

Course Information

Semester & Year: Spring 2022

Course ID & Section #: ENGL-1A-E2696

Instructor's name: Laurel Jean

Day/Time of required meetings: Fridays, 1:00 – 4:10pm

Location: Humanities Building, Room HU114

Number of proctored exams: 0

Course units: 3.0

Instructor Contact Information

Office Location or *Online: HU119

Office Hours: Fridays

Email Address: laurel-jean@redwoods.edu

Catalog Description

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

Course Student Learning Outcomes (*from course outline of record*)

1. Demonstrate use of literary techniques in the production of original works in fiction.
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.

Prerequisites/co-requisites/ recommended preparation

None

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, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes 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.

Evaluation & Grading Policy

All assignments are scored on rubrics, available for all students to view on Canvas. The instructor will provide feedback within one week of assignment submissions.

Primary Graded Assignments and Distribution

Subject to change at instructors' discretion. Currently under construction.

Reading notecards 10 points each = 140 points total

- *Bird By Bird* journals 10 points each = 70 points total
- Short story drafts 200 points total
- Short story final drafts 200 points total
- Personal narrative 30 points total
- Final portfolio 100 points
- Participation in class 100 points total
- Attendance in class 100 points total
- Writing Exercises 60 points total

Course Total = 1,000 points

Admissions deadlines & enrollment policies

Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed: 01/17/22)*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

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 or call 707-476-4160

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

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.

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 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.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
 - a. Dial 911, to notify local agency support such as law enforcement or fire services.
 - b. If safe to do so, notify key administrators, departments, and personnel.
 - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
 - d. Contact 530-625-4821 to notify of situation.
 - e. Contact Hoopa Tribal Education Administration office 530-625-4413
 - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
 - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
 - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
 - c. Close all window curtains.
 - d. Get all inside to safe location Kitchen area is best internal location.
 - e. If a police officer or higher official arrives, they will assume command.
 - f. Wait until notice of all is clear before unlocking doors.
 - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
 - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

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

Grading Contract

Class

Imagine that this wasn't an official course for credit at CR, but instead that you had seen my advertisement in the newspaper or on the Internet, and were freely coming to my home studio for a class in cooking or yoga. We would have classes, workshops, or lessons, but there would be no official grading of omelets or yoga poses, since letters and numbers would be meaningless in those scenarios. But we all would learn, and perhaps in an encouraging, fun, and creative environment. In considering this course and that home studio scenario, we might ask ourselves three questions: **Why are grades meaningless in that home studio setup? How do grades affect learning in classrooms? What social dynamics does the presence of grades create?** In both situations, instructors provide students or participants with evaluative feedback from time to time, pointing out where, say, you've done well and where I, as the instructor, could suggest improvement. In the home studio situation, many of you would help each other, even rely on each other during and outside of our scheduled meetings. In fact, you'd likely get more feedback from your peers on your work and practices than in a conventional classroom where only the teacher is expected to evaluate and grade.

Consider two issues around grades. First, using conventional classroom grading of creative writing and other work to compute course grades often leads students to think more about acquiring grades than about their writing or learning; to worry more about pleasing a teacher or fooling one than about figuring out what they really want to learn, or how they want to communicate something to someone for some purpose. Lots of research in education, writing studies, and psychology over the last 30 or so years have shown overwhelmingly how the presence of grades in classrooms negatively affects the learning and motivation of students. [Alfie Kohn \(2011\)](#), a well known education researcher and teacher of teachers, makes this argument succinctly. To put it another way, if learning is what we are here for, then grades just get in the way since they are the wrong goals to strive for. An "A" doesn't build a good

bridge for an engineer, nor does it help a reporter write a good story, or an urban planner make good decisions for her city. It's the learning that their grades in school allegedly represent that provides the knowledge to do all that they need to. And so, how do we make sure that our goals aren't about grades in this class, but about learning to write?

Second, conventional grading may cause you to be reluctant to take risks with your writing or ideas. It doesn't allow you to fail at writing, which many suggest is a primary way in which people learn from their practices. Sometimes grades even lead to the feeling that you are working *against* your teacher, or that you cannot make a mistake, or that you have to hide part of yourself from your teacher and peers. The bottom line is, failure at writing is vital to learning how to write better. And we have to embrace our failures, because they show us the places we can improve, learn, get better – and these are the reasons we are in college! Grades on our work and writing do not allow us to productively fail. They create conditions that mostly punish failure, not reward it for the learning opportunity it can and should be.

As you might already notice, what I'm arguing for here is a different kind of classroom, and even education. [Sir Ken Robinson \(2010\)](#), a well-known education researcher, makes the argument in a TED talk that typical schooling, with grades and particular standards, is an old and mostly harmful system that we've inherited, but now needs to change. One harmful aspect of this old system is that it assumes everyone is the same, that every student develops at the same pace and in the same ways, that variation in skills and literacies in a classroom is bad. It is clear the opposites of these things are more true. For all these reasons, I am incorporating a labor-based grading contract to calculate course grades in our class.

