



Chaminade University

Poetry Writing

EN 303, Fall 2022

Syllabus

Instructor: James Kraus, PhD

Course Description

This course in poetry writing examines in the techniques of contemporary poetry and provides practice in writing original poetry. The course provides opportunity for students to explore their motives for creative writing and to "try on" a variety of approaches. Pre-requisite: EN 102.

Throughout the course, writing projects are submitted via the course web site and are thereby available for discussion by the entire class. Background reading is required from various texts, most of which are available free via the course web site. The course is conducted as a workshop, with student writing at the center of discussion.

The objectives of this course cover the general scope of poetry writing from the point of view of the author.

Learning Outcomes

By the end of the course the student should be able to:

- Explain what motivates people to write poetry
- Define key terms associated with the writing of poetry
- Define major poetic genre
- Identify key readings considered to be a part of any poet's basic knowledge
- Explain various ways of developing poems
- Compare various ways that poetry is presented to the public
- Describe the concept of beauty as it relates to the reading and writing of poetry

English Major Program Learning Outcomes

- Proficiency in writing through an analytical literary research paper.
- Proficiency in creative writing through an original production of poetry, fiction, or non-fiction.
- The ability to define various literary critical approaches and apply them to given texts.

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- The ability to define, identify and articulate major movements/periods in British and American literature.
- The ability to critically analyze significant authors, texts, and issues in British and American Literature

Contact

- Via VPN Canvas

Texts

Most texts for this course are available free online. Students may read texts online, thus saving the costs of printing, or they may print out copies on their home computers. Three texts should be purchased from the Chaminade Bookstore:

- Gregory Orr, *Primer for Poets + Readers of Poetry*
- William Stafford, *You Must Revise Your Life*

Course Requirements

- Participation (timely participation in course activities) (20%)
- Writing assignments (20%)
- Journal (20%)
- Portfolio / Final Exam Essay (40%)

Participation / Forum Postings

Regular participation in class discussions and other activities necessary for success in this course.

Writing Exercises and Workshops

Weekly writing assignments are submitted at face-to-face class sessions. These writing exercises are generally considered to be "poems in progress."

Journal

Keeping a journal in a conventional bound paper notebook or in a folder. Entries should be dated in order to reflect regular writing practice throughout the term. Entries should consist of responses to prompts on the course website, as well as free-form responses to or quotations from the required readings, drafts of poems, notes on the writing process. The requirement for the journal is a minimum of 30 pages (100 to 150 words per page) for the term. Journals may be checked periodically during the term and may also be checked at the end of the term. Graded journal reports are required at several times during the term.

Portfolio and Final Exam Essay

The portfolio is a collection of at least 5 poems completed during the term. Students are encouraged to be as creative as possible in the construction of the portfolio.

The final exam consists of one or more essay questions which will be distributed during the week prior to the exam. The exam is open book. It must be submitted as a part of the portfolio.

Grading Scale

Where numeric grades are concerned the following scale will apply: A = 90 - 100 (A- = 93, A = 95 - 100); B = 80 - 89.9 (B- = 83, B = 85, B+ = 88); C = 70 - 79.9 (C- = 73, C = 75, C+ = 78); D = 60 - 69.9.

Academic Honesty and Plagiarism

- All material submitted in fulfillment of course requirements must be written by the registered student. While students are strongly encouraged to consult sources outside the required reading of the course, they are also responsible for clearly stating the nature of their sources. Statements of "common knowledge" are generally exempt from this scholarly requirement
- Plagiarism is defined as the presentation of someone else's ideas as your own. Plagiarism in this course will result in a grade of "0" for the assignment and possible failure for the course.
- If the instructor suspects plagiarism, the burden of proof of the originality of the writing lies with the student. Evidence of originality would include copies of early drafts of the writing, research and interview notes, as well as the ability to discuss the themes of the writing with the instructor. Students should consider their instructor's vigilance in such matters a normal part of the academic process and should be prepared to present evidence of originality if requested.
- Students are strongly advised to save files of early drafts of essays, along with outlines, research notes and other supporting documentation, as the instructor may at any time require that they be presented.

Tentative Course Outline -- Detailed assignments and updates. Future weeks of the course outline are subject to revision during the semester. If you want to work through course materials ahead of schedule, be sure to check with your instructor first.

Week 1 -- The Image: Representing sensory experience (seeing, hearing, touching, tasting, smelling)

- Readings: selected poems by Ezra Pound, William Carlos Williams and others
- Writing prompts, online postings, discussions and workshops

Weeks 2 and 3 - Negative Capability, Metaphor and Creativity

- Readings: selected poems by John Keats, James Wright and others
- Documentary film: "Voices and Visions"
- Writing prompts, online postings, discussions and workshops

Week 4 -- Poetic Line and Stanza

- Readings: selections from the poetry of Emily Dickinson
- Documentary film: "Voices and Visions"
- Writing prompts, online postings, discussions and workshops

Weeks 5 and 6 -- Voice

- Readings: selected poems by William Butler Yeats, William Carlos Williams, T.S. Eliot
- Writing prompts, online postings, discussions and workshops

