Classroom Access & Support Guide
Spring 2018 Edition

Welcome

Welcome to Technical Writing (English 3764). This is a highly interactive, writing-intensive online class, which focuses on the kinds of communication and collaboration that takes place in workplace settings.

My goal in this guide is to help you prepare for the course and make sure that you can find the resources and support you need to do well. I have attempted to cover many accessibility issues and support resources that should be useful to you. You may have questions or needs that have not been addressed here. If so, contact me so I can address your concerns individually.

Access & Support Requests

I am Traci Gardner (email: tengrrl@vt.edu), your instructor for these courses. Please call me Traci.

If you need help at any point in this course, please let me know. I try to answer messages within 24 hours on weekdays and within 48 hours on weekends and holidays. I check my messages frequently, but I am not always at the computer. Know that I will reply as soon as I can.

Whether about something in the course or other issues, you can contact me in two ways:

- **Email me at tengrrl@vt.edu**. Please send your message from your vt.edu address so that I can confirm you are a student. In your message, tell me which course you are enrolled in and what you need help with.

- **Send me a direct message in Canvas**. These messages are private, between just you and me.

If you need help with something after the course is over, you can email me then as well. I will do what I can to help. Additional campus resources are listed in Appendix A: Class Access & Support Contacts.

Table of Contents

I.   In Difficult Times & Emergencies

Problems with the Course or vt.edu Websites, Lynda.com, or Canvas

If something goes wrong with one of the websites we are using, don't panic. I will fix it (or find someone who can). If necessary, I'll adjust any due dates or expectations. Go ahead and send me an email message or contact me in Canvas about the situation, since I may not know there is a problem. Otherwise, keep working as you can until the situation is resolved.

Problems with Something in Your World

If something goes wrong for you personally, send me an email message or a direct message in Canvas explaining the issue and relax. We can come up with a solution. Things such as a broken computer or a change at work that messes up your schedule would fall in this category. It may feel like a horrible situation, but we can work it out. Don't be worried if I don't respond immediately. It just means I'm not at my computer.

Emergencies and the 911 Policy

Finally, if you have an emergency, first take care of any immediate danger. When you can, email me or send a direct message in Canvas. Begin the subject or your message with 911. For example, a subject line might be "911 Struck by Storm." Give me the details in the message (e.g., The storm knocked out my power. My work is going to be delayed until things are fixed). I will give 911 messages top priority and answer them ASAP. Save these 911 messages for emergencies please.

II.   In These Courses

If You Need Help

If you need special accommodations or support in this course, please let me know, and I will try to provide what you need.

Accessibility FAQs

How do I document what will help me?

To document the special accommodations that will help you the most, please contact Services for Students with Disabilities (SSD) in 310 Lavery Hall (above the Turner Place Dining Center) as soon as possible to ensure that you have the resources you need to participate in the class. The procedures and forms you need are also available on the SSD website.

I am happy to work with you and the SSD staff to make sure that you have the support you need. Documentation from the SSD office should be sent to me by the end of the

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first week of class if possible so that I can ensure you have the materials you need. If not possible, send the information as soon as you can.

What if I do not have official documentation?

That's okay too. I know that the official testing can be expensive and time-consuming. Send me an email that tells me what you need, and I will try to help.

What about things that aren't disabilities but may influence my work in the course?

Send me an email and let me know. I have arthritis, diabetes, depression, and anxiety disorders. I completely understand that medical issues can complicate your academic work. Just be sure to keep me informed about what is going on.

What course resources are designed for accessibility?

- Most resources we use can be magnified on your computer screen if the font is too small.

- The pages of the website text are readable by a screen reader.

- All the Lynda.com videos and most YouTube videos we use have an accompanying text transcript.

- Images on the course website should all have descriptive alt attributes.

- Most links on the course website have title attributes if the page title differs from the linked text.

- Canvas is accessible by screen readers.

- Slack's mobile apps for Android and iOS are accessible.

What resources may be inaccessible?

- Student projects used as examples may not be fully accessible. For instance, there may not be captions or alt attributes for the images in student work.

- Some infographics may not have an accompanying text description. (I'm currently working to create descriptions.)

I need extra time on projects.

You can use the grace period if you need more time on a project or need to complete in-class work in a less distracting environment. Check the late policy for more details.

