



## Syllabus for English 32

### **Course Information**

Semester & Year: Spring 2022

Course ID & Section #: ENGL-32-V2697

Instructor's name: Dr. Jennifer Brown

Course units: 4.0

### **Instructor Contact Information**

Office location or \*Online: Online

Office hours: By appointment

Phone number: 908-553-9527

Email address: [jenny-brown@redwoods.edu](mailto:jenny-brown@redwoods.edu)

### **Required Materials**

- Working computer with internet access
- Doty, Mark. *The Art of Description: World into Words*. ISBN: 978-1-55597-563-0

### **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 Objectives**

1. Demonstrate use of literary techniques in the production of original works in poetry.
2. Read professional and student texts actively and critically.
3. Use the writers' workshop and/or peer and instructor feedback to evaluate their own manuscripts as well as the manuscripts of others.
4. Participate in a community of writers.

### **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.

### **Accessibility**

College of the Redwoods is 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, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

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

### **Student Support**

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

### **Please see our Canvas Modules page for all relevant course materials**

#### **COURSE ASSIGNMENTS AND REQUIREMENTS**

Course assignments will be posted on Canvas in **Assignments** and **Modules**, located on the left side panel of the course home page. The due date for each assignment will be clearly indicated underneath each assignment, as well as repeated within the assignment explanation under each assignment heading. Course assignments are expected to be completed by the assignment due date.

You will turn in multiple small writing assignments and two portfolios during the semester.

#### **Class participation and Attendance policy**

Students are expected to comply with all expectations and requirements of students (see above). Each of you is an important member of our community and should accept responsibility to be part of the class at all times. You will quickly establish your role in the class, and we will miss you when you do not participate.

#### **Zoom Classes**

Students are expected to EITHER attend our zoom classes or watch the recorded lecture provided. All zoom classes will be recorded and posted ASAP onto our canvas site. If it is clear from your writing assignments and discussions that you have not been either watching or attending zoom classes, this could negatively affect your participation grade.

#### **Discussion and Reflection Posts:**

Online prompts will be posted at least one week in advance, and you will have those 7 days to complete the assignments. A complete discussion assignment includes responses to at least 2 peers in the discussion. The original post will be a minimum of 300 words, while the thoughtful responses will be a minimum of 200 words.

## **PARTICIPATION AND PREPAREDNESS**

Due to the experiential, participatory nature of this course, students must participate and remain focused and on task for the entire class session. Students are expected to complete homework before coming to class; bring the appropriate course materials to class; and contribute to class discussions, workshops, and activities. Coming to class unprepared or unwilling to participate seriously undermines student success and cheats colleagues, so repeated under-preparedness may result in either dramatic course grade reduction or disqualification from the course.

## **CLASSROOM BEHAVIOR**

In order to create a positive and productive working environment, disruptive and disrespectful behavior will not be tolerated—including *texting during class and other disruptions from cell phones*. Students are expected to behave professionally: to arrive on time; to be sober, rested, and ready to work; and to come prepared with assignments printed/posted/completed. Students' actions and words should demonstrate respect for the instructor and for their classmates. Anyone who disrupts the learning environment by acting inappropriately or unethically may be asked to leave.

## **Expectations of the Student**

1. **Log into the course daily. Come to class.**
2. Expect to spend about 8 hours per week working on this course.
3. Prepare to the best of your ability for every aspect of this course.
4. Take the opportunity to learn how to write your own thoughts; don't plagiarize. Be sure to give credit where credit is due and cite your sources or use footnotes or endnotes.
5. Learning through collaboration (defined as working with or learning from another) is an effective tool used in this class and in your future employment. When I expect you to collaborate, I'll make it very clear in the assignment instructions. All other work in this class is to be done independently.

## **Expectations of the Instructor**

If we all live up to our academic responsibilities, this course will be meaningful for all who participate. Please feel free to discuss these points with me at any time during the course this semester.

