CAPILANO UNIVERSITY

COURSE OUTLINE	
TERM: Fall 2025	**COURSE NO:** ENGL 290
INSTRUCTOR:	**COURSE TITLE:** Creative Writing: Letter and Line
OFFICE: **LOCAL:** **E-MAIL:** @capilanou.ca	**SECTION NO(S):** **CREDITS:** 3.0
OFFICE HOURS:	
COURSE WEBSITE:	

Capilano University acknowledges with respect the Lil̓wat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Sḵwx̱wú7mesh (Squamish), and Səlílwəta?/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT
Three hours of class time, plus an additional hour delivered through online or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES
ENGL 190 or ENGL 191

CALENDAR DESCRIPTION
This is an intensive workshop in the writing of poetry, concentrating on understandings of poetic forms, voices, styles, and communities. Students will have the opportunity to experiment with a variety of traditional and innovative forms, such as the short lyric, the long poem, narrative verse, digital poetics, prose poetry, and expand their writerly voices.

COURSE NOTE
ENGL 290 is an approved Culture and Creative Expression course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES
The course may make use of a published anthology or coursepack. Specific texts will vary depending on the instructor and term.

COURSE STUDENT LEARNING OUTCOMES
On successful completion of this course, students will be able to do the following:

1. Employ editorial vocabulary specific to poetic genres in the analysis and critique of student writing and literature through oral and written communication and collaboration.

2. Produce diverse forms of poetry which operate in relation to community, history, and citizenship.
3. Engage in creative processes including conception, investigation, writing, and critique (from drafting, to workshopping, to portfolio).
4. Interpret diverse literary forms from multiple perspectives (e.g. artistic, historical, political, literary, theoretical)
5. Recognize the limited, exclusionary, and colonial nature of the literary canon and traditional workshop model. Attend to the important work that has been done to critique, expand, and diversify the canon and traditional workshop model.
6. Examine literary traditions and the influence of systemic racism, colonization, and heteropatriarchal power structures in shaping literary cultures.
7. Demonstrate the connection between modes of poetry writing and the ideas, traditions, and belief systems they engage.
8. Curate a professional written portfolio.

Students who complete this Culture and Creative Expression course will be able to do the following:

1. Engage in creative processes including conception, investigation, execution, and ongoing critical analysis.
2. Identify, analyze, and critique the elements of a form of expression using its specific vocabulary.
3. Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed.
4. Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical).

COURSE CONTENT
The content and week-by-week breakdown of the course will vary by term and instructor. The following is an example:

Week 1: Introduction to Lyric, Metaphor, and the "I" of Poetry
Brenda Shaughnessy, "I'm Over the Moon," "I Wish I Had More Sisters," "I Have A Time Machine," *Poetry Foundation* and "I Have A Time Machine," *TED*

Week 2: Epistolary Poetry and the "You" of Poetry
Natalie Diaz & Ada Limón, "Envelopes of Air," *The New Yorker*

Week 3: Stanzas and Line Breaks
Lauren Turner, selections from *The Only Card in a Deck of Knives* (Wolsak & Wynn)

Week 4: Narrative Verse
Anne Carson, selections from *Autobiography of Red* (Penguin Random House)

Week 5: Epic & Long Poems
Tommy Pico, selections from *Feed* & *Junk*, *Poetry Foundation*
Ariana Reines, selections from *Coeur de Lion* (Fence Books)

Week 6: Prose Poetry
Maggie Nelson, selections of *Bluets* (Wave Books)
Morgan Parker, selections of *Magical Negro* (Tin House)

Week 7: Innovations in Lyric
Claudia Rankine, selections of *Citizen: An American Lyric* (Graywolf Press)

Week 8: Digital Gazes
Sennah Yee, Selections of *How Do I Look?* (Metatron Press)
Marcela Huerta, Selections of *Tropico* (Metatron Press)

Week 9: Communities and Indigiqueer poetics
Selina Boan, "on wanting" & "campaign for my body's mess," *All Lit Up*
Brandi Bird, "19" and "Selkirk, Manitoba," *Poetry Pause*
Billy-Rae Belcourt, "NDN Brothers," *The Rumpus*
jaye simpson, "perennial love poem," *Poetry Pause*

Week 10: Elegy
Mark Doty, selections of *Atlantis* (Harper Collins)