If the grace period is not adequate for your situation, email me as far in advance as possible. If you cannot let me know in advance, let me know as soon as you can.

Will I need to take notes in this class? Is there help for notetaking?

I try to post everything you need on the course website. In classes that meet on campus, class time is more often spent in activities other than lectures with notes, so you shouldn't need to take extensive notes. If you need someone to help with notetaking however, we will work as a class to get you what you need.

For classes that meet online only, everything takes place in writing and is archived so that everyone in the class can return to the information.

I have a service animal I will need in the classroom or in your office. What should I do?

Let me know immediately about your animal, and tell me whatever your classmates and I need to know about how you and your animal work together in the classroom or in my office.

If you will have a face-to-face meeting with class members, we will make sure everyone knows the appropriate behavior. Either you can talk/write to the class about how to behave with your animal, or I will present the information if you prefer.

I need help evacuating the building in the case of an emergency. What should I do?

Please let me know immediately what you need us to do to help you. In classes that meet on campus, we will arrange as a class to provide any accommodation you need if an emergency occurs. If you are in my office, tell me what you need and I will make sure you get it.

Is your office accessible?

Yes. You can use the elevator in Shanks Hall to go to the second floor. When you leave the elevator, turn right and find my office past the Creative Writing bulletin board on the right side of the hallway. The office number (214) is on a plastic sign on the right side of the door, and the room number is written in Braille.

If you need help finding the office the first time, let me know and I will meet you on the first floor and take you to my office.

III.   On the Course Websites

In addition to the information posted in Canvas (explained below), I maintain two websites for this course:

- **The Course Website**: the location for all course materials, daily readings, weekly work, policies, and other documents.

- **The Assignments Website**: the location of the assignments for all major assignments.

Course Websites Accessibility Notes

Resources on these two websites should be accessible for all students. Here are the specific accessibility features of the site:

- The site has been tested with the WAVE Accessibility Tool online web service to ensure the pages will work for all students.

- Most resources on the websites can be magnified on your computer screen if the font is too small. In some cases with images on the site, you may need to click on a resource to enlarge it.

6

- The pages of the website text are readable by a screen reader.

- Images on the course website should all have descriptive alt attributes that describe the images.

- Most links on the course website have title attributes if the page title differs from the linked text.

You may find some limitations to these features. If you find that something is not working for you, contact me for help. It's possible that I missed an attribute here or there.

Student projects used as examples may not be fully accessible. For instance, there may not be captions or alt attributes for the images in student work.

Course Website Walk-Through

[Draft section, to be updated when the course website is complete]

Go to the course website for all the course documents related to this term, including the following:

- Course syllabus
- Course logistics
- Assignments overview
  - Labor logs
  - Major projects
  - Final exam
- Help with the course
  - Campus Resources
  - Help with Slack
  -
- Daily posts that outline the work for the week and provide additional readings and related course materials

IV.   In Canvas

We will use Canvas in this course to manage the submission of the work in the course. Canvas protects the privacy of your submissions and the assessment feedback that you receive (in line with FERPA requirements).

Our primary tools in Canvas will be
- Announcements, used to share and archive the daily posts from course website.
- Discussions, used for class conversations about readings and for peer feedback on drafts of the projects for the course.
- Assignments, used for submitting Major Projects and Labor Logs.
- Quizzes, used occasionally for simple testing on readings.
- Grades, used to track the completion of the work in the course.

Canvas Accessibility Notes

Canvas should be fully accessible for all students. The program was carefully tested to ensure that it would meet the needs of students before the university adopted it. You can read more about the accessibility features in the help document [Accessibility within Canvas](#).

The resources that I add to Canvas, such as Discussion prompts and Assignments are primarily text-based. I use the UDOIT tool available in Canvas to ensure that all these resources are accessible.

V.   In Slack

We will use Slack for informal class discussion. The system is catered to getting you help quickly and efficiently from classmates and me.

Rather than emailing questions to me, post your questions in the #general channel in Slack.

Help Using Slack

Slack has a "[Getting Started for New Users Resource](#)," which steps through the basic commands that you will use. You may also find help from these resources:

- [Creating a Slack Account](#).
- [Formatting Instructions](#) (how to add bold, italics, and other features).
- [Supported Emoji](#).
- [Tagging people by their usernames](#).
- [Quoting and linking to a message](#).

