English 32 Syllabus

Course Information
Semester & Year: Fall 2020
Course ID & Section #: ID 051076 & Section D1076
Instructor's name: Ashley Knowlton
Location: Correspondence Modality
Course units: 3

Instructor Contact Information
Office location: Del Norte Campus, Main Building
Office hours: Support Provided as Needed via Correspondence Responses
Phone number: (707) 465 – 2327 [Office Phone]
Email address: ashley-knowlton@redwoods.edu

Catalog Description
A study in developing the art of writing poetry, emphasizing communication, clarity, and economy. Students read and analyze many types of poetry while they generate, develop, critique, and revise their own and others' texts.

Course Student Learning Outcomes
1. Differentiate and utilize concrete detail and abstraction in poetry.
2. Control grammar and punctuation to clarify ideas.
3. Apply a process-oriented approach to writing poetry that involves inventing, drafting, revising, and editing.
4. Compose original written texts, using genre-specific structures and formal conventions.

Prerequisites
No limitations.

Accessibility
Students will have access to online course materials and correspondence course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor. College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or Disability Services and Programs for Students (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:
- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Support for Distance Learners During COVID-19
In response to COVID-19, College of the Redwoods moved the majority of its courses online (or through correspondence for our jail and prison programs) to protect student and staff health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or limitations that might affect your participation in class. I want every student to thrive and be successful in their studies. You may send me a formal letter or a question/comment on the provided Ask CR Sheets; these are to be mailed to the PBSP Education Office (Attn: CR Scholars). I will respond right away; however, keep in mind that there is a mail delay that needs to be accounted for. As a result, it may take me up to a week to respond; please be patient.

Required Materials
Unit Packets, Textbook Excerpts, Supplemental Readings, Loose-Leaf Paper, Individual Erasers and Pencils – *Provided*

Evaluation & Grading Policy
All major poems (1 – 5) will be graded using a formal rubric (*sample will be provided in the Unit 2 packet*). The Portfolio will also be graded with a formal rubric.

Graded Assignments and Values

Assignment	Point Worth	Overall Grade Weight
Minor Assignments	200	20%
Response 1	20	All together, these assignments will make up 20% of your overall grade – this is a collective effort.
Response 2	20	
Response 3	20	
Response 4	20	
Response 5	20	
Response 6	20	
Response 7	20	
Response 8	20	

Response 9	20	
Response 10	20	
Major Assignments	550	55%
"Line Break" Poem 1	50	5%
Image Poem 2	100	10%
Abstract Poem 3	100	10%
Rhythm Poem 4	150	15%
Rhyme Poem 5	150	15%
Final Assessment	250	25%
Final Portfolio	250	25%
Total	1000	100%

For each assignment, the points will be configured into a percentage and a letter value, shown below. With the rubric and transparent values, this should give you a clear understanding, throughout the semester, of how you work is being assessed.

Letter Grade Weight Breakdown
- A (100 – 94%) / A- (93 – 90%) Defined as "Excellent": Fulfills all requirements and exceeds expectations.
- B+ (89 – 87%) / B (86 – 84%) / B- (83 – 80%) Defined as "Good": Fulfills all requirements and meets expectations.
- C+ (79 – 74%) / C (73 – 70%) Defined as "Satisfactory": Fulfills most requirements and meets some expectations.
- D (69 – 60%) Defined as "Poor": Fulfills some requirements; does not meet expectations.
- F (59 – 0%) Defined as "Failing": Does not fulfill requirements and expectations.

These are the letter grades that will be given on your assignments, as well as your transcript after the course ends.

Student Feedback Policy
For **MAJOR** writing assignments (poems and the portfolio), I provide feedback using a rubric (a chart that demonstrates various levels of expectations; see sample in Unit 2 packet) – this

rubric will determine your grade, along with my holistic input. <u>Please note that it takes me approximately 2 weeks to grade your work</u>. If it takes me longer than two full weeks to provide feedback on an assignment, you will be notified and provided with a reason for the extended wait.

