Purpose of U-COURSE
The purpose of the U-Course is to bring together first year students in community of practice, using a project based learning methodology. Your class will form a community of practice, learning predominantly in groups. The coursework will centralize around a group project, the Social Justice Fair, and all of the coursework, including assignments, reading, quizzes, etc, will support this final project.

Course Description
This U-Course blends MCGS 155I Introduction to Multicultural and Gender Studies and ENGL 130I Academic Writing, which are both writing intensive courses. The grouping of these two courses creates a reading and writing intensive course utilizing a variety of theoretical, rhetorical, and pedagogical tools to allow students to critically engage issues of oppression in regards to race, class, gender, sexuality, disability, and religion through a social justice framework. Students will work through a comprehensive research project to interrogate issues of social justice within the United States, pursue critical questions of inquiry, synthesize information between critical theory, rhetorical theory, history, and public discourse using primary and secondary research. Students will come together the latter half of the semester to present their findings as a group in the Social Justice Fair. Course will include informal and formal writing and presentations.

The MCGS 155 portion of the course will examine these questions and topics in particular:

**Multiculturalism, Race, and Economic Inequality**
How did the United States become a multicultural nation? What conflicts arose as waves of immigration changed the face of the United States and challenged the notion that the U.S. was a “white country”? Along with immigration, ethnicity, and race, we will look at the role class plays in America and the ways in which certain economic inequalities persist.

**Gender, Sexuality and Identity Politics**
Together with these questions of cultural and racial identity, we will examine gender as a social construct and look at how gender roles and human sexuality are shaped by socially constructed norms.
The ENGL 130I portion of this course will complement the above. The two courses combined also address seven of the General Education Learning Outcomes in particular, which are:

**Oral Communication**
Demonstrates effective listening and speaking skills necessary to organize information and deliver it effectively to the intended audience.

**Written Communication**
Demonstrates the ability to question, investigate and draw well-reasoned conclusions and to formulate ideas through effective written communication appropriate to the intended audience.

**Critical Thinking**
Identifies issues and problems raised in written texts, visual media and other forms of discourse, and assesses the relevance, adequacy and credibility of arguments and evidence used in reaching conclusions.

**Active Inquiry**
Demonstrates knowledge of and applies research techniques and information technology appropriate to the intellectual and disciplinary context.

**Diversity**
Demonstrates an understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities and social attributes.

**Creativity**
Takes intellectual risks and applies novel approaches to varied domains.

**Personal and Social Responsibility**
This class will help you recognize how the quality of your participation in conversations about local, regional, and national issues can shape and reflect your personal priorities. You will also learn to frame issues as you become involved in various communities now and in the future. By exploring a contentious issue that impacts our community and modeling what informed civil discourse looks like for the public, students will experience civically engaged communication and community.

### Student Learning Outcomes

**MCGS 155: Introduction to Multicultural and Gender Studies**
Students can:

A. Identify diversity of human experience as affected by race, class, gender, and/or sexuality identities.

B. Describe, and analyze major figures, events, and issues in the experiences of women, at least one American ethnic group, and/or sexual identity groups through various theoretical lenses.

C. Correctly and effectively apply vocabulary, concepts, theories, and analytical frameworks essential to multicultural and gender analysis in essays, exams, and research papers.

D. Able to compose comprehensible, well organized, and substantive oral and written presentations in the disciplines in multicultural, gender, and sexual identity studies.

E. Apply their knowledge of multiculturalism, women’s studies, and/or sexual diversity to an organization or community effort.

**MCGS 155I is an approved course within the Ethics, Justice, and Policy Pathway.**
ENGL 1301: Academic Writing
In this class, students will:

A. Write and read in order to enter ongoing public conversations and investigate pressing issues
B. Pursue authentic questions with intellectual openness and curiosity, making connections between multiple areas of our lives
C. Find, evaluate, interpret, and synthesize primary and secondary sources and integrate our own ideas with those of others
D. Revise texts into focused arguments for specific audiences and purposes
E. Respond in depth to other people’s writing and use peer and instructor feedback effectively on our own
F. Learn, analyze, and apply genre conventions such as organizational styles, forms of evidentiary support, modes of presentation, and citation practices
G. Reduce errors in grammar, syntax, punctuation, and spelling

Required Texts & Materials

*Other readings will be provided in pdf format and will be available to download from Blackboard.
*Please buy the correct editions of the required books! All books are available at the AS Bookstore.

Students must bring the book(s) with the day’s reading to class. Reading assignments are listed on the course calendar. Please read the material before class and come prepared to discuss that material. Active reading is best—take notes, write in the margins, underline important passages and write down questions you have.

