupation of paradise
A few important notes on grading and course tasks...

• Sixteen pages (4,000 words) of revised work must be completed to be eligible for a passing grade.
• You are required to attend at least one instructor conference outside of class, in which we discuss your writing.
• All assignments will be made public to the class in workshops and Laulima.
• Late work turned in within one week will be accepted, but 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. Since we grow in our understanding of language and poetry as we struggle to articulate our thoughts, please do your best to participate enthusiastically and respectfully. Pay attention to the “dance” of healthy interaction. 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, please challenge yourself to honor us with your ideas. There is no “right” answer or “dumb” question; I am interested in an honest and open discussion that allows all of us to grow in our understanding of poetry and the human condition as expressed through poems.

STUDENT CONDUCT AND PROFESSIONALISM

Familiarize yourself 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. At certain check points I may ask that you submit your work to turnitin.com, which is a plagiarism checking service.

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 Alakaʻi 129 to sign up for additional services.

TITLE IX

Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: https://windward.hawaii.edu/Title_IX/.
Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, Windward CC has resources to support you. To speak with someone confidentially, contact Karla Silva-Park, Mental Health Counselor, at 808-235-7468 or karlas@hawaii.edu or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator at 808-235-7393 or wcctix@hawaii.edu.

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.
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<th>Week</th>
<th>Dates</th>
<th>Topics and Readings</th>
<th>Activities</th>
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<tr>
<td>1</td>
<td>08/20-08/25</td>
<td><strong>Introductions</strong></td>
<td>Forum #1.1- Introduce Yourself</td>
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<td><strong>Packet 1: Metaphor Poems</strong></td>
<td>Packet #1 – Read and Annotate Metaphor Poems, Syllabus</td>
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<td>Purchase Textbook, Portfolio, Binder, Composition Book and Supplies</td>
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<td>2</td>
<td>08/26- 09/01</td>
<td><strong>Packet 1: Metaphor Poems</strong></td>
<td>Forum #2.1- Kooser Ch. 1</td>
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<td>Assignment #1 - First Draft of Metaphor Poem and companion essay. Print it out and upload to Laulima.</td>
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<td>3</td>
<td>09/02 – 9/08</td>
<td><strong>Packet 2: Family Poems</strong></td>
<td>Forum #3.1 – Kooser Ch. 2</td>
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<td>Assignment #2 - First Draft of Family Poem and companion essay. Print it out and upload to Laulima.</td>
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<td>Journal Assignment Week 3: Write an out of class entry in your writer’s notebook and turn in a Xerox copy.</td>
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<td>4</td>
<td>09/09 – 9/15</td>
<td><strong>Packet 3: Picture or Postcard Poems</strong></td>
<td>Forum 4.1 – Kooser Ch. 3</td>
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<td>Journal Assignment Week 4: Write an out of class entry in your writer’s notebook and turn in a Xerox copy.</td>
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<td>5</td>
<td>09/16 – 9/22</td>
<td><strong>Packet 4: Political Poems</strong></td>
<td>Forum 5.1 – Kooser Ch. 4</td>
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<td>Assignment #3 - First Draft of Postcard Poem and companion essay. Print it out and upload to Laulima.</td>
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<td>Journal Assignment Week 5: Write an out of class entry in your writer’s notebook and turn in a Xerox copy.</td>
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<td>6</td>
<td>09/23 – 9/29</td>
<td><strong>Workshop, Revision, and Poetry Presentations</strong></td>
<td>Forum 6.1– Kooser Ch. 5</td>
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<td>Assignment #4 – First Draft of Political Poem and companion essay. Print it out and upload to Laulima.</td>
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| 7    | 9/30 – 10/06| **Workshop, Revision, and Poetry Presentations** | Forum 7.1– Kooser Ch. 6  
Assignment #5 –Workshop Letter  
Journal Assignment Week 6: Write an out of class entry in your writer’s notebook and turn in a Xerox copy. |
| 8    | 10/07 – 10/13| **Workshop, Revision, and Poetry Presentations** | Forum 8.1– Kooser Ch. 7  
Journal Assignment Week 7: Write an out of class entry in your writer’s notebook and turn in a Xerox copy. |
| 9    | 10/14 – 10/20| **Packet 5: Surrealism and Dream Poetry** | Forum 9.1– Kooser Ch. 8  
Assignment #6- First Draft of Surreal Poem and companion essay. Print it out and upload to Laulima.  
Portfolio Check #1 –Revisions of Metaphor (#1), Family (#2), Postcard (#3), Political Poems (#4)  
Journal Assignment Week 8: Write an out of class entry in your writer’s notebook and turn in a Xerox copy.  |
| 10   | 10/21 – 10/27| **Packet 6: Myth Making** | Forum 10.1– Kooser Ch. 9  
Assignment #7- First Draft of Myth Poem and companion essay. Print it out and upload to Laulima.  
Journal Assignment Week 9: Write an out of class entry in your writer’s notebook and turn in a Xerox copy.  |
| 11   | 10/28 – 11/03| **Workshop, Revision, and Poetry Presentations** | Forum 11.1– Kooser Ch. 10  
Journal Assignment Week 10: Write an out of class entry in your writer’s notebook and turn in a Xerox copy.  |
| 12   | 11/04 – 11/10| **Packet 7: Form Poetry** | Forum 12.1– Kooser Ch. 11  
Assignment #8 – First Draft of Form Poem and companion essay. Print it out and upload to Laulima.  
Journal Assignment Week 11: Write an out of class entry in your writer’s notebook and turn in a Xerox copy.  |
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<th>Assignment</th>
<th>Notes</th>
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<pre><code>|                |                                               | Assignment #9 – First Draft of Epitaph Poem and companion essay. Print it out and upload to Laulima. |
|                |                                               | Journal Assignment Week 13: Write an out of class entry in your writer’s notebook and turn in a Xerox copy. |
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| 14 | 11/18 – 11/24  | Workshop, Revision, and Poetry Presentations | Assignment #10 – Pueo Submission
    |                |                                               | Journal Assignment Week 14: Write an out of class entry in your writer’s notebook and turn in a Xerox copy. |
| 15 | 11/25 – 12/01  | The Writer’s Statement                       | Assignment #11 – Your Writer’s Statement
    |                |                                               | Journal Assignment Week 15: Write an out of class entry in your writer’s notebook and turn in a Xerox copy. |
| 16 | 12/02 -12/08   | Wrap Up                                      | Due - Assignment #12-- Final Portfolio and Writer’s Statement         |
| 17 | 12/09 – 12/15  | Finals Week                                  | Monday, December 10; 1:00 to 3:30 p.m.
    |                |                                               | Due— Assignment #13— Chapbook or Animation or Comic Strip             |