

ENGLISH 204B – Introduction to Creative Writing: Poetry
3 CREDITS | CRN: 63488

INSTRUCTOR: Susan St John
CLASS WEBSITE: stjohnpoetry.weebly.com
OFFICE: Hale Manaleo 109
DROP-IN HOURS: TR| 10 AM to Noon

I look forward to the individual meetings we will have this semester. See me at the above times and location for a drop-in appointment, or call/email/speak to me to plan a meeting that fits your schedule.

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EFFECTIVE DATE: Fall 2016

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.

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 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.

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:

- Writing promotes learning of course content.
- The course provides interaction between teacher and students while students do assigned writing. *At least one student-teacher conference on a writing assignment is required in writing intensive courses.*
- Writing is considered to be a process in which multiple drafts are encouraged.
- Writing contributes significantly to each student’s course grade.
- Students do a substantial amount of writing, a minimum of 4,000 words.

Depending on the types of writing appropriate to the discipline, students may write critical essays or reviews, journal entries, lab reports, research reports or reaction papers. To allow for meaningful teacher-student interaction on each student’s writing, the class is restricted to 20 students.

COURSE TASKS AND GRADING

Activity	Weight
Poetry exercises, weekly craft analysis, Final Portfolio and Chapbook. Students will complete ten poetry exercises. Students will present these poems to the class for workshop and eventually revise for the final portfolio. For the first draft of each poem, write a 1-2 page companion essay. What do you want your poem to <i>do</i> —technically and emotionally? What was the inspiration for your poem? What is the overall	50% Semester Minimum of 16 pages or 4000 words

<p>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.</p> <p>I also encourage you to submit your work for publication—our literary magazine, <i>The Pueo</i>, is one possible outlet.</p>	
<p>Chapbook and introduction. At the end of term, you'll compile your work into a bound chapbook.</p>	5%
<p>Workshop Letters Students 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 turned in first to Susan for credit, and then passed on to peers.</p>	10% Semester Minimum of 2 Pages or 500 words
<p>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.</p> <p>Some entries will be assigned and others will be free. I encourage students to write at least 2+ pages per week. At the end of the semester, students will choose and revise a few of the entries to turn in, write a short reflection on the process of keeping a notebook, and present their notebooks in a general way to the class. Also, please bring your notebook to your conferences with me.</p>	15%
<p>Class Offering and Daily Presence and Discussion Posts Students earn points for participating as giver and receiver of a "class offering" that will take place during the first ten minutes of every class. Each week I'll also assign a Laulima Discussion Post, which should be completed before class. These posts serve as a basis for our daily discussion.</p> <p>Participation in daily activities also counts in this category. These points cannot be made up if students are absent—for <i>any</i> reason. Students will not be eligible for these points if they are tardy or leave early.</p>	15%

Six or more absences is an automatic fail.	
<p>Oral/Visual Presentation of Poems</p> <p>Students will memorize and present a poem written by an established author. One of these poems must be selected from a provided list of authors. Students will also recite one of their own original poems. The readings should convey the meaning of the poems, and pay attention to pronunciation, stresses, pauses and pace. Give a short introduction to your reading that tells us what to listen for in your reading. You are encouraged to enhance your reading with music and visuals (slides).</p> <p>This portion of the course requirements can be satisfied in part by participation in a public reading. Attendance and written response to public readings may also satisfy this requirement.</p>	5%

A few important notes on grading and course tasks...

- Eighteen 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. 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 you 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.

COURSE SUPPLIES

Bring to every class:

1. textbook
2. Marble Composition Book, College-Ruled, for your Writer’s Notebook

3. 3-Ringed binder or 2 Pocket Folder 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

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 checkpoints I'll 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 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.