Other Required Materials
- iClicker2 – You will need to purchase an iClicker in order to take the quizzes in this course.
- 3 x 5 Index Cards (Any Color) – You will need to fill out and turn in 1 index card at the end of each class.

Grading & Grade Distribution
***All Assigned grades on all assignments are final and non-negotiable.***
All students begin the class with 0 (zero) points. Each assignment, activity, response, or other project is worth a select set of points. There are a total of 1,000 points you can earn by the end of the semester. Your daily average will be calculated based on the number of points you’ve earned divided the number of points you could have earned up to that point in the semester. In general, the grade breakdown will look like this:
A / 1,000–900 points total; B 899–800 points; C 799–700 points; D 699–600 points; F 599–0 points.
GRADE DISTRIBUTION - In Percent

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94% &amp; above</td>
<td>A</td>
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<tr>
<td>90-93%</td>
<td>A-</td>
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<tr>
<td>87-89%</td>
<td>B+</td>
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<tr>
<td>84-86%</td>
<td>B</td>
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<td>80-83%</td>
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<td>77-79%</td>
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<tr>
<td>74-76%</td>
<td>C</td>
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<tr>
<td>70-73%</td>
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<td>67-69%</td>
<td>D+</td>
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<tr>
<td>60-66%</td>
<td>D</td>
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<tr>
<td>Below 60%</td>
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Course Assignments Overview & Descriptions

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>VALUE</th>
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<tbody>
<tr>
<td>Discussion Board Posts</td>
<td>100 pts</td>
</tr>
<tr>
<td>In-Class Activities</td>
<td>100 pts</td>
</tr>
<tr>
<td>Participation</td>
<td>100 pts</td>
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<tr>
<td>Reflective Review Essays (2)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Essay Exams (Midterm/Final) (2)</td>
<td>200 pts</td>
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</tbody>
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CLASS PROJECTS

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Proposal</td>
<td>50 pts</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>100 pts</td>
</tr>
<tr>
<td>Research Paper (Multiple Drafts)</td>
<td>150 pts</td>
</tr>
<tr>
<td>Social Justice Fair: Group Project</td>
<td>100 pts</td>
</tr>
</tbody>
</table>

Discussion Posts—Questions/Observations: Starting on the third week of regular class, students are required to complete and submit a question or observation based on the assigned reading for the day. The question/observation should be approximately between 100-150 words, should directly address a concept, issue, and or section in the assigned reading for the day, should direct student attention and discussion to the readings for the day, and they should be able to generate significant class discussion. Questions/observations should be significantly different from other students’ posts for full credit.

Guidelines: Questions/observations must be submitted via blackboard in the space provided by or before noon on the class meeting day. Questions/observations will not be accepted late. No exceptions. Missing 1 or more entries per week will result in deductions.

In-Class Activities: There will be a series of small assignments that will be announced and completed in class. These activities will utilize the assigned readings and be used to strengthen a skill or set of skills in
research, writing, and or critical thinking. All activities must be completed in class. No make up work available.

**Participation:** Participation in this class will consist of various activities including but not limited to discussion, individual prompted writing, group work, quizzes, and Exit Index Cards. Daily participation is essential for a busy classroom to maintain speed. A typical class session will consist of a 5 minute writing prompt to start the class, an activity (individual or group assignment, workshop, game, writing, discussion or debate), and lastly, students will complete an Exit Quiz in their index cards at the end of the class day. You will need your textbooks, iclickers, index cards, and all other supplies every day of class. **Students can earn up to 5 points per day each and every day of class. Students who fail to comply with daily expectations will be penalized 5 points for participation daily.** Full participation, however, is more nuanced than simply being in the room. Please see the guidelines below to see how your participation grade will be evaluated:

**Guidelines for Participation**
1. **Attendance**—Student arrives to class on time daily. (Students who exceed 4 absences will automatically fail. Students who collect 3 tardies will earn 1 absence. Please review the attendance policy for this section).
2. **Active Engagement**—Student fully participates to their full capacity in all lessons, lectures, group work, and in class activities and writing exercises.
3. **Preparation**—Student arrives to class fully prepared with all assignments completed and is fully prepared to participate by having all textbooks and other supplies on hand.
4. **Professionalism**—Student arrives to class on time (and remains in class the entire class period), refrains from distracting/disrupting the class, and is a productive member of the class. Please note the Course Ban on Personal Technology.
5. **Exit Index Cards**—Student provides comments and questions of significant substance at the end of each class period. (Please review the information on Exit Index Cards for more information regarding this assignment).

