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The Peregrine

Newsletter of the Reading and Writing Center, Folsom Lake College, Vol. 1, No. 1

“It’s physical distancing, not social distancing.”

And I’m determined to continue to be social.”

“The Coronavirus Is Changing How We Date. Experts Think the Shifts May Be Permanent.” Dockterman, Eliana. *TIME*. 11 Apr. 2020

This is the first in a series of newsletters from the Reading and Writing Center at Folsom Lake College. The aim of this publication is to showcase student writing and student artwork, to present writing by interested faculty and staff, and above all to make distance learning a little less distant for all of us in this time of pandemic. The Greek prefix “pan” in “pandemic” implies that the disease we’re faced with is universal, found everywhere humans are found. Let’s hope it’s not quite so widespread, or at least hope we can be almost as contagious in our optimism and resourcefulness, enough to outlast this season of illness, recover our wellness and stay fully human.

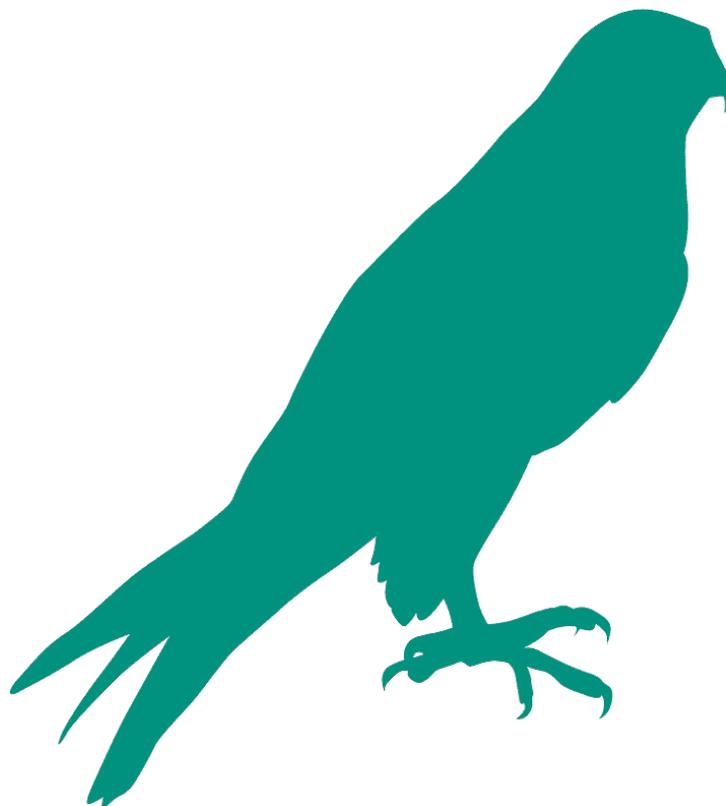
We’re looking for short essays on student life at FLC, including but not only your stories of the pandemic, the ups and downs it creates in your lives. We’re also interested in what experiences

here at FLC have changed your outlook on career, education, people, the environment, social justice...you name it. We'll be glad to consider papers, or portions of papers, that have proven successful in classes of yours, including but not limited to English classes. We also want to include crossword puzzles, word games, recipes, poems, and notes on the culture or country you come from. We'll also include tips on writing, or prompts to get your creative flow going.

Meanwhile, we hope you enjoy the following proofs that, when our FLC students and staff write, they are indeed writers. Thanks also to our artful artist, tutor Lynnette Hersh.

Sincerely,

Tom Goff and Kelsey Owen, Editors



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Kairos Korner

Pieces that speak to the historic moment we are living in, and which describe or call for appropriate action.

Kairos:

Etymology: Greek καιρός right or proper time.

Fullness of time; the propitious moment for the performance of an action or the coming into being of a new state. (Oxford English Dictionary)



Artwork by Lynnette Hersh

Mary Perez (student, ENGWR 46)

April 15, 2020

Journeys in Journaling

What's Your Expertise?

