



# ENGLISH 204D - Spring 2024

## Introduction to Creative Writing: Creative Nonfiction (WI)

### 3 credits

CRN# 62365 - Tuesdays and Thursdays, 1:00-2:15

### CLASS INFORMATION

This is an in-person course, and we'll be meeting in Manaleo 112; however, if you are feeling unwell, please stay at home and join us via Zoomland: [Link to Zoom](#)  
<https://hawaii.zoom.us/my/desi.wcc>

### INSTRUCTOR INFORMATION

**Instructor:** Desi Poteet  
**Office:** 'Ākoakoa 237  
**Office Hours:** by Zoom appointment  
**E-mail:** [desi.poteet@hawaii.edu](mailto:desi.poteet@hawaii.edu)  
**Phone:** TBA  
**Zoomland:** [Link to Zoom](#)  
<https://hawaii.zoom.us/my/desi.wcc>

### SYLLABUS CHANGE POLICY

The syllabus may be updated to address the learning goals of our class community. I will provide updates via ANNOUNCEMENTS on our Laulima website.

### WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

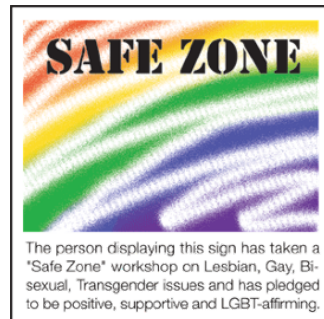
'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike 'akeakamai a me nā hana no'eau. Me ke kuleana ko'iko'i e ho'ohiki ke Kulanui e kāko'o a e ho'okumu i ala e hiki kē kōkua i ka ho'onui 'ike a nā kānaka maoli. Na mākou nō e ho'olako, kāko'o a paipai i nā Ko'olau a kō O'ahu a'e me nā hana no'eau ākea, ka ho'ona'auao 'oihana a me ka ho'onui 'ike ma ke kaiāulu – hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.

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 the Ko'olau region of O'ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment – inspiring students to excellence.

Why do writers write? Because it isn't there." Thomas Berger

## Welcome to 204D!

Our classroom is a collaborative learning community. We each bring to this classroom a unique and valuable set of life experiences. We can learn from one another and in the process discover who we are... who we are still becoming. **In order for us to take advantage of this exciting opportunity to discover, learn, and evolve, we must create an environment in which we respect, celebrate, and support our differences.**



### About This Course

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ENG 204D: Introduction to Creative Writing: Creative Nonfiction  
English 204D Introduction to Creative Writing (Creative Nonfiction) introduces students to the basic practices and principles involved in the writing and publication of creative nonfiction, which includes autobiography, biography, nature and travel writing, cultural criticism, and historical and scientific writing.

#### Prerequisites:

Grade of C or better in ENG 100, or consent of instructor.

#### Recommended:

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.

#### Student Learning Outcomes:

- Create original works of creative nonfiction that reflect a skillful use of literary devices, forms, and conventions.
- Analyze creative nonfiction written by peers and published authors.
- Propose and employ feedback in the writing workshop model.
- Evaluate and submit work for publication.

**"You can approach the act of writing with nervousness, excitement, hopefulness, or even despair – the sense that you can never completely put on the page whatever's in your mind and heart. You can come to the act with your fists clenched and your eyes narrowed, ready to kick ass and take down names. You can come to it because you want a girl to marry you or because you want to change the world. Come to it any way but lightly. Let me say it again: you must not come lightly to the blank page."**

**Stephen King, *On Writing: A Memoir of the Craft***

## Hallmarks of Writing Intensive Courses

- 1. The course uses writing to promote the learning of course materials.**  
Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills.
- 2. The course provides interaction between teacher and students while students do assigned writing.** Individual conferences are mandatory for WI courses at WCC.
- 3. Writing contributes significantly to each student's course grade.**  
Writing assignments must make up at least 40% of each student's course grade.
- 4. The course requires students to do a substantial amount of writing—a minimum of 4000 words, or about 16 pages.** Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, or reaction papers, etc. In-class exams and drafts are not counted toward the 4000-word minimum.
- 5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.**

## Course Format

English 204D is an in-person course and uses Laulima, an online educational platform. Students must have basic computer literacy and a University of Hawai'i ID and password to access Laulima and join class activities.