**How Will Participation Scores be Calculated?**
Your participation score will be calculated in two ways: Iclicker quizzes & In-Class Participation (based on Guidelines for Participation listed above).
1. The iclickers will be used everyday at various points in the class. Students will be provided with various questions regarding the readings and or activities as a form of impromptu pop up quiz questions. Students who forget their iclickers will NOT be able to participate and will lose their points for the day. Do NOT forget your iclickers. The iclicker points will post automatically into your grades.
2. Participation will also be based on the Guidelines for Participation listed above (Attendance, Active Engagement, Preparation, Professionalism, and completion of the Exit Index Cards). Student participation will be recorded on a daily basis in class. Students who fail to comply with 1 or any of these guidelines will result in weekly deductions on their participation score. Deductions could be up to 10 points per week.

To sum up: You will earn your points via the iclickers, but your participation in class can make you lose your points. Thus, you must not only do well on your iclicker quizzes but you must also fully participate each and every day.

**Course Ban on Personal Technology**
While personal technology can be used in helpful ways, overall it can also be very distracting in the classroom and keep students from fully participating. Thus, all phones, tablets, laptops, headphones (even unplugged), and any other form of technology must be turned off (not on vibrate) and stowed away for the entirety of both class sessions. If there is a specific reason why you need a particular electronic item in class, please speak with one of the instructors prior to using the device via email or during office hours. Please note that failing to adhere to the ban on personal technology will result in the loss of all participation points for the day.

Exit Index Cards

Students are required to purchase 1 packet of index cards that will be used throughout the semester as Comment/Question Cards and which will be counted as part of students’ daily participation. At the end of every class, students will be required to submit their Comment/Question Index Cards.

How to complete the Comment/Question Cards?

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Course Number</th>
<th>Date</th>
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<tbody>
<tr>
<td>Comment: Reflect on the class session. What part was the most interesting, helpful, and/or memorable? And or what have you learned/what can you walk away with from today’s class?</td>
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<tr>
<td>Question: At the end of class, what lingering questions do you have about what was discussed? What information was unclear? What information do you need more help to understand? (This could be in regards to the lesson/readings of the day, writing assignments and or homework assigned, and or the class in general.)</td>
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How will these Comment/Question Exit Cards be used?
The Exit Index Cards will be used so that we can get an immediate assessment of how students are responding to the lessons and to see when we either need to slow down or speed up. These cards allow us to see what’s working and not working, other side issues we may need to respond to, and or if I need to schedule a private meeting with a student to address his/her concerns. This comment/question cards are critical so that we can update, alter, and or change the path of our course immediately rather than wait until the end of semester to make sweeping changes to the entire curriculum.

How will these be graded?
These comment/question cards will be picked up and reviewed at the end of each class. Comments and questions must be of significant substance:

Incorrect:
Comment: Everything is fine OR I don’t get it.
Question: How long will our paper be? OR Can we have an extension on the paper
These will be counted and tallied as part of your participation grade and check your attendance. One will be due at the end of the class, every day of class. They can be filled out anytime throughout the class as the questions/comments come up, but they will be picked at the end of class. These cards will not be returned but filed in our office. Students are still, of course, welcomed to ask any and all questions, and we will continue to ask for questions throughout the class. But the majority of the time many students have excellent questions and valid concerns that go unheard. These will ideally give you the space to voice any questions and or concerns you may have within a space in which we can adequately respond. Additionally, these cards will also allow students who have a hard time participating vocally in class to share their thoughts and concerns.

**Research Proposal:** Students will submit a Research Proposal which will consist of 250–500 word narrative where they address guided research questions designed to get them to narrow down the area of study and begin to articulate a specific angle on the issue. In addition, in the Research Proposal, students will also be asked to locate and submit a bibliography of 10 primary and secondary sources that they determine will be helpful in supporting their claims. Specific instructions will be provided on the types of required sources and a significant amount of time will be spent showing them how to conduct research, evaluate sources, and integrate research within their proposal and follow up Research Paper.

**Annotated Bibliography:** Students will write a cumulative, substantive, and polished annotated bibliography on their selected area of study presented in the Research Proposal and that grows out of our readings and discussions on social justice. You will need to examine a Social Justice issue from theoretical and ethical perspectives while examining how factors such as race, ethnicity, gender, sex, class, law, economy, ecology, sovereignty, and or wellbeing determine its potential. The bibliography requires you to integrate 10 primary and secondary sources that they determine will be helpful in supporting their claims, evaluate the effectiveness of their arguments, synthesize various positions, and identify issues in a debate.