As a retired RN I have worked in the medical field since I was 19 years old. My career began in 1972 as a Nursing Assistant, then as an LVN from 1975 until 1985, always working on a medical-surgical unit. Early on, I instinctively understood that it was the little things in patient care that were important; the back rub at bedtime, tightening bedsheets to remove wrinkles, making sure the call light and water were within reach, and always asking if a patient needed anything else before leaving the room.

Having the experience of working with patients on the less technical side of nursing gave me a solid background in the basics of caring for my patients. When I became an RN in 1985 the greatest part of my job involved my ability to perform many technical skills; and there was rarely confusion about what I was expected to "do" as an RN when managing the medical needs of my patients. But it was still the small acts of patient care that fulfilled me and fed my love of nursing.

When I began my career in Labor and Delivery in 1987, I had 12 years of direct patient care experience at the bedside. I could capably handle the technical aspects of my responsibilities,

was able to work fast, and multi-task when caring for my patients. As was my nature, I continued to pay attention to the small details involved in their care, so, before leaving their bedside, I always paused to make eye contact with my patient, and with a reassuring touch let them know that I was there for them. These "little acts" are what mean so much to the patient who lies vulnerable in their hospital bed. These "little moments" are what made me feel complete as a caregiver.

"These 'little moments' are what made me feel complete as a caregiver."

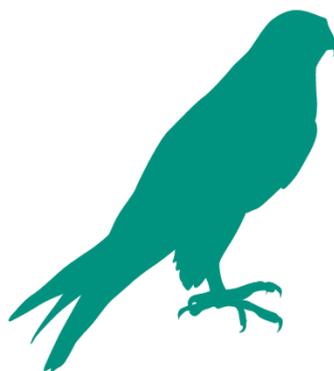
Understanding and caring for the patient encompasses addressing their cultural needs and concerns as well. I have worked with many ethnic populations whose practices and beliefs are different than mine. In some cultures, husbands rarely changed diapers, and often the baby's mother did not either. Sometimes both parents seemed unwilling to do this task, but, as I often discovered, they were just afraid to try. Because we are expected to document that our patient can change a diaper prior to discharge I would coax them into demonstrating this task by suggesting we perform it together. As I would guide them through the steps of how to change a diaper, I was also helping them gain confidence with this delicate skill; there

was no reason to leave these parents frustrated and struggling on their own. As I put myself in their shoes, I could recall what it felt like to be them, so scared, as new parents. It was during moments like this, that I felt the deepest amounts of empathy and compassion for my patient and their family.

I was an excellent bedside nurse; I was comfortable there and it is where I excelled in my practice. I have always believed that direct patient care was about connecting with the person in the bed, understanding their vulnerability and responding to it. I have always been able “feel” what my patients were feeling, and I instinctively knew how to “be” there for them. I believe I was born

with an intuitive nature, the ability to experience deep feelings of empathy for my patients and a natural instinct of understanding how to best address their emotional and physical needs.

I do not know if empathy or compassion can be taught to the new nurse, but I do believe, that as we train them in patient care, we need to stress the importance of paying attention to the smallest of details. I believe that by performing these small acts, the new nurse will be demonstrating the value they place on each individual patient’s needs and will ultimately be interpreted by their patients as acts of empathy and compassion.



Sunghwa Min (student in ENGWR 39)

April 13, 2020

Journeys in Journaling

Elizabeth Bishop's "One Art"

It was a poem named "One Art" written by Elizabeth Bishop which impressed me and motivated my writing today. Maybe many of us always live in fear of loss. We worry about losing, are anxious about losing, so we are struggling not to lose whether it's health, money, goods, or people.

The poem repeated "The art of losing isn't hard to master. None of these will bring disaster," over and over again. I can't even describe how much comfort and emotion I've gotten with that passage. It shows me how to make a way of turning around. Such expressions may seem strange at first, but they eventually come from a shift in ideas, and reflect a change of thinking in the poet's mind.

It was unusual and new to describe what the poem calls "losing" as "art," because people usually may think losing something is a disaster or a misfortune. If we consider losing is art, then I believe we will be able to ease a lot of worries and fears and lead our lives more peacefully. This poem gave me the realization that I could lose in life. This poem will comfort those who

have lost their health for a while, and those who have lost their loved ones and grieve.