This class will involve discussions, group work, and other forms of participation throughout the semester. **Full participation in all activities will have a positive impact on your writing performance and progress.**

College-level studies require self-discipline and responsibility; students are successful when they:

- Ø are self-motivated.
- Ø are self-directed learners.
- Ø are good readers.
- Ø are good time managers.
- Ø collaborate with others.
- Ø enjoy both the in-person class experience and accessing online resources.
- Ø are excited by and fairly comfortable with technology.

Other requirements:

- Ø Ability to focus on the course for **approximately 6-10 hours a week.**
- Ø Motivation to adapt to an ever-evolving learning environment.

## Learning Resources

The material will be available through our Laulima class site; if you do not have access to reliable and daily access to a computer, you may borrow a computer from our WCC library.

- ❖ ChompChomp (<http://www.chompchomp.com/>)
- ❖ *The Blue Book of Grammar and Punctuation* by Jane Straus (available online)
- ❖ Handouts and links to videos and other valuable resources. (I'll provide.)
- ❖ Daily access to a computer and Internet.

## **Course Content and Tasks**

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Acquiring new skills is a life-long activity and is not limited to the classroom experience. In whatever career path you choose, reading and writing are foundational skills that will support and serve you in achieving your personal and professional goals, no matter what your academic or professional intentions may be. Through a variety of activities, this course will add to your existing literacy toolbox and help you improve your composition skills.

### **Attendance & Participation**

We meet twice a week. Be prepared for the day's activities. Please arrive promptly. If you are sick and accessing through Zoomland, turn on your camera. Participate in class discussions.

### **Conferences w/Desi**

Schedule a conference with me at the beginning of the semester to discuss your first piece and your goals for this semester. Also, meet with me at the end of the semester to discuss your final portfolio, reflection, and course grade. And, schedule conferences with me throughout the semester to discuss your writing assignments, as you wish.

### **Writing Conferences w/a tutor**

Schedule appointments with a tutor via TRiO or the Ka Piko Writing Lab to work on improving your writing assignments.

### **Grammar Exercises**

Use *ChompChomp* interactive exercises/quizzes to improve your skills.

### **Reading/Video Responses**

Read the assigned reading and/or watch the assigned video and be prepared to discuss in class.

### **Writer's Process Journal**

Throughout the semester, maintain a journal of your writing process. You'll be using this as a basis for your reflection essay at the end of the semester.

### **Writing Assignments**

We will be writing six essays (~750 words each) throughout the semester; you'll be selecting some to expand and improve to include in your final portfolio.

### **Reflection Essay**

Using your entries for your writer's process journal you'll write an essay reflecting on your journey through ENG 204D.

### **Portfolio**

You'll create a presentation to showcase your final writing selections and your reflection essay.

**Activities required outside of class:**

In addition to regular assignments, students must:

- dedicate **at least six hours** of study time per week for assignments.
- conference with Desi
- work with tutor(s), as needed

Your writing will improve with practice, practice, and yes, more practice. In class, we will be writing, increasing and refining our mechanical/technical skills. Since writing also improves with reading, we will read and discuss texts, studying ways in which authors deploy literary conventions for effectiveness. And as a community of writers, we will be sharing our insights about our process.

