



Chaminade University OF HONOLULU

Chaminade University

Poetry Writing

EN 303, Fall 2025 Syllabus

- **Instructor:** James Kraus, Professor of English
- **Mail:** 3140 Waialae Ave., Honolulu, HI 96816, Henry Hall 206-d
- **Office Hours:** Monday and Wednesday, 11:30 - 12:30 p.m.; Tuesday, noon - 1 p.m.
- **Humanities Division Front Desk:** ph. 808-735-4827
- **Technical Requirements:** Successfully open account on course web site. Be able to view "Films on Demand" via Chaminade Library Web site. To test this, go to this url: <http://www.chaminade.edu/library/> and click on "Database by Subject" link, then scroll down and click on "Films on Demand." If logging on from off-campus, you will need your Chaminade ID and password. Once on the Films on Demand site, search for and view "The History of English in 10 Minutes."
- **The course web site is mobile-accessible; however, access via personal computer or tablet (iPad or equivalent) is required for full participation in the course.**
- **Technical Support:** Contact instructor first with all technical problems.

Course Description

This course in poetry writing examines in the techniques of contemporary poetry and provides practice in its writing. 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.
- 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 sh and American Literature

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

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.

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*

Week 1 – Creativity and Writing, The Importance of Memory

- Introductions
- Read: Orr, “Poetry Is Both Simple and Complex,” pp. 15-40
- Journal Prompt: “I Remember.” See Orr, p. 29

Week 2 – Understanding the Creative Process

- Read: Orr, “Letting in the Disorder,” pp. 41-58; selected poems by Robert Frost, Ezra Pound, William Carlos Williams and others
- Journal prompt: “Threshold Exercise,” See Orr, p. 56

Week 3 – Lyric Sensibility

- Read: Orr, “The Lyric Invitation,” pp. 59 – 67; selected poems by Walt Whitman, John Keats, James Wright, Mary Oliver and others
- Documentary film: “Voices and Visions”: Emily Dickinson
- Journal prompt: Describe something that is very ordinary to you, but from the point-of-view of someone else, someone quite different from you.

Week 4 – Finding Order in Chaos

- Read: Orr, “Imagination at the Threshold,” pp. 71 – 81; selections from the poetry of Emily Dickinson
- Documentary film: “Voices and Visions”: Walt Whitman
- Journal prompt: Two related prompts: First describe a chaotic situation from your own life; then describe the same situation after the chaos passed.

Week 5 – Lyric and Narrative

- Read: Orr, “Lyric and Narrative,” pp. 52. – 117; selected poems by William Butler Yeats, William Carlos Williams, T.S. Eliot
- Writing prompts, discussion and workshop

Week 6 – “Narrative Extends, Lyric Surrounds”

- Read: Orr, “Some Basic Issues,” pp. 118 – 150; selected poems by Adrienne Rich and others
- Writing prompts, discussion and workshop

Week 7 – Naming, Singing, Saying, Imagining

- Read: Orr, “Words Coming Alive in Poems,” pp. 153 - 159: selected poems by Sylvia Plath and others
- Writing prompts, discussion and workshop

Week 8 — The Motive for Meter

- Read: Orr, “Naming,” pp. 160 – 182; Shakespeare's Sonnets and other poems
- Writing prompts, discussion and workshop

Week 9 — Rhythm

- Read: Orr, “Singing,” pp. 183 – 223; selected poems by Sylvia Plath and others
- Documentary film: “Voices and Visions: Sylvia Plath”
- Writing prompts, discussion and workshop

Week 10 — Words and Power

- Read: Orr, “Saying,” pp. 224 – 239; poems by Blake, Whitman, Landau and others
- Writing prompts, discussion and workshop

Week 11 – What is Meta For?

- Read: Orr, “Imagining,” pp. 240-263; selected poems by Ezra Pound, Elizabeth Bishop
- Documentary film: “Voices and Visions: Ezra Pound”
- Writing prompts, discussion and workshop

Week 12 – Poetry and Psychology

- Read: Orr, “Ecstasy and Enlightenment,” pp. 268-277; selected poems by Adrienne Rich, Plath
- Writing prompts, discussion and workshop

Week 13 – Self and Not-self

- Read: Orr, “A Second Self in a Second World,” pp. 278-295; selected poems by Walt Whitman, Marge Piercy and others
- Writing prompts, discussion and workshop

Week 14 – Your Personal Anthology

- Read: Orr, “Craft and Quest,” pp. 296- 306; selected poems by William Stafford
- Writing prompts, discussion and workshop

Week 15 — Portfolio

- Final Portfolio Due
 - Collection of revised poems
 - Collection of poetry from course (your personal anthology)
 - Edited discussion postings written as part of this course

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.

Credit Hour Policy Time Allocation

Class Time / Note Taking / Discussion	35.5
Reading and Researching	40
Writing and Revising essays	40
Preparing Final Portfolio	5
Journal Writing	5
Preparing Forum Postings	5
Preparing Collaborative Group Project / Presentation	5
Total	135.5

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.
- Use of "artificial intelligence," e.g. chatgpt and the like, is discouraged. If used, proper citation is required. In general, use of "AI" is contrary to the goals of this course.
- 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.

University Policy: Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity 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. 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.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation

paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua ‘Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

And also . . .

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity 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. 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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.