It says, "Then practice losing farther, losing faster." I understood that the author's use of such expressions was an expression of how she overcame her grief. Obviously, there must have been a time when she felt sad after losing something, but by accepting what she lost more quickly, by practicing how to lose more gracefully, she must have gotten through the difficulties.

"I want to practice losing faster and farther."

Everyone gets and loses. Also, when there is a meeting, there is a parting. I want to practice losing faster and farther. And I want to practice thinking positively that if I lose something, it is not a cause for despair or an end, but an opportunity to meet something new. The Corona virus is now causing trouble around the world. This poem may be meaningful to people who are suffering in this uncharted situation. Even if it seems that you're losing a lot now, it could give you a message that it's not just a disaster, but another beginning of discovery and hope.

One Art

The art of losing isn't hard to master;
so many things seem filled with the intent
to be lost that their loss is no disaster.

Lose something every day. Accept the fluster
of lost door keys, the hour badly spent.
The art of losing isn't hard to master.

Then practice losing farther, losing faster:
places, and names, and where it was you meant
to travel. None of these will bring disaster.

I lost my mother's watch. And look! my last, or
next-to-last, of three loved houses went.
The art of losing isn't hard to master.

I lost two cities, lovely ones. And, vaster,
some realms I owned, two rivers, a continent.
I miss them, but it wasn't a disaster.

—Even losing you (the joking voice, a gesture
I love) I shan't have lied. It's evident
the art of losing isn't hard to master
though it may look like (*Write it!*) like disaster.

—Elizabeth Bishop, from *Geography III* (1976), Farrar, Straus and Giroux, New York

Four Pandemics: Two Literal, Two Political

From HIST 311 student *Justin Bassett*, this research piece on pandemics, our COVID-19 and an early 20th-century influenza outbreak:¹

This ongoing coronavirus pandemic of the disease called COVID-19 and the influenza pandemic of 1918 are similar in many ways, especially in the way in which the respective United States administrations handled the pandemic. President Woodrow Wilson's administration's mishandling of the 1918 pandemic caused many more people to get sick and ultimately die than was necessary. Similarly, President Donald Trump's administration's mishandling of this coronavirus pandemic has worsened the effect of the disease in the United States. Each administration has their reasons for acting in the way they did. Although both Wilson and Trump handled information about their respective pandemics in the same general manner, Trump has sway over less of America, so the effects during Trump's time are not as bad as during Wilson's time. Despite both Presidents' efforts to hide information and both Presidents' administrations slow start on handling the virus, other groups were able to effectively slow the spread of the pandemic, such as state or local governments and local organizations.

“To Wilson, this influenza was simply another concern which could inhibit the war effort.”

Both Wilson's administration and Trump's administration worked to restrict the spread of truthful information about their respective pandemics; however, Wilson's administration worked to suppress information regarding the pandemic, whereas Trump's administration was only downplaying the seriousness. The 1918 pandemic happened at the tail end of World War I, so Wilson still had wartime powers (Barry, “What the 1918 flu pandemic teaches us”). The Sedition Act and Committee on Public Information meant that Wilson's administration had tight control over the media spread of information which could affect the war effort, and information on the influenza pandemic was treated similarly to information which could hamper the war effort (Barry, “What the 1918 flu pandemic teaches us”). Wilson's administration censored the government's handling of the pandemic, with public officials telling lies, half-truths, and false reassurances (Barry, “What the 1918 flu pandemic teaches us”). In Philadelphia, while public places were all being closed, the media soaked in the supposed patriotism of

¹ See page 24 for citations.

supporting the government, and, downplaying the pandemic, denied any relation to public health; simultaneously, dead bodies were being carted away in wagons due to a lack of enough coffins (Barry, “What the 1918 flu pandemic teaches us”).

