

Point Loma Nazarene University
 Department of Literature, Journalism, Writing, and Languages
Creative Writing: Poetry
ENG 3021 (3 units)

Section: 01

Time: TR, 11:00 a.m. – 12:15 p.m.

Spring 2025

Location: Bond 151 (+ Zoom)

Instructor: Dr. Katie Manning, kmanning@pointloma.edu

Phone: 619-849-2200, x2432

Office: Bond 124

Office Hours: TR, 9:00-10:30 a.m., and other times by appointment

Course Website: <https://canvas.pointloma.edu>

Please put away screens when not actively using them for class purposes. Thanks!

Catalog Entry: Comprehensive instruction and guided workshop in writing poetry. Attention is also given to methodology in teaching poetry writing and to finding publication. May be repeated once for *major* credit with instructor's consent. Prerequisite: College Composition.

Course Description: Poems have been used to convey and preserve all sorts of human experience—from the most abstract ideas of love to the most physical details of how it feels to eat a plum. Poems may contain accounts of history, autobiography, fiction, or some mix of these. They are both visual and auditory creations. Perhaps most importantly, anyone can write poetry. Writing is not an innate gift; it is a skill to be learned and practiced. Athletes train, painters paint, and writers write to get better at their craft. In this course, you will develop the skills that are needed to both read and write poems well. We will discuss the components of poetry and read sample poems, and you will draft and revise several poems with the help of writing exercises, your personal journal, and our in-class workshops. After the first few weeks, we will especially focus on creating a cohesive collection of poetry, and some of the poets whose books we read will visit our class to talk with us about their writing process. You will also learn about literary journals that publish poetry and submit your own work for publication at the end of the semester.

Required Materials

Davis, Nicelle. *The Walled Wife*. Red Hen Press, 2016. Available [here](#).

Jensen, Charles. *Story Problems*. Palooka Press, 2017. Available [here](#).

Peters, Charnell. *Un-Becoming*. Thirty West, 2019. Available [here](#).

Russell, Ki. *How to Become Baba Yaga*. Medula, 2011. Available [here](#).

(All other readings and resources will be available in class and/or posted on Canvas.)

A writing notebook/journal of your choice

The obvious things: pen/pencil, loose-leaf paper, folder for storage, etc.

Recommended Materials

Pintado, Margarita. *Ojo en celo*. The University of Arizona Press, 2024. Available [here](#).

Diversity Statement: Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture, and other personal characteristics. In addition, the Department of Literature, Journalism, Writing, and Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism, and the study of literature and languages.

Course Learning Outcomes

Students who complete ENG 3021 will be able to:

1. identify aspects of theory, style, and structure in works of poetry;
2. analyze poetry written by professionals and peers to determine authors' writing techniques in relationship to target audiences and genre conventions;
3. employ research techniques as necessary to meet the demands of poetic craft and content;
4. craft poems using techniques specific to genre to create descriptive and evocative language;
5. apply workshop techniques for constructive criticism of peers and in turn take criticism and use it to improve their own work;
6. format texts in a genre-appropriate and professional manner for submission to workshop and publication;
7. present written work to live audiences, demonstrating strategies for audience engagement and oral communication.

Course Credit Hour Information: In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes.

CLASS POLICIES

*tl;dr Please don't disappear. Talk to me if you're struggling, and I will help you make a plan. I want you to complete this course successfully.

Grade Distribution: In order to receive credit for the course, all of the following work must be completed. Completion of all major assignments is required to pass the course.

Reading Reflections & Exercise	16% - 80 pts
Recitation	4% - 20 pts
Poems (initial drafts)	32% - 160 pts
Workshops	20% - 100 pts
Journal Presentation & Submissions	4% - 20 pts
Final Exam (reading)	4% - 20 pts
<u>Final Chapbook</u>	<u>20% - 100 pts</u>
<i>Total (approximate)</i>	100% - 500 pts

Grading Scale & Definitions:

A: 93-100%	B-: 80-82	D+: 67-69
A-: 90-92	C+: 77-79	D: 63-66
B+: 87-89	C: 73-76	D-: 60-62
B: 83-86	C-: 70-72	F: below 60

A = Phenomenal work that far exceeds the minimum requirements of the assignment; excellent logic, structure, and organization; virtually no grammar and punctuation errors.