Additionally, Lynda.com has a Slack course, [Up and Running with Slack](#) by Gini von Courter, which you can watch to see the commands demonstrated. See more information on Lynda.com in the following section.

Slack Accessibility Notes

Slack's web and desktop versions are not fully accessible; however, Slack's mobile apps for Android and iOS are accessible. You can [download a desktop or mobile app](#) to find out which works best for you.

These additional resources may also help you with accessibility:

- [Keyboard accessibility in Slack](#)
- [Adjust your zoom level in Slack](#)
- [Accessibility Options on Slack](#)

VI. On Lynda.com

We will use individual videos and video courses on Lynda.com to supplement the textbook and other readings. Lynda.com is free to all Virginia Tech students, faculty, and staff with a PID and password login. Begin at the [Virginia Tech login page](#) to gain full access to the videos.

Lynda.com Accessibility Notes

- Lynda.com has an [ADA Accessibility page](#) with details on the site.
- All the Lynda.com videos have an accompanying text transcript that auto-scrolls with the video (shown in the image below).
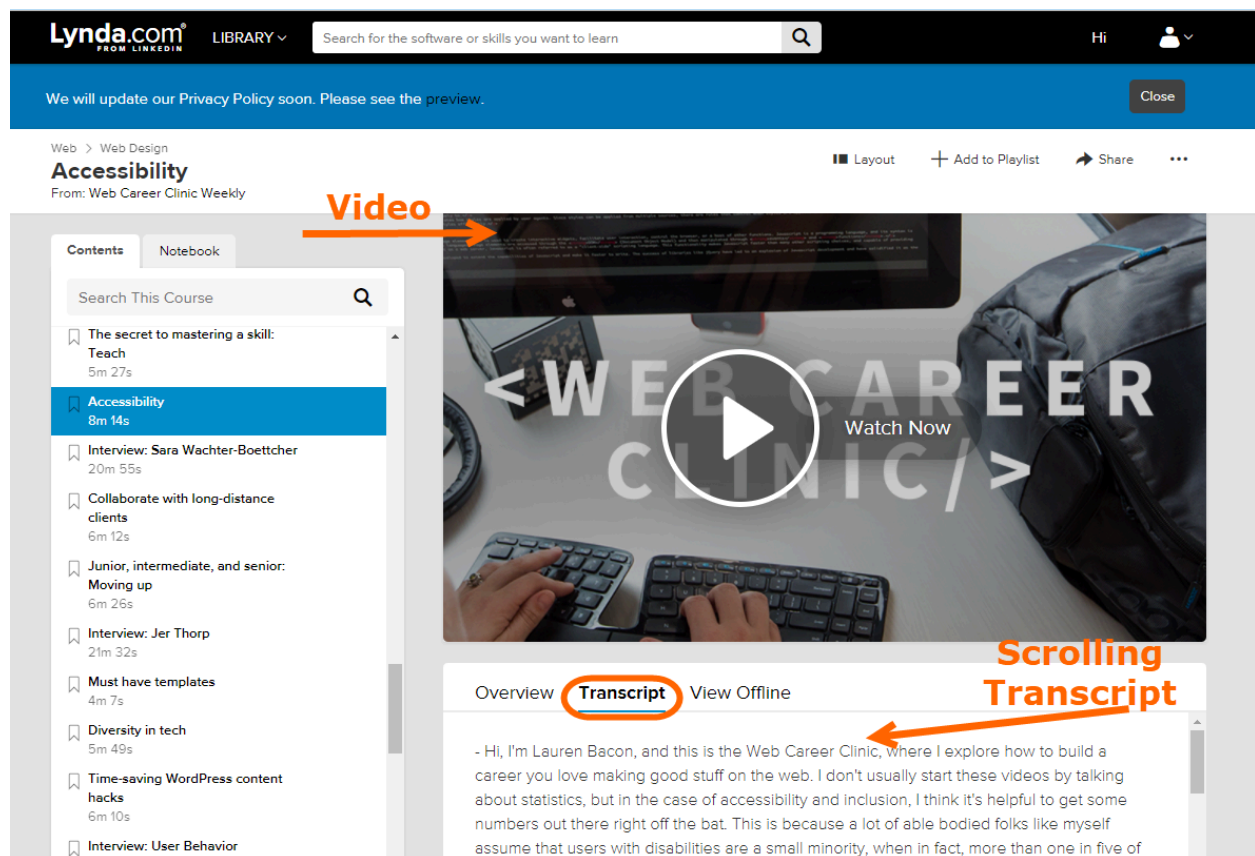
Screenshot of a Lynda.com video page

VII. On YouTube

We will use supplemental videos on the YouTube site to accompany the texts and the Lynda.com videos. Most of the videos will be the work of a college or university group (such as a Writing Center).