Trump's administration handled the COVID-19 pandemic similarly, although not to the same extent. Despite early knowledge of the existence of a dangerous virus, Trump and his administration did not take action to avoid widespread infection in the United States (Harris et al.). Much of the misinformation about the COVID-19 pandemic came from his own mouth: in the early stages of the pandemic, he constantly downplayed the severity and denied the reality of the pandemic (Harris et al.). These misleading remarks are parroted by right-wing media, giving a significant portion of American citizens misleading information and advice on how they should concern themselves with this crisis (Barry, “The Single Most Important Lesson From the 1918 Influenza”). During a time of crisis, even those who don't take Trump's words at face value would still turn to their leaders for signs of support and for a sign of how serious this event is. That is to say, despite Trump only controlling the media for a small portion of

“During a time of crisis, even those who don't take Trump's words at face value would still turn to their leaders for signs of support and for a sign of how serious this event is.”

America, a large portion of America still relies upon him to play the role of a leader during times of crises like this.

Despite Trump lacking authoritarian control over the media as a result of wartime powers, he still had a large effect on the American public's understanding of the information. Furthermore, Trump's position as the head of the bureaucracy means that the bureaucracy does not have the power to go ahead and take action before Trump

allows them to. Thus, Trump's denial of the pandemic caused the bureaucracy to have a slow start on taking appropriate action to lessen the impact of the virus. As can be seen, both Trump and Wilson worked to restrict the spread of information about their respective viruses, Wilson accomplished this primarily via suppression, whereas Trump accomplished this primarily via downplaying the seriousness of the pandemic.

Despite the similarity in what they did and how they did it, Wilson's and Trump's respective motivations for why they restricted the spread of truthful information differ. It's impossible to know their precise motivation, but reasonable speculation can be inferred from the circumstances of their respective times and based on

each President's prior behavior. President Wilson was largely concerned about the war effort. The just-passed Espionage Act and Sedition Act both infringed upon the rights of American citizens, but Wilson deemed this necessary to further the war effort and increase the likelihood of a swift and positive outcome (Faragher et al. 498). To Wilson, this influenza was simply another concern which could inhibit the war effort. Yes, it was serious, but it was more important to continue producing weapons and win the war. This may have been a noble desire, but with 116,516 dead soldiers in World War I as compared to 675,000 dead United States citizens from the 1918 influenza, it's clear in hindsight that more focus should have been spent on the pandemic (Barry, "What the 1918 flu pandemic teaches us" 2; Department of Defense). Trump's motivation, on the other hand, is far less noble. Trump's apparent concern is to make his administration look good, regardless of what the reality is. Throughout his presidency, Trump has denied facts and twisted the truth, attempting to make his administration look good and bolster his ego. The COVID-19 pandemic appears to be no different (Zakaria). This pandemic rose to the forefront in 2020, right before a general election. Therefore, it stands to reason that part of Trump's motivation in downplaying the pandemic is in an attempt to improve his chances at

reelection. Even if this is the case, however, Trump is smart enough to realize that pretending the pandemic doesn't exist would make his administration look worse than eventually addressing it, so Trump did indeed direct his administration towards working on the pandemic (Terhune et al.).

Despite both Presidents' actions to restrict access to truthful information, reliable information was still spread by other organizations. During Wilson's time, the Los Angeles health commissioner, Luther M. Powers, was quick to shut down schools and public gatherings, urging newspapers to print statements with health advice for sick residents; this was part of why L.A.'s death rate was 494 per 100,000, as compared to San Francisco's 673 per 100,000 (Arellano). As another example, Saint Louis responded to the threat by putting social distancing measures in place, resulting in a death toll eight times smaller than Philadelphia, which did not (Johnson and Lena H Sun). By spreading accurate information and advice even if the residents did not like what they were hearing, these cities' governments helped to reduce the impact of the virus.

In the case of COVID-19, state governments and local authorities have worked to spread reliable information.

“In the case of COVID-19, state governments and local authorities have worked to spread reliable information.”