Week 7 -- Poetry and Dream

- Readings: selected poems by Guillaume Apollinaire, Michael Benedikt, Robert Desnos and others
- Writing prompts, online postings, discussions and workshops

Week 8 -- Some Forms

- Readings: Shakespeare's Sonnets
- Writing prompts, online postings, discussions and workshops

Weeks 9 and 10 -- Repetition and Music

- Readings: selected poems by Sylvia Plath
- Documentary film: "Voices and Visions: Sylvia Plath"
- Writing prompts, online postings, discussions and workshops

Week 11 -- Family, Death and Grief

- Readings: selected poems by Ezra Pound
- Documentary film: "Voices and Visions: Ezra Pound"
- Writing prompts, online postings, discussions and workshops

Weeks 12 -- The Body and Writing the Erotic

- Readings: selected poems by Adrienne Rich
- Writing prompts, online postings, discussions and workshops

Weeks 13 -- Eco-poetry and the Poetry of Place

- Readings: selected poems by William Stafford
- Portfolio / Final Exam

Marianist and Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed. See below for a more expansive description of Marianist Core Beliefs that was adopted by the Chaminade Faculty some years ago.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Chaminade University

Core
Academic
Beliefs

Our role as Professionals at Chaminade University is defined by our core academic beliefs. These beliefs are formed in turn by our role as professionals at a Catholic, Marianist University, as mentors to the students we serve, as teachers and scholars as colleagues, and as servants to the community.

As
Professionals
at a Catholic,
Marianist
University

An education in the
Marianist tradition
is marked by five principles

Education for Formation in Faith

In our community, reason and personal faith are seen as mutually complementary roads to truth. Together, we invite all scholars to join our community of faith, hope, and love.

Integral, Quality Education

We are committed to an integral, quality education which begins with respect for the complexity and diversity of each person. This means that the faculty member attempts to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Education and the Family Spirit

Our community is a second family which encourages the personal development of each of its members. Mutual respect for all members of our family allows the Marianist-based scholarly community to share responsibility for decision making at all levels.

Education for Service, Peace, and Justice

All members of the community must expect to dispense and receive justice to and from each other and to and from the community in which the university is situated. Teachers and administrators within our community prepare students to view their own world with a critical eye in order to discern between the just and unjust.

Education for Adaptation and Change

True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. Our scholarly community regards technology as a critical aid in the quest for understanding in our changing world.

As Mentors
of
the Students
We Serve

Our students, both traditional and non-traditional, bring us a variety of talents, traditions, cultures and abilities. This diversity brings a special opportunity to the Chaminade community, which can then nurture and guide each student to the fullest realization of potential.

Each student's educational goal is to prepare for professional careers and personal growth in an educational environment based in the liberal arts tradition and enriched by Marlanist values.

We recognize that knowledge connecting various approaches and ways of thinking is vastly superior to compartmentalized knowledge. This is why we believe that it is the scholarly community's responsibility to explore and encourage connections between disciplines and to provide the various experiences necessary to make those connections. This implies intense, dedicated collaboration among colleagues and students.

We teach best when we conduct ourselves with personal integrity, perhaps the most powerful educational tool we can possess. We serve as mentors and role models; the way in which we interact with students enables them to work with others in a like manner.

We educate and train for servant leadership within the university and in the communities beyond our campus.

Our philosophy of education encourages continuous learning and develops the capacity for change.

The nurturing and guidance of our students often takes place outside the classroom. Therefore, our availability beyond classroom hours distinguishes Chaminade from other institutions.

Our definition of scholarship includes the scholarship of integration, application, and teaching as well as research and publication.

As Teachers
and Scholars

We recognize that collaboration with allied fields enhances our learning and that we become more integrated by learning to look through other eyes, by viewing knowledge from different perspectives. Our goal is wholeness; only through collaboration can we approach the ideal of full understanding.

As
Professional
Colleagues

We recognize that faculty are at their best in the classroom and that we should make every effort to experience each others' finest moments. The consequences of this effort are to gain respect for each other as well as to gain insight from different perspectives, methodologies, and skills. This will lay important groundwork for unifying and integrating our curriculum. We thus demonstrate to our students the truth that the whole is greater than the sum of the parts.

We believe in staying the course through difficult periods. Patience, self discipline and sacrifice are necessary to build a strong community. We look within ourselves for solutions and the resolve to work through difficulties.

We believe in a more extensive view of hospitality, meaning a cordiality to the ideas and talents of others. Listening with an open mind enhances our integrity and reasserts our humanity.

As Servants
to the
Community

As a Marianist institution, we are charged with promoting human rights and dignity, alleviating the suffering of the disadvantaged and providing service to the community. We hold fast to this abiding charge no matter what the political climate or transient social ethos.

Strong social consciousness must clearly distinguish us from other institutions; it must expressly permeate all curricula.

We seek justice for our co-workers in all areas of university life. By our teaching, our personal example, and our regard for our fellow Chaminade employees, we impart a humanity to our students to conduct their lives with integrity, ethics, and compassion.

We strive to be a community that looks beyond itself through public service, which enriches the life of the wider community.

Chaminade University

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This version of Chaminade University's Core Beliefs Statement is by Heather Dozier and Jim Kraus.