YouTube Accessibility Notes

- The YouTube site offers instructions on how to [Use YouTube with a screen reader](#).
- You can also use the instructions to [Manage caption settings](#) to turn captions on or off and access other related resources.

VIII.   How the Course Works

What You'll Do in These Courses

You will work with others in the class to compose a variety of documents related to writing in the workplace (explained in more detail on the course website). Some of these documents will be shared with everyone in the class, and others will be shared only with your online writing group.

You will also spend time contributing toward building a learning community where everyone is free to take risks as we explore the topics that the course covers together. You will work in an online writing group to give and receive constructive feedback on the writing projects in the course. You will share drafts of your project, give one another support and feedback, and help one another keep on track in the course.

Our interaction in these courses is always governed by the [Virginia Tech Principles of Community](#). The Principles are our official statement of acceptable behavior for these courses.

Grading in the Course

Grades in this course are based on your labor—on the time and intensity that you put into your writing. You are not punished for making mistakes as long as you work to improve throughout the term. This system is based on the research of Asao Inoue, who has published on the ways that labor-based assessment reduces unfair practices and institutional racism.[1]

This grading system is probably not what you are used to, so I want to tell you a bit about what happens when your grades are based on labor. Here is how you should approach your work:

1. **Focus on Ideas (Not Mistakes).** As you work on your projects, focus on what you're trying to say. Forget about the pressure to be perfect. Why? Your ideas and the purpose of your message are the most important part of what you write. Focusing on perfection can distract writers from developing their ideas. Because you are graded on labor, mistakes won't undermine your grade.

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[1] Inoue, A. B. (2014). A Grade-Less Writing Course That Focuses on Labor and Assessing. In D. Coxwell-Teague & R. F. Lunsford (Eds.), *First-Year Composition: From Theory to Practice* (pp. 71–110). West Lafayette: Parlor Press.

2. **Write for Yourself (Not for Me).** In this course, you are learning writing strategies that will use in the workplace. Your goal is to study the things that are important for people in your field. Don't worry about writing to impress me, as your teacher. Why? I am not going to be with you when you enter the workplace. You need to develop your own sense of what makes writing effective in your field. Your grade is based on how hard you work to find that out.

3. **Take Risks (Don't Play It Safe).** Try kinds of writing and composing strategies that stretch your abilities and help you learn new things. There's no need to play it safe. Why? Taking risks won't count against you. In fact, taking risks can demonstrate that you're putting in time and effort. After all, the safe, easy route doesn't push you to learn more and improve your writing.

4. **Have a Do-Over (No Penalty).** If you take a risk and it doesn't turn out, you can always try again. If your writing group or I ask you to revise, there is no impact on your grade. Just like in a game, you have unlimited do-overs. Why? Making mistakes is part of the learning process. Whether it takes two tries or more, you are investing time and effort in your writing. As long are you are working to improve, you can't fail.

5. **Put In the Effort (No Pain, No Gain).** Going through the motions won't produce professional writing. You have to put in hard work. You need to write, rewrite, start over, and try again to improve your projects. The good news is that the more you work, the better you'll do in the course. Why? All your work counts toward your course grade, as long as you listen to feedback from your classmates and me, incorporate what you hear, and reflect on how to improve your writing and communication.

How Project Feedback Works

Because your grades in this course are based on your labor, you are not punished for making mistakes as long as you work to improve throughout the term. You can take risks, and if they don't work out, you simply revise the project, with no penalty.

In this system, you can loop through the revision process multiple times before your project is accepted. Here's how that process works:

1. You upload and submit your project and self-assessment in Canvas.

2. I check your project for completion, after the deadline for a major project has passed. First, I look for the self-assessment sheet, which tells me how you think you have done on the project. In particular, I look for any questions that you have and anything you feel uncertain about. Next, I look for the project itself, and make sure that I can open the file. If either
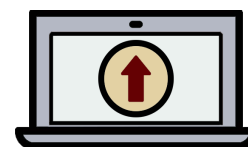
piece is missing or something is wrong with the file, I return the project for revision (explained below). If everything is included, I move on to the next step.