In the Sacramento County of California, the University of California at Davis (UC Davis) Medical Center has proved to be a leading local authority on spreading accurate information about the coronavirus. People in the region generally trust the UC Davis Medical Center, as it is arguably the top medical center in the region. In response to the evolving information about the crisis, the UC Davis Medical Center released a series of articles, telling people information about what they can do, starting with handwashing and correction of misinformation ("Three things to know about novel coronavirus prevention"). When it was realized that the threat posed by the coronavirus was serious, UCDMC released an FAQ article with a series of questions and answers to help direct people's actions, help correct misinformation, and help assuage panic by shining light on correct truths ("Novel coronavirus FAQs for UC Davis Health patients and visitors"). In addition to local organizations, state governments also issued public health statements encouraging or requiring residents to stay at home and practice good health practices (Karimi and Moon).

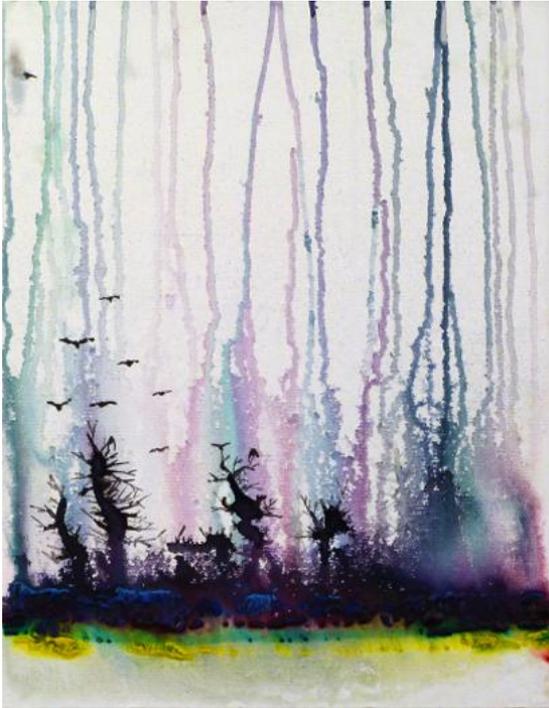
Another point to consider is that this is the age of the Internet. Although misleading information is easy to find on the Internet, the truth is also posted far and wide. Therefore, no matter what Trump tries to limit in terms of reliable information, that information will

become available online, meaning that the United States citizens still have easy access to reliable information if they seek it out. As can be seen, even though both Presidents did work to restrict the flow of truthful information and thus increased the impact of the viruses, local governments and organizations were still able to get enough truthful information out there to allow people to trust them and know what they can do. This similarity makes sense, as the United States government is designed to allow state and local governments to act independently of the federal government, especially in the interests of their citizens.

At the end of the day, despite both Wilson's and Trump's respective pandemics happening at very different times, both administrations acted similarly and had a similar effect on the health impact to their citizens. In both cases, non-federal governments and organizations were able to partially counteract the misleading information from the administrations, providing truthful information upon which local residents could rely. However, the damage caused by misleading or conflicting statements led to decreased trust in both administrations. By not telling the truth, but instead managing the truth, both administrations have significantly increased the impact of their respective viruses on their respective citizens.

InVerse

InVerse, ObVerse, AdVerse, ReVerse: All Verse



Artwork by Lynnette Hersh

Evaporate by Tom Goff

“The thoughts I have I can’t...evaporate... on paper,” says a student. Right: “elaborate” is what you mean? She laughs. Elaborate what? Contrails from Blue Angels that evaporate on wind? Her mind holds crisp or elaborate thought in clear suspension – which evaporates halfway between Bic and pulp. Evaporates! No matter the thought, bone-simple, bracelet-elaborate... Yet what poem in the mind does not dissolve, fine inkmanship transfigured out of form, held helpless on the reader’s fierce resolve to re-form it, clear & distilled? So, love, this form waits on the lovely reader for solution. Free it from suspension, grant me resolution.

Three Poems by Callie Goff

(An Imagistic Poem)

Panoche, California

Rolling hills, golden and sweet to their strawberry taste
 sunkissed by glow of constellations at night
 Brown speckled cattle roam, determinedly onward
 The white picket fence
 sharp, pointed edges
 shoot upward
 and halt.

