



Arts & Sciences Division

Course Syllabus

A-B Tech reserves the right to make changes as necessary to this schedule, including possible responses to the COVID-19 crisis. A-B Tech's COVID response information can be located on A-B Tech's website at the following link: [A-B Tech COVID response information](#). Any changes will be communicated by the instructor prior to the implementation of the change. Please make sure to check your email and Moodle on a regular basis.

Course Information

Course Details

- Course/Section ENG 112
- Course Hours: 3 Credit Hours
- Semester: Fall 2022
- Meeting Times: M-F
- Meeting Location: Birch 223
- Prerequisites: ENG 111
- Co-requisites: None
- Course Description *per catalog*: This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.

Text(s): Bullock, Richard, Maureen Daly Goggin and Francine Weinberg, eds. *The Norton Field Guide to Writing with Readings and Handbook*. 4th ed. New York: Norton, 2016.

Kennedy, X. J. and Dana Gioia, eds. *Backpack Literature*. 5th ed. Boston: Pearson, 2016.

- Supplies/Materials: Blue or black ink pen, notebook paper, laptop. All students must have access to a computer and the Internet to complete this course successfully. All students must be confident using Moodle to access course materials. You will be expected to upload assignments, respond to discussion forums, and check your progress in the grade book. If you have any questions about Moodle, contact helpdesk@abtech.edu or look at the Moodle help page.

Instructor Information

- Instructor Name: Sam Summers
- Email Address: sam.summers@bcsemail.org
- Office Location: Birch 223
- Office Hours: Second block, Tuesdays and Thursdays during class time.
- Communication:
 - My preferred form of communication is email. Please use the Buncombe County Schools email. I will usually respond to emails within 24 hours during the workweek.
 - If you don't reach me within 3 days, contact the office.

Course Learning Outcomes/Objectives

Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

1. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.
2. Read, locate, and evaluate a variety of information using research methodologies appropriate to disciplines.
3. Apply research and use writing to achieve a variety of purposes in a variety of disciplinary contexts.
4. Demonstrate accurate and responsible documentation appropriate to disciplines.
5. Present, individually or collaboratively, work appropriate to rhetorical situation.

This course, and assignments, may be used to assess General Education Core Competencies or Program Student Learning Outcomes

Additional information can be located on A-B Tech's website at the following link: [Course Syllabus Information](#)

A-B Tech General Education Outcomes

Expected competencies students will develop (or reinforce) during this course:

- Students will critically evaluate information
- Students will solve problems
- Students will effectively communicate

Grading Policy:

My goal is to grade work on a weekly basis. Check with me if you are worried that I have not graded your work. Please check your gradebook on a regular basis for accuracy. Many assignments will receive a 100 for completion.

Make-up Work/Late Work:

Deadlines for work are listed on Moodle. Please e-mail me in advance of the deadline if you have extenuating circumstances or emergencies that keep you from meeting the deadline.

Inclement Weather:

When the College is closed, **all curriculum classes (including online synchronous (Zoom))**, are cancelled except for clinical sites that are still operating (i.e. Mission Hospital, etc.).

Assignments are still due! Please log into Moodle and review instructions from me. Please sign up for A-B Tech text alerts to receive early weather and emergency notifications. To register, go to [WebAdvisor](#), choose Update My Contact Information, check the box for text alerts, and enter your phone number and carrier. You may also check the A-B Tech homepage at <https://abtech.edu/> for updates. **Should you lose power or internet, please contact me ASAP!**

Note: Online synchronous courses are live online courses that are conducted in real-time. The instructor and students are together in the same session which will begin and end at a fixed time.

Evaluation Criteria

The table below lists the assessments for this class and the percentages/points for each assessment.

Assessments	Percentage or Points
Class Activities	25%
Essay 1 and Essay 2 (20% each)	40%
Final Exam	30%
Reflection	5%
Total	100%

Failure to submit an assignment or complete an in-class assignment will result in a 0, and a 0 on one assignment can result in failure of this course.

Please note, the gradebook total in Moodle averages graded assignments and will be accurate when all assignments have been completed.