For **MINOR** writing assignments (reading responses), I will provide very brief feedback (sometimes without a rubric) as the nature of these assignments is typically "credit or no-credit" – you either *did* it, did *not* do it, or *kind of* did it.

Admissions Deadlines & Enrollment Policies
Fall 2020 Dates
- Classes begin: 8/22/20
- Last day to add a class: 8/28/20
- Last day to drop without a W and receive a refund: 9/4/20
- Labor Day (all-college holiday): 9/7/20
- Census date: 9/8/20 or 20% into class duration
- Last day to petition to file P/NP option: 9/18/20
- Last day to petition to graduate or apply for certificate: 10/29/20
- Last day for student-initiated W (no refund): 10/30/20
- Last day for faculty-initiated W (no refund): 10/30/20
- Veteran's Day (all-college holiday): 11/11/20
- Fall break (no classes): 11/23/20-11/28/20
- Thanksgiving (all-college holiday): 11/25/20-11/27/20
- Final examinations: 12/12/20-12/18/20
- Semester ends: 12/18/20
- Grades available for transcript release: approximately 1/8/21

Students who have experienced extenuating circumstances can complete & submit the *Excused Withdrawal Petition* to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Academic Dishonesty
In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (<u>AP 5500</u>) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the <u>College Catalog</u> and on the <u>College of the Redwoods website</u>.

I realize that you don't have this, so here is a section that applies to us, specifically:

Do not plagiarize. Plagiarism includes, but is not limited to:
   a) Using, by paraphrase or direct quotation, of the published or unpublished work of another person without full, clear, and accurate acknowledgement.
   b) The unacknowledged use of another writer's ideas without proper citation. Borrowing all or part of another individual's work or using someone else's outline to write your own work.
   c) Copying another individual's computer printout and/or computer files and using it as one's own.
   d) Using an agency or Internet website engaged in the selling of term papers or other academic materials.

Disruptive Behavior
Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

Since you do not have the ability to access the above online resources, send a request to Ms. Eagles if you would like a physical copy of the CR Student Code of Conduct. In general, I trust that you know what is and is not acceptable behavior, even in a correspondence environment; be mindful and respectful with your language and actions, always.

Inclusive Language in the Classroom
College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Student Support Services

For academic counselling and advising, transcript requests, and material requests (Ex: Paper), send a formal request to Ms. Eagles via a letter or Ask CR Sheet. Send this to the Education Office (Attn: CR Scholars).

NORMS

In this class (realistically, every class), students must demonstrate mutual respect in their interactions with both peers (other students in the course) and the instructor (me). In our texts, issues may arise that are sometimes difficult and/or controversial. Please note that our readings *may* discuss or acknowledge violence, sexuality, racial tension and racism, misogyny, gender norms, etc. I am aware that these topics may be difficult to read and write about at times; nonetheless, our topics present an overview of ideas that are typical of a college classroom. As the instructor, my goal for facilitating these discussions is not to intentionally make anyone uncomfortable or to add any existing traumatic experiences; of course not. My goal is to facilitate discussions that develop our critical thinking abilities and develop our abilities to have an appropriate dialog that is necessary in spaces of higher education. This being said, as an academic community, we share a mutual responsibility to create and maintain a supportive environment where students, as well as the instructor, feel able to speak up and respond to the text and course material in a thoughtful and productive way, despite differences in opinions or experiences. This means that each student's ideas, feelings, and questions are valued; the professor's ideas, feelings, and questions are valued. This should ground our interactions with the text and one another throughout the semester. Never hesitate to contact me if something is not sitting well or if you need relevant support.

Furthermore, there is vulnerability in writing poetry (anything, for that matter). This is a course designed to help you cultivate your creative writing craft. In doing so, you are going to share your poetry and evaluate the poetry of others. Note that you are not going to be making your comments based upon the way *you* like poems to work or the way *you* think poems should be. You're going to try to look at the poem on its own terms (using a provided checklist or rubric) and figure out how it can be stronger within those terms. This can be challenging but necessary, nonetheless, for fruitful feedback. At no point should you ever feel like you're *attacking*. If you're not attacking, then the person being workshopped doesn't have to defend. In other words, let's talk about the *work*, not the *poet*. A poem may give us things that we agree with or disagree with, and things we believe or disbelieve. However, let's keep it about the *poem* and how to make it accomplish its goals more effectively.