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. The pedagogical shift I'm suggesting is in part a cultural one, one that I would like you to control. Therefore, we will try to *approximate* the evaluative conditions of a home studio course. That is, we will try to create a culture of support, or rather a *community of compassion*, a group of people who genuinely care about the wellbeing of each other – and part of that caring, that compassion, is doing things for each other. It turns out, this also helps you learn. The best way to learn is to teach others, to help, to serve. So we will function as collaborators, allies, as fellow-travelers with various skills, abilities, experiences, and talents that we offer the group, rather than adversaries working against each other for grades or a teacher's approval.

Do not worry. You will get lots of assessments on your writing and other work during the semester from your colleagues and me. Use these assessments (written and verbal) to rethink ideas and improve your writing and practices, to take risks, in short to fail and learn from that failing. Always know that I will read everything and shape our classroom assessment activities and discussions around your work, but you will not receive grades from me except as required by the school district in which CR exists. Sometimes, I will not even comment directly on your work, except in class when we use it or discuss it. I want you not only to rely on your colleagues and yourself for assessment and revision advice, but to build strategies of self-assessment that function apart from a teacher's approval.

Therefore the default grade for the course is a “B”. In a nutshell, if you do all that is asked of you in the manner and spirit it is asked, if you work through the processes we establish and the work we assign ourselves in the labor instructions during the semester, if you do all the labor asked of you, then you’ll get a “B” course grade. It will not matter what I or your colleagues think of your writing, only that you are listening to our feedback compassionately. We may disagree or misunderstand your writing, but if you put in the labor, you are guaranteed a B course grade. If you miss class (do not participate fully), turn in assignments late, forget to do assignments, or do not follow the labor instructions precisely, you will get a lower course grade (see the final breakdown grade table on the last page of this contract).

“B” Grades

You are guaranteed a course grade of “B” if you meet all of the following conditions.

1. **Presence and Participation.** You agree to **fully participate in at least 86.6%** (13 of 15) of our scheduled class sessions and their activities and assignments, which means **you will need to be present in class, as most activities cannot be done before or after class and require your colleagues to complete.** So, you cannot miss more than **2** class sessions and still meet our contract’s guidelines. Usually, attendance in class equates to participation.

NOTE: Assignments not turned in because of an absence, either ones assigned on the schedule or ones assigned on earlier days in class, will be late, missed, or ignored (depending on when you turn it in finally, see the guidelines #4, #5, and #6 below).

Any absence due to a **college-sponsored group activity** (e.g., sporting event, band, another class field trip, etc.), **military-related absences** (e.g. deployment, work, duty, etc.), or **illness** will be considered **independently** of the above attendance policy, **as long as the student has FIRST provided written documentation as soon as they are aware of the days they will be absent.** This will allow us to determine how he/she will meet assignments and our contract, despite being absent. This may include absences due to illness that has a medical/doctor’s note confirming the illness. Each of these circumstances will be determined on a case-by-case basis in consultation between the student and me (Laurel Jean) in a manner that is fair to all parties involved.

1. **Lateness.** You agree to come on time or early to class. Walking into class late 2 - 4 times in a semester is understandable.
2. **Sharing and Collaboration.** You agree to work cooperatively and collegially in groups. This may be the easiest of all our course expectations to figure out, but we should have some discussions on what we expect from each other.
3. **Late/Incomplete Work.** You agree to turn in properly and on time all work and assignments expected of you in the spirit they are assigned, which means you’ll complete all of the labor instructions for each assignment. During the semester, you may, however, turn in a few assignments late. The exact number of those late assignments is stipulated in the table on the last page of this contract, which we negotiate. **Late or Incomplete work is defined as any work or document due that is turned in AFTER the due date/time BUT within 48 hours of**

the deadline. For example, if some work (say a written reflective piece) was due on Thursday, February 15 at 11:59 pm, that piece must be turned in by 11:59 pm on Saturday the 17th.

4. **Missed Work.** If you turn in late work **AFTER the 48 hours** stipulated in #4 above (Late/Incomplete Work), then it will be considered “missed work,” which is a more serious mark against your grading contract. This is due to the fact that all assignments are used in class when they are due, so turning in something beyond 48 hours after it is due means it is assured to be less useful, and its absence has hurt your colleagues in class (since they depended on you to turn in your work for their use).
5. **Ignored Work.** You agree not to ignore any work expected of you. Ignored work is any work unaccounted for in the semester – that is, I have no record of you doing it or turning it in. My sense is that ignoring the work so crucial to one’s development as a learner in our community is unacceptable, so accumulating any “ignored work” will keep you from meeting our contract expectations (see table below).
6. **All Work/Labor** needs to meet the following conditions. To be **Complete and On Time**, you agree to turn in on time and in the appropriate manner complete essays, writing, or other labor assigned that meet all of our agreed upon expectations. (See #4 above for details on late assignments). This means you’ll carefully follow ALL of the LABOR INSTRUCTIONS given for the assignment, and be honest about completing labor that asks for particular time commitments of you (for example, “write for 20 minutes,” etc.).