Grading System

Grade Letter	Associated Percentages or Points
A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	Below 60

A-B Tech General Information

Participation Requirements

It is mandatory that the student attend each course at least once during the first 10% of the course, or, in the case of online courses, a graded activity must be submitted during the first 10% of the course. For hybrid courses, the student must attend the classroom portion of the course or complete an online graded activity prior to the 10% point. Failure to attend or complete a graded activity prior to the 10% point will result in the student being dropped from the course. The student will not be allowed to continue in the course or receive a refund.

Professionalism

Students are expected to conduct themselves in a professional and respectful manner at all times. In that regard, students will not at any time engage in disruptive, threatening, unethical, disrespectful, or abusive conduct toward other members of the college community, including fellow students, faculty, and staff.

Rights, Responsibilities, and Procedures

Information on Rights, Responsibilities, and Procedures pertaining to students can be located on A-B Tech's website at the following link: [Course Syllabus Information](#)

ADA/Accessibility

A-B Tech is committed to creating an environment that meets the needs of its diverse student body. If a student has a disability, thinks they may have a disability, or are having issues with the accessibility of course materials, the student should contact Support Services to request appropriate accommodations to ensure access to their education. Complete information and forms can be located at the following link: [Student Service Overview](#)

Course Evaluation by Students

Students will have the opportunity to provide constructive feedback on their courses each semester at approximately the 75% completion point through an online survey. ***All responses are anonymous*** unless a student chooses to self-identify in submitted comments. Results are used to determine whether changes should be made to improve the learning experience for students. Additional information can be located on A-B Tech's website at the following link: [Course Syllabus Information](#)

English Department Requirements and Expectations

How to successfully complete an English course

- Read. Read the syllabus (each week). Read the required pages out of the textbook before class discussion. Read the assignment instructions. Read your instructor e-mail announcements.
- Complete rough drafts for all your assignments. Practice, brainstorming, and making mistakes helps you learn writing rules and strategies.

- Read instructor feedback. The best way to build your writing skills is to see edits and feedback of your own writing. When you read instructor feedback, you know what to “fix” for the final draft.
- Ask. Ask questions about upcoming assignments. Ask for clarification about edits/feedback on your returned work. Ask about how to get connected to writing resources on campus. Ask how to use a function on Moodle (ie forums or quizzes) you may not know how to access. Ask what you need to be successful.
- Ensure you have a reliable Internet connection and access to a computer. Computer glitches, power failures, and mix-ups do not count as excuses for late work.
- Plan ahead. Know due dates for all assignments and schedule time to work on writing projects. Work on writing projects over the course of days (or even weeks). Do not try to write an entire essay the day it is due. Submit all work on time in MLA (or APA depending on your English class) format. Planning ahead also helps ensure you don’t get burned out in the class.
- Check your grades in Moodle often. Be aware of your progress. Understand the weight of assignments in class, so you know what is at stake if you miss an assignment or earn a low grade on an assignment.
- Connect with another student in your class. Often, fellow students can explain a concept or an assignment in a way you can understand. Additionally, connecting with other students means you create a study group that helps with deadlines, missed class information, and other course work.
- Use the Writing Center and/or RISE sessions to brainstorm ideas, revise drafts, understand grammatical concepts, etc.
- Revise. By starting writing projects early, you give yourself enough time to write a wonky first draft, go to the Writing Center, and revise. Revision means eliminating unnecessary words/phrases, ensuring you have not plagiarized, reorganizing ideas, and ensuring all your ideas connect to and prove the thesis.
- Engage. Come to class (whether seated or on-line) prepared and ready to build your writing skills. Don’t give up on yourself and don’t make assumptions about what you can and cannot do. This class is your opportunity to analyze and write critically and professionally for your career.

Important Dates

Class Begins: 8/29/22

Census Date: 9/8/22

Last Day to Withdraw:

Holidays/No Class Days: Labor Day September 5, Thanksgiving Holiday November 24-27

Activity Days: September 13 and December 2, no classes meet from 11AM until 1PM

Rhapsodist Reading:

Final Exam Due: December

Class Ends:

Final Exam

The final exam for this course is a common assignment and is the same for all students taking this course. **All parts of the final are required and cannot be submitted late.** Your instructor reserves the right to ask another English faculty member to evaluate your final exam.

Department of Education Requirements for Distance Education

There must be substantive interactions between the instructor and the student on a predictive and scheduled basis.