**Assessment Tasks and Grading**

Your final grade will be based on the quality and timely completion of all assignments, insightful work, presentations, class attendance, and participation. **Assignments that do not meet minimal proficiency must be redone to receive passing credit.**

<b>Attendance/Participation</b>	<b>60 points available</b>
<b>Writer’s Process Journal</b>	<b>50 points available</b>
<b>Writing Assignments (25 points each)</b>	<b>150 points available</b>
<b>Reading/Video Reflections</b>	<b>60 points available</b>
<b>Final Portfolio and Reflection Essay</b>	<b>200 points available</b>

**Final Grade**

You are responsible for your final grade. It will be based on the quality and timely completion of assignments, class participation, and insightful work. There is a final portfolio, but no final exam.

**A - 450+; B - 400-449; C - 350-399; D - 300-349; F - 299 and below**

An “N” grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning objectives and is not yet prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal or family emergencies.

**I reserve the option of modifying assignments and due dates to benefit and support the learning needs of our class community.**

“Most of us have two lives. The life we live, and the un-lived life within us. Between the two stands Resistance.”  
Steven Pressfield from *The War of Art*

**Tentative Schedule (subject to change)**

<i>Week</i>	<i>Focus/Assignments</i>
<i>Week #1</i>	<i>Introductions/Syllabus/Course Contract Begin: Writing Assignment #1</i>
<i>Week #2</i>	<i>DUE: Writing Assignment #1; R/V Assignment #1</i>
<i>Week #3</i>	<i>DUE: R/V Response #1 Begin Writing Assignment #2</i>
<i>Week #4</i>	<i>DUE: Writing Assignment #2; R/V Assignment #2</i>
<i>Week #5</i>	<i>DUE: R/V Response #2 Begin Writing Assignment #3</i>
<i>Week #6</i>	<i>DUE: Writing Assignment #3; R/V Assignment #3</i>
<i>Week #7</i>	<i>DUE: R/V Response #3 Begin Writing Assignment #4</i>
<i>Week #8</i>	<i>DUE: Writing Assignment #4; R/V Assignment #4</i>
<i>Week #9</i>	<i>DUE: R/V Response #4 Begin Writing Assignment #5</i>
<i>Week #10</i>	<i>DUE: Writing Assignment #5; R/V Assignment #5</i>
<i>Week #11</i>	<i>DUE: R/V Response #5 Begin Writing Assignment #6</i>
<i>Week #12</i>	<i>DUE: Writing Assignment #6 R/V Assignment #6</i>
<i>Week #13</i>	<i>DUE: R/V Assignment #6 Portfolio Preparation/Reflection Essay</i>
<i>Week #14</i>	<i>Portfolio Preparation/Reflection Essay</i>
<i>Week #15</i>	<i>Final Portfolio Presentations/Final Conference</i>
<i>Week #16</i>	<i>Final Portfolio Presentations/Final Conference</i>

## Course Policies

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### Participating in our Learning Community

In this class, to be self-motivated and self-directed (and successful), you should:

- Print out this syllabus and annotate it, indicating anything you have questions about. Turn it in to me.
- Print out the weekly assignments schedule and schedule your time responsibly.
- Familiarize yourself with our Laulima class site; I will continue to add valuable resources, which I will note in ANNOUNCEMENTS.
- Complete all assignments on time.
- Study examples and follow the best practices modeled.

### Student Responsibilities

BE...

- Curious about the world of research, reading, and writing and dive in!
- Enthusiastic about each assignment and do your best work!
- Courageous in your writing process and dive deep!
- Supportive and encouraging of your peers so they can do their best!

### Contacting the Instructor

My cell phone number is listed on the OVERVIEW page on our website. You may call or text me. Please let me know who you are and what class you're in. For example, "Desi, This is Pumpkin. I am enrolled in your ENG 100 course MW at 11:30." You can also send me emails at: [desi.poteet@hawaii.edu](mailto:desi.poteet@hawaii.edu). Please use your UH email. I will respond to you within 24 hours, M-F, excluding holidays. Sometimes there are glitches in the system. So, if you don't hear from me, please follow up.

### Communication is key

Please keep me posted. If you encounter challenges in your life, let me know as soon as possible so we can find strategies for you to succeed in this class. You can call me, e-mail me, meet me in "Zoomland." If you feel overwhelmed, contact me; we'll work together on a pathway of success for you.