Knowing Where You Stand

This system is better than regular grading for giving you a clear idea of what your final grade looks like at any moment. If you are doing everything as directed and turning things in on time (no matter what anyone says), you’re getting a B. As for participation in class, you’ll have to keep track of it, but you can check with me at any time. I’ll tell you what I have recorded. If I mark you absent/non-participatory, I’ll always email you and let you know.

Improving Your Contracted Grade

The grade of **B** depends primarily on *behavior* and *labor*. Have you shown responsible effort and consistency in our class? Have you done what was asked of you in the spirit it was asked? Have you put in the appropriate amount of labor? Higher grades than the default, **B**, however, require *more labor that helps or supports the class* in its mutual discussions and work. In order to raise your grade, you may complete as many of the following items of labor as you like. **Each item completed fully and in the appropriate manner will raise your final course grade by one grade category** (see Breakdown table below).

- **A lesson/activity/handout:** These handouts are on a topic and material that you research for the class’s benefit and will need at least 2 weeks lead time, working with me (Laurel Jean) on the materials. While we’ll determine together the scope of your lesson, the main elements of your labor will be to produce: (1) a 1-2 page handout for the class’s benefit in our writing and thinking; (2) some outline for our in-class activity that introduces your handout; and (3) a short reflective essay to me (Laurel Jean) of about 1-2 pages (300-600 words) on what you learned in

the process of doing this labor and what you feel the class stands to gain from the lesson you offered us.

- **Some other labor that benefits the class** and our mutual learning. Do you want to write about and report to us on a cultural event related to the class? Or maybe you would like to read an article for us and summarize some of its findings or ideas that you think will help us do our work in class? If you have an idea, come to me (Laurel Jean) early. We will plan it, while making sure the amount of labor is commensurate with the other items above, and schedule it.

For every item you complete on the above list, your contracted grade will **improve by one grade category** on the breakdown table below. So if you meet all the conditions for a B-contract, then your grade can improve if you complete **1 item from the above list**.

If you only meet the requirements for a C-contract (2.0) or lower, the same movement up the grade ladder applies by completing items on the list above. You may even do more than two items and continue to raise your grade regardless of what grade you are qualified for. For example, if you only meet the requirements for a C (2.0) contract in the table below, but do 2 extra labors above (the max), then your final course grade will be an A.

Breakdown of the Main Components

Below is a table that shows the main components that affect your successful compliance with our contract. These are the **ONLY** grades you may receive in this course (there are no in-between grades, like a C+ or a B-).

Letter Grade	# of Non-Participatory Days	# of Late Assignments	# of Missed Assignments	# of Ignored Assignments
A	2	2	0	0
B	2	2	1	1
C	3	3	2	2
D	4	4	3	3
F	5+	5+	4+	4+

Gimme. I (Laurel Jean), as the administrator of our contract, will decide in consultation with the student whether a gimme is warranted in any case. This will be done in our final conference at the end of the term. Our primary concern will be to make fair and equitable arrangements, ones that will be fair and equitable to all in the class and still meet the college's regulations on attendance, conduct, and workload in classes. **You may use a gimme for any reason, but only once in the semester.** Please keep in mind that the contract is a public, social contract, one agreed upon through group discussion and negotiation, so my job is to make sure that whatever agreement we come to about a plea will not be unfair to others in class. A gimmie does not allow you to ignore any work expected of everyone in the

class. A gimmie is NOT an “out clause” for anyone who happens to not fulfill the contract in some way; it is for rare and unusual circumstances out of the control of the student. It can take one non-participation off your record, or move one item in any of the columns in the above table to a lesser mark on your contract. For instance, take one ignored assignment and make it a missed, or 1 missed and turn it into a late, or take 1 late assignment off your record.

Exemplary labor. If by our final meeting conference (end of semester), **you do not miss any classes (participates in all activities), have no late, missed, or ignored assignments, and do not use a gimmie**, then you will earn an extra grade category (equal to one extra labor item) to your final course grade. This rule is meant to reward those students who engage in all the labor of the course in the fullest spirit asked of them and demonstrate themselves to be exemplary class citizens.

By staying in this course and attending class, you accept this contract and agree to abide by it. I (Laurel Jean) also agree to abide by the contract, and administer it fairly and equitably.