The College must have a method to monitor academic engagement (interactions) and ensure prompt and proactive engagement by the instructor.

Substantive engagement must include at least two of the following:

- providing direct instruction
 - assessing or providing feedback on a student's course work
 - providing information or responding to questions about the content course or competency
 - facilitating a group discussion regarding the content of a course or competency
 - or other instructional activities approved by the institution's or program's accrediting agency (What other activities would we recommend to include?)
- Faculty must ensure that all Distance Learning classes include “scheduled and predictable” opportunities for instructor/student interaction
 - All Distance Education classes must include at least two forms of substantive interaction:
 - providing direct instruction
 - assessing or providing feedback on a student's course work
 - providing information or responding to questions about the content course or competency
 - facilitating a group discussion regarding the content of a course or competency
 - or other instructional activities approved by the institution's or program's accrediting agency
1. Faculty are expected to monitor student progress and proactively communicate with students regarding their status in the course.
 2. Faculty are expected to respond to student emails and questions within 24 hours during the work week.

There are two forms of substantive interactions in this class and includes the following—most of this is mentioned in the communication, grading, and late work sections:

- **Proactively communicate**--I usually respond to emails within 24 hours during the work week. I am happy to create a Zoom meeting. You will also find that I send one or more status updates every week.
- **Status of course**--I update grades on Moodle no more than seven days after submission as a general rule.
- **Provide direct instruction**—Expect to *see me* either face-to-face, in Zoom meetings, or by recorded video every week.
- **Provide feedback on students' work**--Assignment deadlines are, usually, Sunday (there are exceptions, and I will mark that in Moodle). My goal is to grade your work within one week. While I provide detailed feedback for on-time submissions, I will read and evaluate late work carefully, but I may not provide as much detailed feedback/copious comments if turned in after the deadline.
- **Provide group discussion(s)**—Expect a variety of group interaction possibilities: online activities like online forum discussions, Zoom breakout room discussions, or face-to-face activities.

Cancelled Class Policy

English instructors do not cancel classes. If there is inclement weather, if the instructor becomes ill, or if for any other reason the class cannot meet, an announcement will be posted to students' e-mail immediately and an alternative assignment will be created in Moodle. Students will be given instructions and a deadline for the alternative assignment.

If you are in a seated class, you cannot go to the Writing Center or RISE session during a regularly scheduled class period because of federal and state attendance auditing guidelines, even if the instructor has provided a virtual day to complete an assignment and/or conference about your work. If you have a virtual class day, go to a computer lab, library, and/or conference with your instructor to complete your assignment.

Content Warning

In addition to works written from a traditional perspective, there will be required reading that some students may consider profane, objectionable, or otherwise challenging and controversial. Our purpose in this course is not to discuss issues of right and wrong but to examine readings and topics in an objective thoughtful, mature manner. If you have concerns at any point, please talk with me, so that together we can create a comfortable space for you to learn.

The Carolyn Lisa Johnson Writing Center

The Carolyn Lisa Johnson Writing Center, located in Locke Library on the lower level (Locke 125), provides 50-minute face-to-face conferences with tutors. Online tutoring sessions are also available. In addition, a referral from your instructor will allow you to make use of a RISE session for help to revise a paper. To make an appointment or find out more information, visit the [Writing Center](#) homepage.

Plagiarism

Plagiarism is dishonest; it is the theft of another person's intellectual property. Since plagiarism will result in automatic failure of an assignment, students should make regular use of the Writing Center during the semester to practice techniques for successfully avoiding plagiarism. Though

mistakes are in early drafts, ignorance of the documentation and incorporation strategies explained below will not excuse plagiarism in final drafts nor in any way alter the consequences for plagiarizing.

To avoid plagiarism, submit work that is entirely your own, giving appropriate credit to any sources used.

But how?