3. I read your project, checking the content, organization, and effectiveness. At this point, I read the project itself, considering how well it fits the audience and purpose for the project. I look for clear, specific details, appropriate organization, and professional tone and phrasing. I will also note any errors in spelling, grammar, punctuation, and other matters of professional correctness. If anything needs more development or thought, I return the project for revision. If all aspects of the project are good, I move on to the next step.
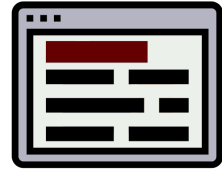
4. I examine your project for document design. I check the appearance of the project. I consider its first impression, looking for a professional appearance that fits the expectations of the kind of writing. For instance, if the project was to write a memo, I expect to see standard memo format. I also consider how the layout and design influence readability, examining the project for strong use of headings, chunked paragraphs, savvy use of bullet and numbered lists, and other design strategies. If the document design needs more work, I return the project for revision. If the project's document design is good, I move on to the next step.

5. I mark your project as accepted. Once your project meets all the basic standards for technical writing, you receive full credit for the work. Remember that you always receive either full credit or no credit.

Revision Process

Whenever I return your work for revision, I will include feedback on how the project works. This feedback may be embedded in the project, included as a summary comment, or both.

The revision process that I expect is similar to the process that takes place before you submit a new piece. The difference is that you have feedback from me to take into consideration. Here's what you'll do, once I return your work with feedback:

1. Use my feedback to revise your work. Occasionally, you may only need to make some simple corrections. It's more likely that you will need to rethink the document, add or rearrange information, or restructure the project completely.

2. Ask your writing group for feedback. Tell your group about my comments, and ask them to provide feedback on how well you have responded to my comments. Ask them if they have additional comments as well.

3. Incorporate the feedback from your writing group. Use the information that they have given you to polish your project further.

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4. Proofread for spelling and grammar errors. Use your spellchecker to make sure there are no typos or simple errors. Read through the document as well to make sure you find errors that the automated spellchecker misses.

5. Submit your revision, and the feedback process begins again.
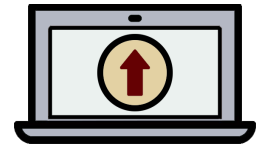
Succeeding in an Online Course

Online courses work differently from the face-to-face courses that have probably made up most of your college experience, so I want to give you some tips to help you do your best work. If I had to narrow things down to the bare minimum, I'd tell you to focus on consistent, regular interaction—with the course materials, with your writing group, and with me. Here are ten specific ways to make that happen.

1. **Set reasonable expectations:** This is an online *writing* course, so it requires (obviously, I hope) a lot of writing. This isn't a course where you just read and take tests. Because you need to practice both formal and informal writing, you will communicate in discussions with one another as well as in your major projects.

2. **Explore the course website:** There's lots of information on the course website. Spend some time exploring all the pages by clicking through the menus. While you may not remember everything, you will gain a good sense of what is available and where to look for answers when you have questions.

3. **Do the readings:** The readings are a significant part of the teaching in this course. I point you to infographics, videos, webpages, and ebook sections to teach about the writing strategies and genres that this course covers. Take some time to explore them all fully rather than just skimming them. If you skip the readings or don't give them full attention, you miss out on the content of the course.

4. **Keep up with #general in Slack:** I always post updates on the course in #general first. If something changes about an assignment, you'll find it in #general first. Likewise, if I add a special resource, I will announce it first in #general. Check in at least once daily so that you always know what is going on. I begin these special announcements with @everyone so they should be easy for you to find.

5. **Schedule class time.** It's easy to think you'll fit an online course in whenever you have time. The problem is your other classes, your job, and your social and professional obligations typically all have set times. It's easy to run out of time and realize that you never did get to your online course. Be proactive and schedule class time several times a week. Treat your online course just like a face-to-face course by adding some 50-minute blocks to your schedule that you will dedicate to doing work for the course.

6. **Spread the work out:** You will be more successful in the course if you spread your work through the entire week. Trying to do all the work on one

day in a giant block of time gives you little time for reflecting and revising your projects. Further, it tires you out on the content. Several shorter work sessions are the best strategy.