TENTATIVE SCHEDULE

ENGLISH 32 (CREATIVE WRITING IN POETRY) COURSE SCHEDULE	
Week	**Objectives and Tasks**
Unit 1: Purpose of Poetry	
Week 1 8/24-30	**Agenda** Material Distribution Week! *This week is light; I want to make sure everyone gets their materials before I start assigning things.* Familiarize yourself with Unit 1 Readings, Tasks, and Assignments.
Week 2 8/31-9/6	**Agenda** Complete and Submit Response 1 – "Scavenger Hunt" & Introductions
Week 3 9/7-13	**Agenda** Read Unit 1 Articles: ▪ "The Essence of Poetry: The Defense of Poetry" by Alicja Gescinska ▪ "Poetry in a Time of Protest" by Edwidge Danticat ▪ "The Purpose of Poetry" by John S. O'Connor ▪ "Poetry and Power" by John F. Kennedy ▪ "Does Poetry Have a Social Function?" by Stephanie Burt et. al. ▪ "Interview with Roger Robinson: Poets Can Translate Trauma" by Anita Sethi ▪ "Reginald Dwayne Betts's Poetry After Prison" by Dan Chiasson Complete and Submit Response 2 – Synthesize and Reflect; What's *your* purpose?
Unit 2: Structure and Line Breaks	
Week 4 9/14-20	**Agenda** Familiarize yourself with the Unit 2 Packet (Overview, Tasks, Prompts & Readings) Overview and Readings on Line-Breaks (The Gist) Complete and Submit Response 3
Week 5 9/21/27	**Agenda** Overview and Readings on Break Structure and Sound Sample Poetry Emphasizing Decisions on Breaks Complete and Submit Response 4
Week 6 9/28-10/4	**Agenda** Complete and Submit Poem 1

Unit 3: Abstraction and Images	
Week 7 10/5-11	**Agenda** Familiarize yourself with the Unit 3 Packet (Overviews, Tasks, Prompts & Readings) Overview and Readings on Abstraction Complete and Submit Response 5
Week 8 10/12-18	**Agenda** Overview and Readings on Imagery & Metaphor Complete and Submit Response 6
Week 9 10/19-25	**Agenda** Complete and Submit Poems 2 and 3
Unit 4: Rhythm and Rhyme	
Week 10 10/26- 11/1	**Agenda** Familiarize yourself with the Unit 2 Packet (Overview, Tasks, Prompts & Readings) Overview and Readings on Rhythm Complete and Submit Response 7
Week 11 11/2 – 11/8	**Agenda** Overview and Readings on Rhyme Complete and Submit Response 8
Week 12 11/9-15	**Agenda** Sample Poems Emphasizing Rhythm and Rhyme
Week 13 11/16-22	**Agenda** Poem 4 and 5 Due
Unit 5: Revision and Workshopping	
Week 14 11/23 – 29	**Agenda** Familiarize yourself with the Unit 2 Packet (Overview, Tasks, Assignments & Readings) Overview and Readings on Revision – Douglas Kearney's Q&A on Revision
Week 15 11/30 – 12/6	**Agenda** Peer Review (with ANY peer, in or out of this class) Complete and Submit Response 9 (relates to Peer Review)
Week 16	**Agenda**

12/7 - 13	Work on your Portfolio! (Heads-up, the portfolio will call for you to revise 3 of the 5 poetry submissions).
Finals Week: Wrapping Up the Semester	
Week 17 12/14 - 18	**Agenda** Complete and Submit Response 10 (Final Reflection) Complete and Submit Final Portfolio, if you haven't already, due December 18th. ***The Fall 2020 Semester Ends on December 18th – any and all work needs to be turned in at this time***