- Any phrasing taken directly from a source (written or spoken) must appear in quotation marks.
- Even a single word that characterizes a source writer's perspective on an issue must be acknowledged as belonging to that writer; careful placement of quotation marks is a critical first step for accurate documentation.
- Always introduce quotations so that the reader has context for the source material.
- After the quoted passage, always cite the page number from a print source, consulting a handbook or your instructor's guidelines for any special requirements, such as those for formatting a variety of electronic citations.
- If you mention a source in text—whether it is from a book, a website, a YouTube video, a journal article, an interview, a lecture, or any other source—a full MLA citation must appear on a Works Cited page at the end of your paper or, in the case of a special assignment, must be submitted with a project.
- If you use statistics or numbers, you must cite that information, even if you paraphrase passages that include statistics. If the passage is from a website, use the article title, remembering to cite the source on your Works Cited page. Note: in-text citation wording must always refer to the front of the corresponding Works Cited entry.
- Buying papers from online paper mills or other sources, hiring another person to write a paper for you, or allowing another person to write your paper are all forms of dishonesty and are plagiarism.
- Submitting work in this class that has been previously submitted in another class is not acceptable and will result in a failing grade. If you have a draft of a project from another course that you would like to modify to meet the specific requirements of the course, ask the instructor's permission; then, work diligently on substantive revisions based on the case you have made for the value of the project you have envisioned.

Note: Avoiding plagiarism is an important component of success in this course, but a paper free of plagiarism will not guarantee a passing grade. You must observe the fundamentals of direction, organization, unity, support, coherence, and standard usage. Your argument must be cogent. You must also successfully represent, balance, synthesize, and reflect on source material to develop your paper so that relationships among sources and relevance of source ideas to your own original thesis are in evidence throughout.

Non-Discrimination Statement

The Board of Trustees and the administration of Asheville-Buncombe Technical Community College are fully committed to encouraging and sustaining a learning and work environment that

is free from prohibited discrimination. The College does not practice or condone discrimination based on race, color, national origin, religion, sex, sexual orientation, gender identity or expression, pregnancy, disability, genetic information/medical history, age, or veterans' status in the administration of its employment policies, educational policies, admission policies, scholarship and loan programs, or other school-administered programs. Inquiries or complaints concerning the application of Title IX, the Americans with Disabilities Act, and other Federal non-discrimination legislation at Asheville-Buncombe Technical Community College should be referred to:

Dr. Terry Brasier
Office of the Vice President for Student Services
A-B Tech Community College
340 Victoria Road
Asheville, NC 28801
828-398-7143

Pursuant to the Clery Act, Title IX of the Education Amendments, the Violence Against Women Act, the Campus SaVE Act and other applicable federal and state laws and regulations, the College established procedures for investigating, disciplining, and educating the College community about sexual harassment and sexual-based violence. **To report sex/gender-based discrimination, harassment, or sexual violence, please contact:**

Michele Hathcock
Title IX Coordinator
340 Victoria Road
Asheville, NC 28801
8285-398-7932

[Instructor Requirements and Expectations](#)

Assessment Descriptions

Class Activities (25%)

These assignments will help students illustrate their intents and attempts to prepare for class and success in the course. I don't believe in busy work. These assignments will help you work toward successful paper grades, etc. If students show *serious effort, follow directions, and submit the work by their deadlines, these grades will be automatic 100s*. This work will include *seeking help* (one prep grade per the three major papers only at the Writing Center, at the ALC, or with the instructor), in-class/group work, peer review drafts of all three major papers, practice with various citation formats, annotations of academic journals or the textbook, critical analysis of for texts relating to each of the papers, practice with quoting from research and resources from students' other classes to support ideas in English 112 (to emphasize interdisciplinary approach), some virtual assignments, and, possibly, quizzes.

Formal Paper 1: Arts and Humanities Textual Analysis (20%)

This assignment asks students to use skills in textual analysis ("text" here refers to its broad definition in arts and humanities, as any form of expression that can be interpreted for its cultural

meaning). Students will analyze and interpret a text approved by their instructor (the text might be a literary, visual, or media text, depending on instructor preference). Students will consult a credible secondary source to help them interpret the text. Details of the assignment and a rubric will be posted on Moodle. Students will be required to learn and adhere to the expectations detailed by the Modern Language Association (MLA).

Formal Paper 2: Sciences Annotated Bibliography (AB) (20%)

English 112 students will research a topic in science, mathematics, engineering, or any other applied science. To organize and analyze this research, students will write an annotated bibliography. This assignment will help English 112 students appraise meanings and evidence by using academic journals, an .edu or .gov website, and a social media source (YouTube, blogs, podcasts, forums). Details of the assignment and a rubric will be posted on Moodle. Students will be required to learn and adhere to the expectations detailed by the American Psychological Association (APA) for annotated bibliographies.