B = Excellent work that exceeds the minimum requirements of the assignment; no major problems with logic, structure, and organization; very few grammar and punctuation errors.

C = Average work that meets the minimum requirements of the assignment; may have minor problems with logic, structure, and organization; may have some grammar and punctuation errors.

D = Poor work that does not fully meet the minimum requirements of the assignment; may have some problems with logic, structure, and organization; grammar and punctuation errors may hinder meaning.

F = Poor work that does not fulfill the assignment; may have serious problems with logic, structure, and organization; grammar and punctuation errors may obscure meaning.

Attendance & Participation: Because discussion will be an important part of our class, your regular attendance and participation are required for you to be successful. Your first two absences will not count against your grade, but use them wisely. For each additional absence, your total grade will be lowered by 5%; if you miss class more than 4 times (over 2 weeks), you will automatically fail this course. Coming to class unprepared, misusing a screen, or being disruptive in class will also count as an absence. If you already know that you'll be missing many classes due to some pre-existing schedule conflict, you should not take this course at this time. Also, since arriving late to class is distracting to your classmates (and to me), you are expected to arrive on time. Two late arrivals will count as one absence.

Readings: Readings are due on the date they're listed in the course outline. Always bring your copy of the assigned reading to class with you for use in discussion. Read actively and make notes directly on the text and/or on the side.

Reading Reflections: On days when reading assignments are due, you should bring a brief (200-250 words) typed response to the reading. This might include lines/images that stood out to you (with some comments about why you find them meaningful), questions you have about the text (about the content, the form, or other artistic elements), connections you see between the reading and other parts of your life (classes you're taking, things you've read, current events, etc.), how you want to apply this reading to your own writing, and/or other ways of thoughtfully engaging with the assigned reading. These should follow the paper format guidelines for prose (below), including having a word count in the upper right corner.

Student-Led Exercises: You will be responsible for leading the class in one writing exercise. You should come prepared with some sort of prompt: an object, a song, an image, a story, a current event, a new form to try... bring something that gives you the urge to write and might offer

possibilities to the other writers in our course. The best exercises will engage more than one of our senses. (Example: Don't just tell us to think about crayons; bring crayons for us to sniff and feel and see. Don't just put an image on the screen; describe the image and give us some suggestions of how to engage with it.) You'll have 2-3 minutes to introduce the exercise, and we'll write for about 5 minutes. You'll be graded on preparedness and quality.

Recitation: Because poems especially demand to be heard and remembered, you will memorize and recite for the class one of our assigned poems (or talk with me to make arrangements for reciting part of an especially long poem). Your recitation should be practiced and nearly perfect. On the class period after your recitation, turn in a 1-2 page written reflection about the poem and your experience of memorizing and reciting it: how did memorizing the poem affect your understanding, interpretation, and/or appreciation of the poem?

Poems: You will turn in several early drafts of poems. Some of these will have assigned styles or content, but many will be self-assigned. Please follow the Canvas modules closely and submit pieces on the day they are due. These early drafts need not be masterpieces, but they should not be sloppy. It should be clear that you worked on them extensively.

Workshops: We will do workshops as a whole class throughout the semester. The session before your workshop, you will bring enough hard copies of your workshop piece for each person in the class. On workshop days, you will turn in a typed copy of your feedback letters to me, as well as to the member of your group who is being workshopped. During workshops, we will thoroughly discuss the writing to give the authors a chance to see how readers are experiencing their work and to give some feedback for revision. Your workshop grade will be based on both your verbal participation and written comments.

Final Chapbook: At your scheduled conference time, you will submit a project proposal, in which you will describe some sort of research, experience, theme, location, style, or other unifying element that will guide your writing for the rest of the semester. You will draft and revise at least 10 poems for this collection. At the end of the semester, you will turn in a final chapbook that includes a title, a brief (1-2 paragraph) introduction to your work, 10 well-revised poems, and a brief statement (footnote or endnote) for *each* poem on why/how you began, revised, and settled it.

Literary Journal Presentation: Browse the lists of literary journals on www.pw.org. Visit some journals' websites, read sample poems, and look at their submission guidelines. Choose two journals that publish poetry and that seem to fit your own or a classmate's aesthetic. On presentation day, come to class prepared to give a one-minute talk about each journal you've chosen. Your presentation should include a digital flyer that gives your classmates an overview of each magazine's aesthetic (including preferred writing styles), masthead (relevant editors), submission guidelines, web address, contact info, and anything else you think is useful.