(The Poetic Political, albeit a few decades later)

Absconded in 1972

The phone smacked against the yellow patterned wall hanging
from its umbilical cord, thumping back
and forth like my mother's heart.
She delivered the news in fragments,
heaving in and out, a boa clung around her waist,
like dad did when he got drafted to Vietnam in 1968.
Napalm gas oozed into the living room
and cut off her breathing entirely.
She fainted at papa's funeral, too.
Her empty gaze toward the coffin
wrapped in a dulled American flag.
Stained by slaughtered Sepon civilians
and carried by neat uniforms.
I wonder what heinous and beautiful things he saw there.
What corpses he watched fall to the ground like chess pieces,
clanking against violently green ground
as he invaded, a foreign entity on the opposite side of the world,
leaving wives and daughters
fatherless.

(The Surrealist One That I Exercised Too Much Direction In)

Dry

No future. Keep singing
at the wrong time.
Beaked bastards crafted from gray glitter and black clay

belt out a tune in a whirlwind of jazz

too swept up in the music.

Those lessons are a bit hazy,

like the spotted blaze of the sun.

Bronze bottle barks at me with gnarled teeth

and booze breath, coughing blood in a glass prison.

Door locks latching us all in,

one click after another in deep succession

Folks aren't too good,

this time of night.

Stumbling on stage like stags wounded by collisions with cars

slipping on heaps of serpents, who laugh into microphones

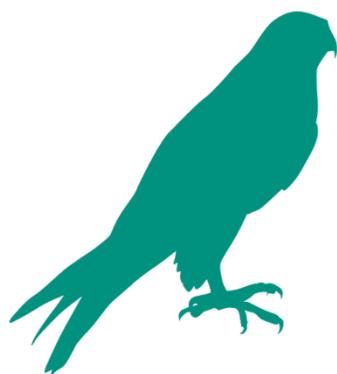
lodged in drivers throats.

The only way to clean this mess up is for the concrete to concave and swallow us whole.

The room spins on a record player as a mood ring,

from yellow daisy to red poppy to

black.



UProse

Prose for Us, Prose for Uprisings

Condensed Milk by Kelsey Owen

You hate milk. When you're alone, you go online and read articles about how drinking milk is unnatural. You've tried Veganism, and it wasn't terrible, but it was difficult, and all that's left from your stint as a plant-based eater is the almond milk. This is self-justifying behavior. You hate dairy milk because as a child you entered a milk-drinking contest and threw up off the edge of the stage, the stage being your dining room table. You wanted the proverbial blue sash that said "Number 1%." You did not get the sash (you are not Number 1%).

You threw up a lot as a child. Not just when drinking milk, but all the time, for no real reason. As an adult you come to recognize this as a symptom of severe anxiety, a stress reaction. You have grown out of this.

In college, you used to throw up from sugary alcoholic drinks or semi-competitive shot taking. As an adult, you come to recognize this as a symptom of severe anxiety, a stress reaction. You have (mostly) grown out of this.

You read about milk often and you also come to recognize this as a stress reaction.

You come to recognize you are entirely made up of stress reactions, that existence is founded in cause and effect and, primarily, stress reactions. Evolution is a stress reaction. Belief in God is a stress reaction. Your growing waistline is a stress reaction.

**"You are
not number
1%."**

Actually, your waistline might be Thyroid deficiency. Your mother was given the wrong pills by her doctor for ten years, who fled the country after she got sick. (Also a stress reaction.) Your father told that story and got out of jury duty. He wanted to serve. He might be the only person in California who wanted to be a juror, and they kicked him out for knowing 'too much.'

And now here we are in one big, international stress reaction, and the reason you're thinking about how much you hate dairy instead of the obvious is because the almond milk you ordered online from the grocery store isn't coming. They gave it to someone else, and it's easier to feel frustrated about

that than about the fact your mother and father belong to 'at risk' populations due to underlying health problems you may or may not have inherited.

And then there are the dreams. You're having dreams about paper towels. Not having enough, having too many, having to share. Dreams about your late great-grandmother trying on blueberry hospital gowns and doing a twirl.

You're remembering things you'd forgotten, like the Eastern European nurse who told you to steep your tea for at least five minutes or else you won't get the benefits, whose words you for some reason trust implicitly. You've never even looked it up, and you don't really want to.

