**English 204B, Introduction to Creative Writing: Poetry**
**3 Credits**
**CRN 61288**

INSTRUCTOR: Susan Lee St John
ZOOM OFFICE:  https://zoom.us/my/stjohn96744
OFFICE HOURS: *Email or message me through Laulima for a conference time. I look forward to the individual meetings we will have this semester.*
TELEPHONE: 808.236.9226
EMAIL: susankcl@hawaii.edu (This is the best way to contact me!)
EFFECTIVE DATE:  Fall, 2023

## 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.

## Activities Required at Scheduled Times Other than Class Times

At least one conference is required:  we can meet either in my Zoom office or my office in Manaleo, at a time convenient for both of us.

You need to discuss your first and second essays with a WCC writing lab tutor.  They have numerous times available, but do let me know if you are having difficulty finding a tutor time slot.

Most of the course work—Laulima Forum posts, readings, poems and essays, letters to peers and so on—will be completed outside of class times.

## CLASS HEALTH POLICIES

Masks: we'll follow the University and State guidelines for mask wearing. You are encouraged to wear a mask, but it is no longer mandatory.

Please stay home if you have any illness symptoms: coughing, sneezing, and so on. Absences do not affect your final grade. I would appreciate an email to let me know of your absence.

We have a box of wipes in the classroom, so please wipe down your desk at the end of F2F class.

## STUDENT LEARNING OUTCOMES

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.

## LEARNING RESOURCES

• *The Poetry Home Repair Manual:  Practical Advice for Beginning Poets*, Ted Kooser
You can purchase this book either at the WCC Bookstore or on Amazon.

- Packets of Poems.
There are six packets of poems that are available in the resources section of Laulima.

• Internet Resources
✓ Poets and Writers Website:  http://www.pw.org/writing-prompts-exercises
Use a prompt from this resource if you need inspiration or a boost to get unstuck.

## COURSE CONTENT

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.

During class time we'll do some creative writing exercises, discuss the readings and assignments, and workshop your creative work.  It is also a time for you to ask questions and collaborate with your classmates.

## 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.*

| Activity | Percentage of Total Grade |
|---|---|
| *Writing that Undergoes Revision*<br><br>*First and second drafts of poetry exercises and companion essays, writing statement, Pueo submission.*<br>Students will complete six poetry exercises. Students will eventually revise these poems with feedback from the instructor or peers, and turn in second drafts and a final portfolio.<br><br>For each poem, write a 500-word companion essay.<br><br>Talk about your understanding of the specific poetic technique, the craft of your poem and the models (published poems or advice from Kooser) that you used.<br><br>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 | 55%<br><br>Minimum of 4000 words by the semester end |

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|---|---|
| metaphor or other forms of figurative language, rhythm and sound, and imagery.<br><br>A couple days before the assignment is due, discuss your <u>essay</u> with a tutor from the WCC Writing Lab. Ask your tutor to email me about your visit. Make changes from your feedback.<br><br>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. | |
| *Final Project: Digital Chapbook and Introduction*<br><br>At the end of the term, you'll compile your revised work into a digital portfolio that will be shared with everyone in the course. Alternatively, you could present a final piece in another format such as a comic strip or video, which you will also share with your classmates. | 10% |
| *Workshop Letters*<br><br>You will write at least one workshop letter to another student in the course. You will receive a copy of their poem to write about. Consider connecting this poem to Kooser's advice, or to poems written by other published poets. These letters will be turned in to Susan for credit, and will also be passed on to the student poet.<br><br>A couple days before the due date, discuss your letter with a writing lab Tutor. Please make any changes on the draft you give to me. Also email a copy of your letter to the student who wrote the poem. | 10%<br>Minimum of 750 words |
| *Course Activities and Forum Posts*<br><br>*Conference.* Complete at least one conference by Week 10. I suggest that you schedule it as soon as possible, so that you can be assured a conference time.<br><br>*Discussion and explication of poems, both published poems and poems from your peers.* Please annotate the poems in your packet and write questions for discussion. We'll be discussion the poems in the packets through Padlet.<br><br>*Laulima Forum Posts.* Each post has two parts: 1)your response to the prompt, which should be a minimum of 150 words, and 2) a comment to at least two peers in each Forum. Your comment should be a minimum of two sentences. | 25% |