Journal Submissions: By the final day of class, you will submit evidence of two complete literary journal submissions (screenshots of sent emails or Submittable confirmation will work). I will give you instructions and advice on cover letters/emails and other technical details of

submissions later in the semester. For now, concern yourself with writing and revising to make your work as strong as it can be.

Paper Format: All assignments, unless otherwise instructed, must be typed, in 12-point Times or Arial font, with one-inch margins. Poems should usually be single spaced or spaced according to the design of the author. Prose should be double spaced and include a word count in the upper right corner. Please submit electronic copies in the appropriate place on Canvas as instructed for each assignment.

Final Exam: Attendance is mandatory. For your final, you will give a practiced, polished introduction to your chapbook and a reading of your work, 5-7 minutes total. You will be graded on the quality of your introduction and overall delivery.

Due Dates: Dates when assignments are due are listed on the attached course outline; unless otherwise specified, assignments are due at the beginning of class. I highly encourage you to visit with me one-on-one during office hours to run project ideas or any questions by me. Once an assignment receives a grade, there will be no further opportunities to revise for a new grade. Late work is not acceptable. If unusual circumstances will keep you from completing an assignment on time, please make arrangements with me for an extension BEFORE the due date when possible (or if you wake up sick, please email me ASAP with your assignment so it will not be counted late). Please complete all readings on time as well. All coursework must be completed by our final meeting. Incompletes will only be assigned in extremely unusual circumstances.

Student-Directed Conferences: During the semester, you must meet with me on scheduled conference days to discuss your writing, reading, or whatever else you'd like. Dates for these mandatory conferences are on the course outline. This will be part of your attendance grade. Feel free to meet with me more often than this!

Extra Credit (in addition to perfect attendance): Writing events go on frequently at PLNU and in our larger San Diego community (and now virtually all over the place). Attend an author lecture, reading, or workshop and write a 1-2 page critical analysis and reflection over what was said and how you can apply it to your reading and/or writing. Due within one week of the event. This will earn you up to 5 points (up to 2 times).

Canvas: A copy of this syllabus and assignments for our course are online at <https://canvas.pointloma.edu>. You can access these course materials through the portal using your PLNU username and password.

PLNU Email: Your PLNU email account should be checked daily. This is the way that I will most frequently communicate with you outside of class, and it's also the way the university distributes important information.

Inclusive Language Statement: Because language is powerful and shapes the way we think, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA,

and Chicago, and is the norm in university-level work. See the section on “[Appropriate Language](#)” at *The Purdue OWL*.

Public Discourse: Much of the work we will do in this class is cooperative. You should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

This syllabus is a contract. If you continue in this course, then you agree to comply with the class policies as stated here.

COURSE OUTLINE¹

WEEK 1

T Jan 14

Introductions
In Class: Poetry defined?
Exercise

R Jan 16

Read full syllabus (on Canvas)
Sign up for exercises
Class Planning Survey
Bring a blank journal!
In Class: Writing laboratory

WEEK 2

T Jan 21

Read short poems, long poems, & golden shovels
DUE: Lab poem
Reading reflection

R Jan 23

Read metrical poems
DUE: Golden shovel poem
Reading reflection
In Class: Exercise 1

WEEK 3

T Jan 28

Read repeating poems
DUE: Metrical poem
Reading reflection
In Class: Exercise 2

R Jan 30

Read prose poems
DUE: Repeating poem
Reading reflection
In Class: Exercise 3

¹ This schedule may be changed at the instructor’s discretion.

WEEK 4

T Feb 4

Read Manning (*How to Play* on Canvas)

Read project proposal prompt

DUE: Prose poem

Reading reflection

In Class: Exercise 4

Intro to poetry collections

R Feb 6

Read Jensen (*Story Problems* on Canvas)

DUE: Reading reflection

In class: Author visit (Zoom)

Exercise 5

*You MUST have a copy of all books by this date!