It feels good to trust people. You want to believe in the stranger who held your Oma's hand and called you a 'good granddaughter' for doing your homework at the hospital. You want to believe you were good.

You want to believe.

You're still deciding if that, too, is a stress reaction: the desire to believe in

yourself; the desire to be good, in the eyes of others. You're wondering if 'stress reaction' is the wrong way to put it, if you've misnomer-ed the entire thing. But if all human kindness boils down like condensed milk to self-interest, you might not want to know. Or maybe it's okay, so long as kindness happens. Something bad can lead to something good. Even condensed milk. Imagine a world without cheesecake or sweet potato pie. You wouldn't like it.

You want to believe something bad can lead to something good.

So maybe you aren't in a stress reaction. Maybe just a reaction. Maybe just action. You're not out of almond milk, yet. There's still a day or two in the carton, if you use it wisely, use it only in your coffee. Or you can drink your coffee black, water it down. Oma watered it down, drank her coffee black, and she lived into her hundreds.

Maybe you can be the condensed milk in the sweet potato pie. Maybe you are good and you are reacting, and if you could make coffee like tea, you'd steep the beans for just over five minutes, and everything would turn out fine.

Food for Thought

Vegan, Gluten-Free Mini Ice Cream Sandwiches

Recipe by Lynnette Hersh

Ingredients for the no-bake cookie "dough":

6 dates, 1 cup walnuts and/or almonds, 1/3 cup cocoa powder, 2tbsp agave syrup or maple syrup, 1 tsp vanilla extract, 1 tbsp chia seeds (optional)

Ingredients for "ice cream":

2 medium bananas, any other toppings you like (e.g. peanut butter, chocolate chips...)

(Makes for approximately 6 sandwiches.)

Directions:

- 1.) Preparation: Freeze your bananas in a plastic bag the night before. Remove the pits from the dates and soak them in boiling water for at least 10-20 minutes until softened. Drain the water from the bowl and mash the dates into a paste-like consistency with a fork. Set up a medium tray and line it with parchment paper. Cut one small scrap of parchment paper to put on the side for later.
- 2.) Add in all of the ingredients for the cookie "dough" except for the dates inside of a food processor and grind the mixture until it is a sand-like consistency. Then add in the dates and grind the mixture again until a more solid mixture forms that you can mold cookies from.
- 3.) Take about 1 tablespoon of mixture at a time, roll each serving into small spheres, and place them about 3.5 inches apart on the tray. Be careful; this mixture is very sticky, and you should not attempt molding the cookie shape with your hands. Use the scrap of parchment paper you saved earlier to flatten the spheres into cookie shapes. Place the cookies in the freezer until they harden.
- 4.) Meanwhile, blend the frozen bananas in a clean food processor and add any additional toppings. Check to see if the cookies have hardened, and if not, place your banana ice cream in the freezer until the cookies are ready so it will not melt.
- 5.) Once the cookies are hardened, carefully separate them from the parchment paper. Create your ice cream sandwiches and, if the ice cream starts to melt again, put your sandwiches in the freezer until they are ready to eat cold!

InkStarter

Thoughts to Start Your Thoughts, Words to Start Your Words

Artwork by Lynnette Hersh



Rise, then Shine (Momentarily)

Sometimes ideas for prompts, topics to get ourselves and others writing, come easily, sometimes not at all. Sometimes they are suggested by items we see online, in magazines or newspapers. Today, I noticed a column in the *New Yorker*, one of their “Daily Shouts.” It’s a humor column that comes from one of the *New Yorker*’s long-running comical “departments,” called “Shouts and Murmurs.” (Just wait till you see another one of these famous departments, “Constabulary Notes from All Over.” I need say no more.)

↓

The column I noticed, by Eugenia Viti (4/27/20), is “What to Think About in the Morning Before You Remember the Sad State of the World.” I won’t give away what Eugenia suggests you think about, but you’ve got all of three seconds, apparently. Then, I guess, the glum reality sets in.