> "Originality is not as important as finding a way to be yourself."
>
>    --Poet Ted Kooser

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

• **Minimum Word Count:** Since this is a WI course, siixteen pages (4,000 words) of revised work must be completed to be eligible for a passing grade. The companion essays and peer letter will make up most of this requirement.

• **Mandatory Conference:** You are required to attend at least one instructor conference outside of class, in which we discuss your writing.

• **Write to Share:** All assignments may be made public to the class in workshops and Laulima.

• **No Questions Asked Coupons:** Late work turned in within two weeks will be accepted with a coupon. You will have three "No questions asked" coupons, which will allow you to turn in three late assignments (with the exception of assignments due in the last week of class.)

• **Unexpected Emergencies:** 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 online class discussions. I will also schedule an optional weekly Zoom session where we can discuss the work and readings.

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. If you are a person who is typically hesitant to share your thoughts or questions, 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.

## HOW TO GET HELP.

Everyone needs a little help now and then. The best time to ask for help is *before* you really need it. Here are some resources:

**Academic Support Services (*for help with coursework*)**
• **Instructor.** I am available to help you by phone, through Zoom, or by email. You can schedule a conference by messaging me through Laulima or emailing me at susankcl@hawaii.edu.

• **Tutoring Support**

1.     Alakaʻi:  Schedule an appointment.  See their contact information on the Laulima Overview page.
2.     WCC Writing Lab (For help with essays):  https://windward.hawaii.edu/writing/
3.     WCC Librarians:  To schedule an appointment,
call: 808-235-7436
Email: wcclib@hawaii.edu
5.     Tutor.com ((Access through the Windward Website)
6.     Online Learning Academy:  https://manoa.hawaii.edu/ola

**Technical Support Services**
- ITS Help Desk
  - Phone:  (808) 956-8883 (or toll free at 1-800- 558-2669 from the neighbor islands)
  - Email:  mailto:help@hawaii.edu
- Laulima Assistance Form – Click on the link at the bottom of any Laulima Page to request assistance.  Fill out the online form to submit a question; you will get an answer via email.

## COLLEGE POLICIES

- **Dropping a Class.**  The last day to withdraw without a "W" grade is September 12, 2023.  The last day to withdraw from class with a "W" grade is October 30, 2023 . If you stop participating in class and neglect to officially drop it, you will receive a failing grade.

## DISABILITIES ACCOMMODATIONS

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 Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class.  Roy Inouye can be reached at (808) 235-7448, royinouy@hawaii.edu, or you may stop by Hale Kākoʻo 106 for more information.

## SEX DISCRIMINATION AND GENDER-BASED VIOLENCE RESOURCES (TITLE IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Madoka Kumagai, Confidential Advocate
Phone:  (808) 348-0663
Email:  kumagaim@hawaii.edu
Office:  Hale Kakoʻo 110

Kaahu Alo, Student Life Counselor & Designated Confidential* Advocate for Students
Phone:  (808) 235-7354
Email:  kaahualo@hawaii.edu

Office:  Hale ʻĀkoakoa 232
*confidentiality is limited*

Desrae Kahale, Mental Health Counselor & Confidential Resource
Phone:  (808) 235-7393
Email:  dkahale3@hawaii.edu
Office:  Hale Kākoʻo 101

Karla K. Silva-Park, Title IX Coordinator
Phone:  (808) 235-7468
Email:  karlas@hawaii.edu
Office:  Hale ʻĀkoakoa 220

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to [manoa.hawaii.edu/titleix/](manoa.hawaii.edu/titleix/)

## ACADEMIC INTEGRITY

Academic honesty is required of all students, and you are responsible for the content and integrity of all work you submit. Each student is responsible for understanding and following campus policies on academic honesty. Refer to the college catalog for more information. You will be guilty of cheating if you:

- Submit or claim the work of others as your own (plagiarism).
- Use or obtain unauthorized assistance in any academic work.
- Give unauthorized assistance to other students.
- Misrepresent the content of submitted work.
- Turn in work that you completed for another term or for another course.