WEEK 5

T Feb 11

Read Pintado (on Canvas)

DUE: Reading reflection

In Class: Author visit (In person)

Exercise 6

R Feb 13

Read Russell (*How to Become Baba Yaga*)

Due: Reading reflection

In Class: Author visit (Zoom)

Exercise 7

*Sat Feb 15

Bonus Event: LJWL Creative Writing Celebration

10 a.m. coffee & pastries (Bond Patio)

10:30 a.m. reading (Bond 103)

WEEK 6

T Feb 18

CONFERENCES

R Feb 20

CONFERENCES

WEEK 7

T Feb 25

Read Cisneros (handout)

DUE: Project proposal w/Poems 1 & 2

Journal sign-up, Workshop sign-up

(Group A & B: post a poem to Canvas)

Exercise 8

*Feb 24-28

Bonus Event: Writer's Symposium by the Sea

Mandatory: Attend at least one event. Submit a selfie/screenshot of you obviously in attendance.

Extra credit: Attend more than one event and turn in an extra credit write-up about the Symposium within a week.

R Feb 27 NO CLASS (Symposium!)

WEEK 8
T Mar 4 DUE: Poem 3
In Class: Workshop 1A
(Group A: post a poem to Canvas for Workshop 3)

R Mar 6 DUE: Poem 4
(Group B: post a poem to Canvas for Workshop 4)
In Class: Workshop 2B

WEEK 9
Mar 10-14 SPRING BREAK!

WEEK 10
T Mar 18 DUE: Poem 5
In Class: Workshop 3A
Pod Workshop Survey

R Mar 20 DUE: Poem 6
In Class: Workshop 4B

WEEK 11
T Mar 25 Read Davis (*The Walled Wife*)
DUE: Poem 7
(All: Post 2-3 poems to Canvas for Pod Workshops)
In Class: Author visit (in person!)

R Mar 27 NO CLASS – AWP Conference
Work on writing and revision!

WEEK 12
T Apr 1 Read Peters (*Unbecoming*)
Due: Reading reflection
Poem 8
In Class: Author visit (pending; Zoom)
Discussion (chap vs. full)

R Apr 3 Read Glancy’s “After the Fire of Writing: On Revision”
& “How to Revise a Poem” handout (on Canvas)
DUE: Poem 9
In Class: Discuss Glancy and revision

WEEK 13
T Apr 8 In Class: Pod Workshop

R Apr 10	DUE: Poem 10 Bring clean hard copies of 3 different poems that still need work In Class: Lightning Round Workshop
WEEK 14 T Apr 15	NO CLASS – PCA Conference Work on revisions!
R Apr 17	EASTER BREAK!
WEEK 15 T Apr 22	Read Sibley Williams’s “Six Tips” (on Canvas) DUE: Reading reflection (Sibley Williams) In Class: Discuss readings
R Apr 24	In Class: How to Submit for Publication
WEEK 16 T Apr 29	DUE: Literary Journal Handouts In Class: Literary Journal Presentations
R May 1	DUE: Poem Recitation In Class: Recitation Party! Q&A, Debrief ☺

FINAL EXAM

Tuesday, May 6 (my birthday!)
10:30 a.m. – 1:00 p.m.

Final reading & celebration
DUE: Final chapbooks, Submissions
Mandatory attendance²

² Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

Important Statements & Policies

PLNU Mission Statement

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

LJWL Department Mission Statement: Welcome to the Department of Literature, Journalism, Writing, and Languages. Embodying the core values of a Christian liberal arts education in the Wesleyan theological tradition, and focusing on the power of language and story to shape us and our world, the LJWL Department and programs will provide students with knowledge, skills, and experiences to equip them to understand, interpret, analyze, evaluate, and create texts as linguistic and/or artistic expressions of diverse human experiences. We value reading, writing, researching, speaking, and discussing as profound means of participating in the redemptive work of God in all of creation. The following document will provide you with the information sources and information guidelines to University and Departmental policies that apply to all courses taken in this Department.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Note: For our class's purposes, writing is collaborative, and writers share and borrow from each other all the time. There are ways to do this that are acceptable (such as taking suggestions from professors and peers), but there are also ways to use other people's ideas or words in a way that

is considered plagiarism (such as passing off somebody else's work as your own). We will discuss this further in class.

Artificial Intelligence (AI) Policy

Most of the current AI tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) encourage people to outsource deep thinking and critical thought in favor of quick idea generation and bland text, and the results are too often factually incorrect anyway. Because of this, and due to the fact that using ideas and language that are not your own is a form of plagiarism, these AI tools are not permitted for our class assignments. If you've got an incredibly compelling reason to use one, please seek approval in advance from me and cite the AI tool appropriately. Any unapproved usage of these tools will be treated as plagiarism.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of

language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.