7. **Don't try to do all the work at the last minute:** Generally, it's a good idea to begin your work early, but it can be even more important in an online class. If you wait until the last minute, you may not get feedback from your group members in time to improve your project before the submission is due.

8. **Check in with your writing group daily:** Your writing group is your support system in this course, but that support works two ways. You need to be there to help everyone in your group. Ideally, you should check your team channel in Slack every day. It should only take a few minutes to read through the posts and reply or leave some emoji feedback. If there are drafts to read, let your group members know when you will give them feedback.

9. **Go beyond simple responses:** When you interact with your group, spend some time on your response. There's no reason to write 500 words every time you post or reply to your group, but you should go beyond short posts like "Here's my draft," and responses like "Looks good." Tell your group what kind of feedback you need. Explain what looks good. The idea is to collaborate on revision, and that means you need to spend some time engaging and connecting with one another.

10. **Questions? Talk to me:** I have no way of knowing when you need help. In a face-to-face classroom, I can usually tell my looking at people's faces or noticing when someone doesn't talk in class. None of that works in an online class. I need you to talk to me. Tell me how it's going—what works for you and what you're unsure about. Most questions or comments can be posted in #general on Slack. That way everyone in the class can benefit from the answer to the question. If your group has a question, you can ask in your group channel. Anywhere on Slack, just tag @tengrrl so that I can easily find your questions. Of course, if you have a personal question, email me.

Course Policy Overview

This section covers all the fine print for the courses. In other words, this is where to find all the official information required by the university and my department as well as the official information that I use to ensure that the class runs smoothly and fairly   .

Work Guidelines

All work and participation in this course is governed by the [Undergraduate Honor System](#) and the [Virginia Tech Principles of Community](#).

The Undergraduate Honor Code pledge that each member of the university community agrees to abide by states:

>   "As a Hokie, I will conduct myself with honor and integrity at all times. I will not lie, cheat,
>   or steal, nor will I accept the actions of those who do."

Students enrolled in this course are responsible for abiding by the Honor Code. A student who has doubts about how the Honor Code applies to any assignment is responsible for obtaining specific guidance from the course instructor before submitting the assignment for evaluation. Ignorance of the rules does not exclude any member of the University community from the requirements and expectations of the Honor Code.

For additional information about the Honor Code, please visit the Undergraduate Honor System page.

Late Policy

My late policy includes a grace period that should cover most problems that come up, whether academic conflicts, illness, or a personal issue. It applies to all graded work and can be used multiple times. You do not need to ask in advance or explain why your work is late. Just take advantage of the grace period, as explained below, for any work OTHER than your final exam:

- **The due date** is the day that your work is due. Every student has a 3-day grace period after the due date during which the project can still be submitted.
- **The grace period** occurs between the due date and the deadline. Work submitted during the grace period will be marked as *late* in Canvas; however, there is no grade penalty for work submitted during the grace period.
- **The deadline** comes 3 days after the due date and is the final moment that Canvas will accept a project. You will receive a zero for any project that is not submitted by the deadline. There are no extensions on deadlines.

Late Policy Exception

Your performance review will count as the final exam for the course. There is no grace period or make-up option for your performance review. Your final exam must be submitted by the due date (11:59 PM on Monday, August 14) so that I can turn course grades in on time. You will receive a grade lower than a B if your final self-evaluation is not submitted on time.

In the case of extenuating circumstances, let me know immediately. I understand that things happen. As long as you are honest and timely in letting me know what's going on, we can try to work something out.

Religious Holidays

Please take advantage of the grace period explained in the Late Policy section above if the due date for any work in this class coincides with a religious holiday that you celebrate. Please let me know *before* the holiday if the grace period will not be adequate.

Missed Work

If you miss a deadline completely because of an illness, death in the family, or family emergency, see [information from the Dean of Students Office](#) for details on how to document the situation. *You must provide official documentation within one week of any situation.*

If you have an issue that affects your ability to complete the course, you may qualify for Academic Relief. For personal medical issues, contact the [Schiffert Health Center](#), and for psychiatric or psychological issues, contact the [Cook Counseling Center](#).

Backups

Save backups of all your work for this class. Maintain these backups in multiple places (your laptop, a flash drive, Google Docs, Dropbox, Box). Printed backups can also be useful. Do not discard any files, notes, or other work until the term is over and you have received your final grade. Be sure that you maintain backups so that you can continue your work when you encounter computer problems. If you need assistance with your computer, check with [InnovationSpace](#) or [Customer Support Center (4Help)](#).