Final Paper: Chosen Pathway Research (30%)

In addition to the information stated on page 5, please note the following: this research paper is the final paper in English 112 and should demonstrate mastery of the course objectives outlined in the course syllabus. Students will research and report on an issue, innovation, or ethical question in their chosen major or a field of interest in a 5-7-page researched essay with a minimum of 4 sources (3 secondary sources, 1 primary source). Details of the assignment and a rubric will be posted on Moodle. Students are encouraged to use the research from the Formal Paper 2/AB assignment and adhere to APA expectations for formatting and documentation of research papers.

Final Paper Reflection (5%)

Additionally, students will write a 1-2 page reflection on the process they took to complete this assignment. Details of the assignment and a rubric will be posted on Moodle.

Final Paper Panel Discussion

Students will take part in a 3-4 person panel discussion. The panel will be based on their chosen pathways paper, so they all have something relatively in common. Each student's presentation will include a thesis of sorts (the answer to the question that prompted your research for your Final Paper and support for it (an explanation of the articles that informed your opinion). These presentations/panel discussions will take place during the last weeks of class. Individual presentations should take 3-5 minutes (so 12-20 minutes in total for the panel). Students will be required to turn in hard copies of notes to receive full credit. *Failure to adhere to guidelines can result in a zero.* Details of the assignment and a rubric will be posted on Moodle.

Drafts, Deadlines, Make-up Policies, and Extra Credit

- Students are responsible for all material covered, assigned, or due during this course. **I am very strict about deadlines**; however, I know that sometimes the real world

interrupts our lives. **Talk to me** if you are behind, struggling, life is interfering, etc. Here are my standards for **deadlines and make-ups**:

- **Daily Activities cannot be made up or turned in late** because they are designed to keep you on track with the schedule and moving toward success.
- **For work due on a day you will be absent**, upload it on Moodle by the deadline as directed. If for any reason submitting via Moodle is not required, you may send the assignment to me via email BEFORE class starts, and you will receive credit for your effort.
- None of the major papers, the panel discussion or the final reflection assignments can be made up.
- Due dates are indicated on Moodle.
- **Extra Credit** is not typically offered in this class.

Other Important Info

- You should maintain a Google Drive AND folder or USB which contains all drafts, completed essays, and graded essays. **DO NOT DELETE ANYTHING. You have the responsibility of saving in more than one place to make sure you don't lose anything.**
- **Please note that voicemail is *not* the best way to reach me.**
- **Send me an email.**
As a rule, I do not read email on the weekends because I am usually grading papers and trying to achieve some kind of work/life balance. I do check email up until about 4:00 on Friday, so be sure to reach me before then if you want help.
- Telling me you didn't understand AFTER you have submitted work for a grade is NOT logical. Once you earn a grade, it is yours. If you are lost, tell me, but don't tell me the day before the due date. **If you don't tell me, I cannot possibly help.** I expect you to be lost sometimes. I also expect you to be mature and say so. If you are lost, you are probably not alone. Speak up. It's your grade, time, and money!

Student Workload—What to Expect

- This is an interesting yet challenging class. You must do a LOT of reading and writing. If you want a good grade in the course, you must perform to a high standard on the assignments listed above and described further in the syllabus.
- Grades are based on student performance (for essays, this performance is determined using the rubric available in Moodle) and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material and mastery of course objectives. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for writing. The standards for the respective grades are listed on Moodle.

- I do not “give” grades; you earn your grades.
- I cannot "raise" your grade a point or two at the end of the semester just because you are not happy with your final average. Doing so would be unethical and unfair to other students. You must demonstrate through the assignments that you have achieved a certain grade.
- Note that the class preparation component of the course already assesses your participation, so the argument of "I participated a lot in the course, so you need to raise my grade" does not hold water. Neither does the argument of "I spent a lot of time on this course, so you need to raise my grade." Being prepared, working hard, and seeking help are all normal expectations of students in college-level courses.
- TUESDAYS AND THURSDAYS are optional lab days, UNLESS you have below a 70. If you do, you will be required to attend during normal class times. If you just want to come by for conferencing, I will be available.