In some of your essays, you need to cite your sources, and synthesize ideas into something that is new and your own.  The work of others should be explicitly indicated.  For example, use quote marks or summarize with a reference to the original author. If you have any questions about collaborative work, plagiarism, or any other issues related to academic honesty, please ask me.

Students who commit an act of academic dishonesty, such as cheating or plagiarism, will receive a failing grade for the compromised assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

## ALTERNATE CONTACT INFORMATION

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alakaʻi 121

- Phone: (808) 235-7422

## COURSE SCHEDULE

*This Schedule is Subject to Change.  Please watch for announcements via email and in Laulima.*

| Week | Topics and Readings | Homework Due by 11:55 p.m. on the day listed. |
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| 1 Tuesday August 22 | **Packet 1: Metaphor Poems** | ○ Purchase Textbook<br>○ Read Syllabus |
| 1 Thursday | **Packet 1: Metaphor Poems** | ○ Packet #1 – Read and Annotate Metaphor Poems, Syllabus<br>○ 150-word post in Week 1 Forum--Introduce Yourself |
| 2 Tuesday | **Packet 1: Metaphor Poems** | ○ Comment to 2 peers in Week 1 Forum—Two sentence minimum for each comment.<br>○ |
| 2 Thursday | **Packet 1: Metaphor Poems** | ○ 150-word post in Week 2 Forum -Kooser Ch. 1 |
| 3 Tuesday | **Packet 1: Metaphor Poems** | ○ Comment to 2 peers in Week 2 Forum—Two sentence minimum for each comment.<br>○ Add a post to the Metaphor Padlet.  150-word minimum. |
| 3 Thursday | **Packet 1: Metaphor Poems** | ○ 150-word post in Week 3 Forum – Kooser Ch. 2<br>○ <span style="color:red">Assignment #1 - First Draft of Metaphor Poem and companion essay.  Upload to Laulima.</span> |
| 4 Tuesday | **Packet 2: Family Poems** | ○ Comment to 2 peers in Week 3 Forum—Two sentence minimum for each comment.<br>○ Packet #2 – Read and Annotate Family Poems |
| 4 Thursday | **Packet 2: Family Poems** | ○ 150-word post in Week 4 Forum – Kooser Ch. 3 |
| 5 Tuesday | **Packet 2: Family Poems** | ○ Add a post to the Family Poem Padlet.  150-word minimum.<br>○ Comment to 2 peers in Week 4 Forum —Two sentence minimum for each comment. |
| 5 Thursday | **Packet 2: Family Poems** | ○ <span style="color:red">Assignment #2 - First Draft of Family Poem and companion essay.  Upload to Laulima.</span><br>○ 150-word post in Week 5 Forum – Kooser Ch. 4 |
| 6 Tuesday | **Packet 3: Picture or Postcard Poems** | ○ Packet #3 – Read and Annotate Picture Poems<br>○ Comment to 2 peers in Week 5 Forum—Two sentence minimum for each comment. |
| 6 Thursday | **Packet 3: Picture or Postcard Poems** | ○ 150-word post in Week 6 Forum – Kooser Ch. 5 |