Week 11: Lists, Instructions, Directions
Dorothea Lasky, "To Be the Thing," *Academy of American Poets*
Leanne Betasamosake Simpson, selections of *This Accident of Being Lost: Songs & Stories* (House of Anasi Press)
Morgan Parker, "If You Are Over Staying Woke," *Poetry Foundation*

Week 12: Poetry and Pop Culture
Domenica Martinello, selections of *All Day I Dream About Sirens*
David Ly, selections of *Mythical Man*

Week 13: Performance
Danez Smith, "At the Down-Low House Party," *Cave Canem Poetry*
Lee Maracle, "War," "The Call" & "Everything Begins with Song," *Poetry In Voice*

Weeks 14-15   Final Exam period

Content Warnings
The readings and lessons in this course are designed to challenge and transform your thinking and to help you develop your capacities for engaging critically and empathetically with the world around you. At times, course materials may contain potentially triggering content for

some students. In the interest of creating safer spaces for all members of our university community so that everyone's learning can flourish, instructors and students will aim to provide content notes ahead of time and will encourage everyone to communicate any specific concerns they might have.

Also, please note that questioning our social conditioning, assumptions, or privileges may make us uncomfortable at times, but doing so is a vital part of collective learning and self-growth. While students may feel uncomfortable when engaging with certain course materials or class discussions, they should not be made to feel unsafe. In order to create a supportive classroom environment, it is vital that we all respect each other's privacy, boundaries, and identities.

EVALUATION PROFILE

Written Assignments*	10-40%
Tests & Quizzes	0-10%
Presentation or Student-led Discussion	0-10%
Midterm Portfolio	10-35%
Final Portfolio	20-35%
Participation**	10%
Total	100%

* To include one graded assignment returned prior to the withdrawal date. No single assignment to be worth more than 35% of the final grade.

** Participation grades are based on the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means demonstrating respect for peers and their contributions; listening attentively during lectures and when other students are speaking; and participating in all activities with an open and inquisitive mind.

ASSIGNMENTS
The assignment structure for this course is determined by the instructor in accordance with the learning outcomes outlined above. Please refer to the course syllabus for a more detailed breakdown.

Written Assignments:
This course will include a combination of short written assignments (e.g. reflective statements, writing prompts, in-class and out of class exercises, reading notes, critiques, reading responses, etc.).

Tests and Quizzes
This course may include quizzes (e.g. pop quiz, reading quiz). The format of the quizzes will be determined by the instructor.

Presentation or Student-led Discussion
This course may include a presentation or student-led discussion component.

Portfolios
This course will include a portfolio component, including a substantial final written portfolio. Detailed instructions will be provided in class.

GRADING PROFILE

A+	= 90-100	B+	= 77-79	C+	= 67-69	D	= 50-59
A	= 85-89	B	= 73-76	C	= 63-66	F	= 0-49
A-	= 80-84	B-	= 70-72	C-	= 60-62		

Incomplete Grades
Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments
Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs etc.
Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor. Accommodations can be made to honour community needs and traditional practices.

Attendance
This course is built around an active classroom component. Attendance in all class meetings is therefore strongly advised. Students not attending class regularly will be at a considerable disadvantage. Official university policy on attendance is found in the Calendar.

English Usage
Students are expected to proofread all written work for any grammatical, spelling and stylistic errors.

Electronic Devices
Students may use electronic devices during class for note-taking only.

Online Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: https://www.capilanou.ca/student-services/

Capilano University Security: download the CapU Mobile Safety App

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: https://www.capilanou.ca/about-capu/governance/policies/

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:
- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:
- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct
All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

> Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page https://www.capilanou.ca/about-capu/governance/policies/)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENTAL OR PROGRAM OPERATIONAL DETAILS

Diversity, Equity & Inclusion
Treating everyone with respect and compassion is a responsibility we all share in creating an inclusive environment that is conducive to learning. Our diverse backgrounds, identities, experiences, languages and learning styles should not only be respected in the classroom but also celebrated as a source of expanding our understanding of other people and, in turn, our capacity for empathy. Students and instructors are expected to cultivate open-mindedness and remain aware of, and sensitive to, the diversity of identity and experience in our university community.

AI-Generated Writing
Submitting AI-generated text as your own writing will be treated as plagiarism. In accordance with Capilano's Academic Integrity policy (see above), any use of generative AI tools for work in this class must be authorized by your instructor. Unauthorized use of technological writing tools is a form of cheating. Do not assume all available technologies are allowed.