About Your Instructor and His Expectations

- My goal is to help all students learn, succeed, and hopefully, perhaps, even enjoy the course experience/journey. I didn't go into teaching to make sure people fail.
- Furthermore, I am always looking for ways to improve the course. Please don't be afraid to come and talk to me. I encourage these kinds of discussions.
- **Align yourself with students who obviously want to succeed. Sit with the nerds.**

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Michele Hathcock
Title IX Coordinator
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Asheville, NC 28801
8285-398-7932

Course Schedule

Any changes to the syllabus will be posted in Moodle prior to implementation of change.

Week 1: The Human Condition and Nationality

Syllabus, lecture notes, Iconic Image Analysis, “A Clean Well Lighted Place”

Week 2: The Human Condition and Family

“My Papa’s Waltz,” “The House on Mango Street,” “I, Too,” “Sonny’s Blues,” writing journals, forum post.

Week 3: The Human Condition and Purpose

“To Build a Fire,” “Dead Man’s Path,” “Ask Me,” “The Author to Her Book,” “The Wayfarer,” writing journals, forum post.

Week 4: The Human Condition and Transcendence

Begin looking at Paper 1, “Ode to Grecian Urn,” Harrison Bergeron, writing journals.

Week 5: The Human Condition and Death

“The Powwow at the End of the World,” “Grass,” “Darkness,” “I Felt a Funeral in My Brain,” “Bullet in the Brain,” “A Haunted House,” OUTLINE and ROUGH DRAFT DUE.

Week 6: The Human Condition and Writing

Turn in Paper 1.

Week 7: The Human Condition in Film and Print

“Cathedral,” Carver Assignment

Week 8: The Human Condition and Relationships

“Do Not Go Gentle Into That Good Night,” “Girl,” “A Pair of Tickets,” “You Fit Into Me,” “Where are You Going, Where Have You Been?” When You are Old,” Secondary Sources assignment.

Week 9: The Human Condition and Utopia and Nature

Look at prompt for Paper 2, “The Ones Who Walk Away from Omelas,” “A Pair of Tickets,” various poetry, forum post.

Week 10: The Human Condition and Writing an Essay
Rough Draft due

Week 11: The Human Condition and The Scientific Method...and APA Format
Final draft due, APA assignment

Week 12: The World's Condition in Scientific Sources
Submit Annotated Bibliography, select topic for final essay.

Week 13: The Human Condition and Problem Solving
Working on Paper 3

Week 14: The Human Condition and Endurance
Rough Draft Due

Week 15: The Human Condition and Attainment
Final Draft due, prepare for Panel Presentation and Reflection Paper

Week 16: The Human Condition and Reflection
Presentations and Reflection due

[Syllabus Statement: You Belong Here](#)

You Belong Here (adapted from Dr. Brenda Allen). You belong here, as do your classmates. You belong here if you had great teachers and positive experiences of schooling. You belong here if schools and society have marginalized you and your community. You belong here if you are Sikh, Muslim, Jewish, Christian, Buddhist, Hindu, Secular Humanist, Pagan, follow some other belief system, or adhere to no organized belief system at all. You belong here if you are still figuring out what and who you are. You belong here if you are documented, DACAmented, or undocumented. You belong here if you are a person of color, or white, or perceived to be white, or if you are of mixed racial/ethnic heritage, or if you are perceived to be other identities that you aren't. You belong here if you have an exceptionality or disability, if you have intellectual, cognitive, or emotional disabilities or if you are neurotypical. You belong here if you identify as gender nonconforming or LGBTQ, or if you're still learning what some of those letters mean. You belong here no matter what language you grew up speaking. You belong here regardless of your political affiliation, or if you don't have one. You belong here if your parent or guardian has a higher education or if you were the first one in your family to graduate from high school. Whatever your body type, appearance, talents, abilities, identities, histories, or backgrounds, you belong here if you are here to learn and to be humane, inclusive, respectful, rigorous, and just toward the others who are also here to learn.

As the instructor for this course, I will try hard to ensure you and your classmates always remember that you belong here, and to ensure you and your classmates feel welcome and valued. I expect all members of this class to do the same. Your decision to remain in this course will serve as your agreement that you adhere to the above commitments of Respect, Integrity, Support, and Equity (RISE). You Belong Here!