Program Assessment

Please note that the Department of English may use your written work in its assessment of its teaching and learning goals. In such cases, your name will be removed and your work assessed anonymously. Your work will not be shared with any individual outside of the department. It will be used strictly to help the department offer students the best possible academic experience.

Grade Scale

I use the default Virginia Tech grade scale for Letter Grades with +/-. The Canvas gradebook manages all the mathematics. I do not round grades. I do not provide extra credit for people who have not met satisfactory performance goals.

A 93–100 A- 90–92.99	B+ 87–89.99 B 83–86.99 B- 80–82.99	C+ 77–79.99 C 73–76.99 C- 70–72.99	D+ 67–69.99 D 63–66.99 D- 60–62.99	F 59.99 & below

Sonocent Audio Notetaker

Appendix A: Class Access & Support Contacts

Services for Students with Disabilities (SSD)
>310 Lavery Hall (above the Turner Place Dining Center)
>http://ssd.vt.edu/students.html
>Monday - Friday, 8 am - 5 pm
>Phone: 540-231-3788
>Fax: 540-231-3232

4HELP (IT Services)
>https://vt4help.service-now.com/sp
>Phone (24/7) : (540) 231-4357
>In Person : Torgersen Bridge (12pm - 5pm M-F)

Cook Counseling Center
>240 McComas Hall
>http://www.ucc.vt.edu/
>Monday-Friday, 8 a.m.-5 p.m.: 540-231-6557
>After hours/weekends: 540-231-6444
>Suicide Prevention: 540-231-6557
>Academic Relief: http://ucc.vt.edu/academic_support/academic_relief.html

Dean of Students Office
>109 East Eggleston Hall
>dean.students@vt.edu
>http://www.dos.vt.edu/
>Monday-Friday, 8 a.m.-5 p.m.: 540-231-3787
>After hours/weekends: 540-231-6411 (via campus police)
>Report a Bias-Related Incident: http://www.apps.dsa.vt.edu/bias/
>Get Help in Cases of Sexual Harassment: http://stopabuse.vt.edu/get_help.html
>Class Absence Verification and Family Emergencies: http://dos.vt.edu/deans_staff.html

InnovationSpace (computer lab and multimedia checkout services)
>innovationspace@vt.edu
>http://www.is.vt.edu/

Schiffert Health Center
>McComas Hall
>http://www.healthcenter.vt.edu
>Monday-Friday, 8 a.m.-5 p.m. and Saturday, 9 a.m.-noon: 540-231-5313
>More Information on Hours: https://www.healthcenter.vt.edu/about/Hours_Location.html

Emergency/After Hours:
https://www.healthcenter.vt.edu/about/Hours_Location/emergency_after_hours.html
After hours/weekends: 540-231-6444
Academic Relief: http://www.healthcenter.vt.edu/medical_records/academic_relief.html

Virginia Tech Police
330 Sterrett Drive (buildings behind the East Side of Lane Stadium)
http://www.police.vt.edu/
Emergency phone: 911
Non-emergency phone: 540-231-6411

Virginia Tech Rescue - Emergency medical care
http://www.rescue.vt.edu/
Phone: 911

Women's Center at Virginia Tech
206 Washington Street (a yellow house between Draper Road and Otey Street)
http://www.womenscenter.vt.edu/womenscenter.html
Phone: 540-231-7806 or
Women's Resource Center of the New River Valley: 540-639-1123 (24-hour crisis hotline)
Fax: (540) 231-6767

Writing Center
2nd floor of Newman Library (near the bookstore end of the building)
writingcenter@vt.edu
Phone: 540-231-5436
Appointments: https://vt.mywconline.com/

Appendix B: Fast Paths: If you're looking for…., find it ……

If you're looking for….	find it ……
class activities	on the course website
peer review feedback for an assignment	in Discussions on Canvas
major project assignments	on the Assignments website
student examples for major projects	on the Assignments website
late policy and grace period	on the syllabus on the course website, OR in the late policy section of this guide
More to come here once the websites are updated	

Appendix C: Bibliography and Photo Credits

Bibliography

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This guide was developed after studying the CCCC Convention Accessibility Guide for Portland. While the contents is quite different, those guides served as the working model for this text.