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| 7<br>Tuesday | **Packet 3: Picture or Postcard Poems** | ○      Add a post to the Postcard Poem Padlet.  150-word minimum.<br>○      Comment to 2 peers in Week 6 Forum —Two sentence minimum for each comment. |
| 7<br>Thursday | **Packet 3: Picture or Postcard Poems** | <span style="color:red">○      Assignment #3 - First Draft of Postcard Poem and companion essay.  Upload to Laulima.</span><br>○      150-word post in Week 7 Forum – Kooser Ch. 6 |
| 8<br>Tuesday | **Packet 4: Political Poems** | ○      Packet #4 – Read and Annotate Political Poems<br>○      Comment to 2 peers in Week 7 Forum —Two sentence minimum for each comment. |
| 8<br>Thursday | **Packet 4: Political Poems** | ○      150-word post in Week 8 Forum – Kooser Ch. 7 |
| 9<br>Tuesday | **Packet 4: Political Poems** | ○      Comment to 2 peers in Week 8 Forum —Two sentence minimum for each comment.<br><br>○      Add a post to the Political Poem Padlet.  150-word minimum. |
| 9<br>Thursday | **Packet 4: Political Poems** | ○      150-word post in Week 9 Forum – Kooser Ch. 8<br><span style="color:red">○      Assignment #4 - First Draft of Political Poem and companion essay.  Upload to Laulima.</span> |
| <td colspan="2" align="center">Spring Break<br>March 15-19, 2021</td> |
| 10<br>Tuesday | **Workshop Letter to Peer** | ○      Comment to 2 peers in Week 9 Forum —Two sentence minimum for each comment.<br>○ |
| 10<br>Thursday | **Workshop Letter to Peer** | <span style="color:red">○      Assignment #5 –Workshop Letter + Tutor.com feedback.  Upload to Laulima.</span><br>○      150-word post in Week 10 Forum – Kooser Ch. 9 |
| 11<br>Tuesday | **Packet 5: Surrealism and Dream Poetry Presentations** | ○      Packet #5 – Read and Annotate Surreal Poems<br>○      Comment to 2 peers in Week 10 Forum —Two sentence minimum for each comment. |
| 11<br>Thursday | **Packet 5: Surrealism and Dream Poetry** | ○      Portfolio Check #1 –Revisions of Metaphor (#1), Family (#2), Postcard (#3), Political Poems (#4)<br>○      150-word post in Week 11 Forum – Kooser Ch. 10<br>○ |
| 12<br>Tuesday | **Packet 5: Surrealism and Dream Poetry** | ○      Add a post to the Surreal Poem Padlet.  150-word minimum.<br>○      Comment to 2 peers in Week 11 Forum—Two sentence minimum for each comment. |
| 12<br>Thursday | **Packet 5: Surrealism and** | <span style="color:red">○      Assignment #6- First Draft of Surreal Poem and companion essay.  Upload to Laulima.</span> |

| | **Dream Poetry** | ○ 150-word post in Week 12 Forum – Kooser Ch. 11 |
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| 13 Tuesday | **Packet 6: Form Poetry** | ○ Packet #6 – Read and Annotate Form Poems<br>○ Comment to 2 peers in Week 12 Forum—Two sentence minimum for each comment. |
| 13 Thursday | **Packet 6: Form Poetry** | ○ 150-word post in Forum 13– Kooser Ch. 12 |
| 14 Tuesday | **Packet 6: Form Poetry** | ○ Add a post to the Form Poem Padlet. 150-word minimum.<br>○ Comment to 2 peers in Forum 13—Two sentence minimum for each comment. |
| 14 Thursday | **Packet 6: Form Poetry** | ○ Assignment #7 – First Draft of Form Poem and companion essay. Upload to Laulima. |
| 15 Tuesday | **The Writer's Statement** | |
| 15 Thursday | **The Writer's Statement** | ○ Thursday: Assignment #8 –Your Writer's Statement Draft 1 + Tutor.com feedback |
| 16 Tuesday | **Wrap Up** | ○ Assignment #9 – Pueo Submission |
| 16 Thursday | **Final Project** | ○ Due—Assignment #10—Chapbook or Animation or Comic Strip and Draft 2 of Writer's Statement, Surreal poem and Form poem |