What to write:

What do you think about, or try to think about, when you get up in the morning that takes your mind off the sadness in the world? Write whatever you think qualifies, whether it’s funny, practical, wishful, or genuinely hopeful? If you wish, you can also write about what returns you from your needed distraction back to the complicated world.

Alternative: Some people prefer to see the world exactly as it is, and use the sorrows of life as a reason to adopt a cause, social, economical, or political. How do you use the start of your day to engage meaningfully with your life or our difficult world?



Masthead

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Kelsey Owen

Contributors

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Mary Perez

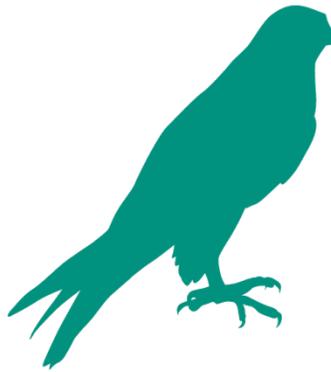
Sunghwa Min

Justin Bassett

Callie Goff

Artists

Lynnette Hersh



Curious?

The Peregrine is a newsletter for notes on the latest doings of the Reading and Writing Center, Folsom Lake College, and a creative space for FLC student and staff writings of many kinds, literary or informal sharing (of recipes, ideas that enhance or improve everyday life, crossword puzzles, cultural notes from students born in or outside the USA, and more).

You Matter. Period.

The Peregrine is now accepting submissions!

We are looking especially for pieces that show how your life has been influenced by the Folsom Lake College experience, or pieces that express aspects of your everyday life that you'd like to share with FLC students and staff.

What we accept: Poetry, Nonfiction, Fiction, Student Essays, Recipes, Artwork, Word Games/Puzzles, Writing Prompts, and more!

All submissions must be:

- ✍ A maximum of 800 words
- ✍ Submitted as a .docx file
- ✍ Your own work, with credit to any outside sources
- ✍ Ideally, never before published

How to submit:

- ✍ Attach your document to an email addressed to gofft@flc.losrios.edu or owenk@flc.losrios.edu with the subject line "Peregrine Submission" and the genre of the work you are submitting. (For example: "Peregrine Submission: Poetry")
- ✍ If this is a simultaneous submission, let us know immediately if your piece has been accepted elsewhere.

About *The Peregrine*

The Peregrine is a newsletter produced by the Folsom Lake College Reading and Writing Center, in order to:

- Explore student and staff creativity in various genres and personal styles of writing;
- Promote the FLC Reading and Writing Center;
- Support a campus culture of diversity, equity, and collaboration;
- Encourage institutional best reading and writing practices across multiple disciplines

To All Students: The Reading and Writing Center Online

In these days of “shelter-in-place,” we are offering as many of our on-campus services as we can recreate online. This includes live Zoom tutoring sessions (or email responses) for papers and reading assignments across many different disciplines. If you haven’t dropped by when we were on campus, come see us now. From the FLC home page, see under “Student Resources,” then under “Tutoring.” You will see icons (“tiles” or “buttons”) that allow you to schedule appointments or drop in to the Reading and Writing Center (FLC-Main or RCC) or the English Center (EDC). We also highly recommend the FLC Tutoring Center for questions or tutoring sessions in math, statistics, and various sciences or special subjects. Please consider *The Peregrine* our “calling card.”

Reading and Writing Center Online Hours (through May 20):

Main Folsom campus

Monday:
9:00 am to 5:00 pm
Tuesday:
9:30 am to 7:00 pm
Wednesday:
9:30 am to 7:00 pm
Thursday:
9:00 am to 5:00 pm
Friday:
9:00 am to 5:00 pm

Rancho Cordova Center

Monday:
9:30 am to 12:00 pm
Tuesday:
9:00 am to 3:00 pm
Wednesday:
9:30 to 11:30 am
Thursday:
9:00 am to 3:00 pm

English Center, EDC:

Monday:
9:00 am to 3:00 pm
Tuesday:
9:00 am to 6:00 pm
Wednesday:
9:00 am to 3:00 pm
Thursday:
9:00 am to 6:00 pm
Friday:
10:00 am to 2:00 pm

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