6. I will prepare and review course materials to be as current and accurate as possible.
7. I will be available to answer questions or issues that may arise for you during this course.  
**Expect a 24-hour turnaround time for response to emails.**
8. I will try to the best of my ability to prepare you for the exams and other assessments in this course.

9. I will utilize fair and honest evaluation techniques for each assignment required for this course.
10. To the best of my ability, make this a valid and worthwhile learning experience.
11. I will do my best to address the needs of a diverse range of learning styles in this course.
12. I will make every effort to follow QLT (Quality Learning and Teaching) best practices.
13. I will only share your student information per FERPA guidelines.
- 14.

### **READING**

All the readings are required for this class. You must be prepared to discuss and write about each reading assignment on the day that it is due. Failure to do so will signal failure to participate in class. You wouldn't going skiing and leave your skis at home, so don't come to class without being prepared. **There may be pop reading quizzes. Be prepared.**

### **WRITING**

All materials that you submit this term must be typed. Use 11-12 point Times New Roman font, or something very similar, in black ink. You must turn each of the assigned pieces in on the day it is due.

### **WORKSHOP & PARTICIPATION – 35%**

We will workshop our writing throughout the semester. You will be required to respond to your classmates' work during the workshop, through our workshop discussions on canvas. Please be *constructive* and not *critical* in your comments to student work. We want each member of the workshop to feel inspired and motivated to return to their work. We will discuss the format of the workshop experience in detail at a later date.

For each workshop class, you will be asked to reflect on the pieces submitted for the workshop that class, due once a week (in a discussion Canvas). You will submit these pieces on our Canvas page. These assignments are graded for completion only, but the total of which will be incorporated with your participation grade.

### **CRITICAL REFLECTIVE ESSAY – 5%**

After the midpoint of the semester, you will write a short paper requiring them to analyze a piece of professional creative writing in regard to the craft and genre elements employed. More such assignments may be required at other points during the term if the instructor so desires.

### **PORTFOLIOS – 60%**

The midterm and culminating assignment in the course is the production of a portfolio of at least two revised pieces of fiction. This portfolio should include written reflections on the revisions that the student has made, in addition to a "personal statement" that reflects on why the student has chosen to pursue a course of study in creative writing, and how the student plans to use that course of study.

## GRADE DISTRIBUTION

Course Requirements	Percent of Total Grade
Workshop + Participation (Discussions)	35%
Midterm Portfolio	30%
Critical Paper	5%
Final Portfolio	30%

### Late Work

Work will be considered *Late* if posted after the due date indicated on the assignment page. All late work will be accepted, but you may receive a lower score for lateness. Please contact me individually if you are having trouble with deadlines.

**A Note about Grades:** This class subscribes to a Labor-Based Contract Grading system. To quote Asou Inoue, "I offer this first draft of a contract that focuses on the responsibilities we'll assume, not the things to which someone else (usually the teacher) will hold you accountable. We will try to create a culture of support: a culture where we all function as allies, fellow-travelers with various skills, abilities, experiences, and talents that we offer the group, rather than adversaries working against each other for grades or approval by teachers."

What does this all mean? This means that you will get assessments of your writing in order to improve, but your grades will be based on the work you do in this class and not a conventional system of assessment based on merit, approved by me, subjective to only me.

More information about labor-based grading can be found here:

<https://wac.colostate.edu/books/perspectives/labor/>

### Student Feedback Policy

Students should expect that their instructor will:

1. Participate as a community member
2. Be available within 24 hours of written communication
3. Treat students fairly and with respect to all participants
4. Provide prompt and adequate feedback for all assignment submissions
5. Provide help to anyone that needs it.

### **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 ([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](#).

### **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](#).

### **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.

### **Setting Your Preferred Name in Canvas**

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

### **Canvas Information**

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop:

<https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

### **Community College Student Health and Wellness**

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

### **Emergency procedures / Everbridge**

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

### **Del Norte Campus Emergency Procedures**

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

### **Eureka Campus Emergency Procedures**

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#) It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.

5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

### **Student Support Services**

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821