### Alternative Contact

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: Alaka'i 121 \* Phone: 235-7422 \* E-mail: [wccaa@hawaii.edu](mailto:wccaa@hawaii.edu)

### Attendance/Participation

Attendance is required. We will meet in Manaleo 112, but if you are sick, join us via ZOOM. Please arrive a little early to our class.

### Assignments and Deadlines

The world of writing can be both exciting and daunting. Professional writers provide one another with feedback in order to produce the strongest work possible. We will be taking advantage of our class (student) writers and workshopping our assignments. For this reason (and to avoid the usual procrastination writers face), we have deadlines for all work. Work ahead of schedule to avoid challenges that may prevent you from completing your work on time. Everyone has encountered an unanticipated emergency, making it difficult

to meet a deadline. **In order to avoid late work, please work ahead of schedule to avoid the "my cat ate my homework" situations.**

### **Content Warning**

A college education provides you with a valuable opportunity to explore the world around you in new ways, broadening your life experiences. Research can uncover challenging and uncomfortable topics. In addition, literature and films, in particular, reflect the human condition in all its complexity, and sometimes contain content (profanity, violence, sexuality, etc.) that may offend you. I encourage students to write about topics of interest, but some subjects may be triggering to others. The act of writing requires courage as we dive deep into the uncomfortable realms. **If you would prefer not to expose yourself to these issues through readings, student work, audio books, films, class discussions, etc., then this may not be the class for you.**

### **Evaluation and Feedback**

I will provide feedback on your work, but you will also be relying on each other for feedback. I will meet with each of you in Zoom to discuss your work at various stages. These conferences provide you with one-on-one feedback on your essays. You are responsible for scheduling with me.

### **Academic Integrity**

**Work submitted by a student must be the student's own work.** The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author.

Students who commit academic dishonesty, cheating, or plagiarism will receive a failing grade for plagiarized assignments. All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

### **Resources**

**The following WCC sources may be beneficial to you or someone you know:**

- Free tutoring is available through TRiO Student Support Services; request a tutor early. The contact number for the TRiO office is 235-7487, Hale Kako'o 116.
- The Writing Lab (online) provides you with supportive writing coaches. Here is the link: [Ka Piko Writing Lab Link](#)
- Student Affairs counselors are also available to assist students with academic questions. Call 235-7413 to make an appointment.
- Purdue Online Writing Lab is another great resource: <https://owl.english.purdue.edu/owl/>

### **Institutional Information**

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#### **College Policies**

- **Basic Needs.** Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence, and graduation and overall student well being.



If you or someone you know are experiencing basic needs insecurity, please see the following resources:

<https://www.hawaii.edu/student-basic-needs/>  
[Basic Needs Link](#)

- **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. Jodi Asato can be reached at 235-7472, [jodiaka@hawaii.edu](mailto:jodiaka@hawaii.edu) or you may stop by Hale Kāko'o 105 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:

Leslie Cabingabang, UH System Confidential Advocate  
Phone/Text: (808) 348-0432 or (808) 341-0952  
Email: [advocate@hawaii.edu](mailto:advocate@hawaii.edu)  
Office: Hale Kāko'o 107 (Wednesdays)

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator  
Phone: (808) 235-7468  
Email: [mozoa@hawaii.edu](mailto:mozoa@hawaii.edu)  
Office: Hale Kako'o 109

Desrae Kahale, Mental Health Counselor & Confidential Resource  
Phone: (808) 235-7393  
Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)  
Office: Hale Kāko'o 101

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.

COURSE POLICIES CONTRACT

I have read through and reviewed the above Course Policies and the entire syllabus (ENG 204D). By signing this document, I acknowledge not only that I understand the policies and requirements of this course, but also that I understand the consequences of not following these policies.

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Signature

Please turn in this signed page..

Please complete this contract by clicking on this link:  
[Course Policies Contract Form:](#)