



ENG 271: Introduction to Literature

Mindfulness & Creation

INSTRUCTOR: Emily Ho

EFFECTIVE DATE: Spring 2026

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.

Catalog Description

This course introduces students to the study of significant works of literature in selected genres. Emphasis is on discussion of and writing about characteristics and themes of the works. A student may enroll in this course more than one time (for different genres); however, only three credits will be applied toward a degree.

Prerequisites: Grade of “C” or better in ENG 100.

Student Learning Outcomes

- Use concepts and terminology particular to literary study to analyze and interpret imaginative literary works orally and in writing.
- Respond to a work of literature as an expression of a culture’s values and compare those with the student’s own.
- Enjoy a more creative, enlightened, and fulfilled life through an appreciation of literature’s social, cultural, political, and philosophical themes and techniques.
- Exhibit knowledge about selected writers and their characteristic themes and techniques.

HALLMARKS OF WRITING INTENSIVE COURSES

W1. The class uses writing to promote the learning of course materials.

W2. The class provides interaction between the instructor and students while students do assigned writing.

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.

W6. Individual conferences are mandatory for WI courses at Windward CC.

Course Description

Welcome to Eng 271: Introduction to Literature. This course is intended to expand a students’ reading capacity, and lead them thru analysis of a variety of different genres. Each of the texts selected for this course showcase protagonists who are struggling to find a way thru difficult situations. Some of these situations are physical, others are emotional; some situations are life-threatening, and others are more peaceful and internal struggles. All of the protagonists, however, share a similar problem—how do I get thru this?

This course will use the critical theory of Mindfulness as a way to view each text. Each text we read will be written in a different genre, and the goal is not only to identify and discuss differences between the genres, but to view them thru the lens of mindfulness, which requires reflection, identification, and analysis. Through this course, you will feel more confident not only in the mechanics of different genres, but also in your ability to understand and analyze different texts through writing.

POSSIBLE COURSE TEXTS

The Mindful Self-Compassion Workbook by Kristen Neff

The Long Way Down by Jason Reynolds

Binti by Nnedi Okorafor

Love, An Index by Rebecca Lindenberg

This is Paradise by Kristiana Kahakauwila

Walking the Ojibwe Path by Richard Wagamese

The Wet Engine by Brian Doyle

COURSE TASKS

For each of the texts we will read, students will:

1. Be introduced to the author and the genre
2. Read and Discuss major themes
3. Identify and present on Literary Terms
4. Complete a Reading Packet
5. Write a Critical Response – 2 pgs
6. Write a Creative Translation – 1 pg
7. Write a Letter to the Author – 1 pg
8. Write a culminating essay on genre – 3 pgs

GRADING SCALE

Critical Reader Responses	200 pts	A 100-90
Creative Translations	150 pts	B 89-80
Literary Terms Presentation	200 pts	C 79-70
Genre Final Essay	150 pts	D 69-60
Attendance/Discussion	100 pts	F <60
Reading Packets	100 pts	
<u>Letter to the Author</u>	<u>100 pts</u>	
Total	1000 pts	

**Students must complete all assignments to pass this course.*

ASSIGNMENT DESCRIPTIONS

Critical Reader Responses. Each text we read requires a two-page response paper. These responses are meant to act as a reflection on the text's major themes, techniques employed in the text, and to analyze the author's use of literary devices. A thoughtful response does not reiterate the plot or summarize the text, but instead focuses on developing an argument about how the text operates.

Choosing from a series of prompts, you'll create a thoughtful response to your reading. These responses will be graded according to the Reader Response rubric.

Creative Translations. As you read each text, you'll be employing Creative Translation as a means to respond to a work of literature as an expression of a culture's values and compare those with the student's own. By putting yourself into the work, you create an expansion of self and experience, and discover new methods of communicating your experience.

We will sometimes be sharing our work with one another, as readers help us clarify and hone our voice. Given the public nature of the work you do in this class, please avoid writing anything in any of your assignments that you are unwilling to share.

Literary Terms Presentation. Using concepts and terminology particular to literary study, students will analyze and interpret imaginative literary works orally. Students will select a term from the list of Literary Terms, and will create a poster for their word. On this poster, students will list the definition, examples from the texts, and analyze the impact of the literary device on the audience—how and why it works. Presentations dates will be assigned, and presentations will last in duration between 5-7 minutes.

Prior to presenting, students will meet one-on-one with the professor, to get feedback and direction before they present.

Genre Final Essay. To round out learning experience, students will write a culminating essay where they compare each of the genres studied over the course of the semester. This essay will act as a final, where students showcase their knowledge of literary terms, the major themes of the works and how they showcase the characteristics of the genre, and demonstrate the importance of understanding genre and how it functions as a key part of the reading experience and understanding a text and its import.

Attendance/Discussion. This class requires students to come prepared to discuss the text—to both ask and answer questions. When participating in class discussion, be prepared to be Cold Called. Sometimes you will be asked to raise your hand to participate, and other times you will be called on to answer. You're not expected to have mastered the content, the point of discussion is to try answers out and arrive at conclusions as a group. If, when you are cold called you're not feeling confident, then use the phrase, "I'm not sure, but I think that..." and offer your best attempt at an answer. Answering, "I don't know" is not acceptable and will reflect in your attendance/discussion score for the day.

Reading Packets. *Reading Packets must be completed prior to the start of class;* packets will not be accepted after the beginning of class on discussion days. To receive full credit, students must bring their packet to be initialed by the prof at start of class. Reading packets are designed to help guide the student in their reading, so that they are prepared to share during discussion. Packets will also guide the student

in developing a deeper understanding of the text, and their understanding of Mindfulness as a theory, to prepare them to write their Critical Reader Responses.

Letter to the Author. In an effort to enjoy a more creative, enlightened, and fulfilled life through an appreciation of literature’s social, cultural, political, and philosophical themes and techniques, students will be composing letters to the authors of our texts. These letters should be honest, genuine attempts at connection, and should showcase your personal understanding of the text and the impact it has on you as a reader.

DUE DATES & ATTENDANCE POLICY

Attendance is mandatory. **All assignments are due at the start of class on the day they are due.**

Worked turned in at the end of class will not be accepted. This course hinges on students being prepared with their reading and assignments to prepare them for class discussions that will be held daily. If class is cancelled, students are required to complete the reading/assignments for that day, regardless, and that work will be collected at the start of the following class period.

REQUIRED FORMAT

Use the following MLA formatting for all submissions:

Your last name, pg #

Your full preferred name

Ho/ENG 271

Assignment Title

Date

Title

Indent the first line of every paragraph, “and when you use quotation marks,” put the punctuation inside the quotation marks. When you cite a text, put the citation at the end of the line using the reference to the author and the page number you’re citing, like this (author last name, 22).

MLA formatting requires you to use Times New Roman 12 point font, but if you don’t have access to a computer, please use legible handwriting, and double space your lines. Your thesis statement should appear here, as the final sentence of your introductory paragraph.

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 Kāko‘o 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:

UH Confidential Advocate

Phone: (808) 348-0663

Email: advocate@hawaii.edu

Desrae Kahale, Mental Health Counselor & Confidential Resource

Phone: (808) 235-7393

Email: dkahale3@hawaii.edu

Office: Hale Kāko‘o 101

Karla K. Silva-Park, Title IX Coordinator

Phone: (808) 235-7468

Email: karlas@hawaii.edu

Office: Hale Kāko‘o 128

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/

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.

In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s):

Students will receive a failing grade for plagiarized 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: Alaka'i 121
- Phone: (808) 235-7422