**Research Paper:** Following the Research Proposal, students will begin the drafting process of the Research Paper. There will be 2 rough drafts leading up to the final draft and a series of activities throughout the semester designed to help them tackle the writing in smaller chunks. The drafts will receive feedback from instructors, the grader, and from their peers through a peer review process. Additionally, students will each have a student conference in which they will meet with 1 of the two instructors to discuss their paper and strategize for revision and completion.

The Research Paper will consist of 2,000 words, 6–8 primary & secondary sources, and include 1 scholarly source that will be provided to accompany each of the 16 broad topics. Two of their sources will be derived from the class reader.

**Social Justice Group Project:** After the students submit the third draft of their research paper, we will begin forming groups from students working on subtopics within the same topic. The students in each group will share their work and research and begin planning the exhibit that each group will present at the Social Justice Fair. Groups will decide what format to use for their exhibit and design an interactive component to accompany their exhibit.
Social Justice Fair: This event, open to the public, will be held on Dec. 5 from 2-5 p.m. in Tehama 116. We envision that students will use the screens to create an informational display that will highlight the research done by the students on the various dimensions of the social justice topic chosen. Some possible ways to present this information would be using the ARCGIS website, where students use the data sets provided by the website to provide maps that reveal the various dimensions of their social justice topic. Here is a sample of the guidelines to use this platform for the informative component:

Using ARCGIS, create a narrative map. Refer to the home page for examples of narrative maps created by others. This narrative map is a chance for you to combine all of your research and arrange it in a meaningful manner in a centralized place. On your slides include research you conducted for the presentation, such as interviews, databases, photographs, census data, graphs, etc. Be sure to take your time designing the narrative map, ensuring you follow a specific order in the same way you would when telling a story. Your first slide should capture the audience’s attention, and the slides to follow should have some sort of logical order (chronological, spatial/geographical, etc). The last slide should also include an attempt at closing with impact (using a quote, powerful photograph, fact, etc). Put yourself in a “designer” role and make sure the graphics are clean/high quality, and that the text is large enough and simple enough so that it is not overwhelming to your audience.

Each exhibit will also have an interactive component, designed by the students to engage the visitors to the Social Justice Fair. Students will be provided examples of interactive activities but encouraged to use their creativity in designing the activity.

Reflective Reviews: This is an informal writing assignment that will be paired with the two exams. This assignment will require students to reflect on the readings we have covered up to the exam time period. We will give students a list of questions to address that will help them express what they learned about social justice and how they learned it. Assignment will consist of 500–700 words, utilize at least 4 sources from our course readings, and include a works cited page. The purpose of this assignment is to help students think about the intersection between key issues covered in the readings, review in preparation for the exam, and practice integrating and synthesizing sources.

Essay Exams (Midterm/Final): There will be one Midterm Exam and one Final Exam. The exam will cover all content and will be in the form of essay prompts. Students will select 3 out of 5 short essay questions that will test their comprehension and ability to synthesize concepts presented in the readings. Students will be allotted 1 class period to complete this handwritten exam. (100 points each.)

Course Policies

Role of Student Mentors
U-Course differs from the traditional course in its use of students mentors. A student mentor is someone who has successfully navigated college courses and taken extensive training in order to work in a U-Course classroom. Your mentor will help you orient to your U-Course and will, initially, remind you about work that is due and show you how to navigate the course syllabus and assignments. Over time, however, your mentor will pull back from giving you reminders and demonstrating how to read the syllabus, and other practices that you need to learn and perform. Mentors demonstrate how to approach a course successfully, but their goal is to help you become autonomous, successful students who are able to do these practices on your own. In addition to modeling good course participation and study habits, mentors will work to ensure that your learning group becomes a community. It is expected that you will work with your mentor to support others’ learning and provide a healthy, accepting learning environment for all. Please remember: mentors are not teachers or instructors, nor are they experts in the subjects you
are learning. Your instructors are in charge of course content, subject matter expertise, grading, attendance, handling individual student problems, etc. You should treat your mentors and your instructors accordingly.

**Attendance & Tardiness**

*Students are allotted 4 unexcused absences without any penalty. After 4 unexcused absences, students automatically fail the course.*

The success of our class is largely dependent on our ability to build a strong sense of community early on. Because this classroom is a community and NOT a one person performance, a large portion of responsibility rests equally on everyone’s shoulders. **Attendance will be taken at the start and end of each class session.** Everyone must turn in their own Exit Index Card at the end of class. Attendance requires students to be in class for the entirety of the class. Thus, all students are required and expected to:

- Be in class every single meeting day. Be on-time every day. And remain in class for the entirety of class.
- Be prepared to fully and actively participate each and every day. Complete all readings, watch all videos, and complete homework assignments prior to class. (*See section on Participation under Course Assignments for more information on participation*).
- Have required textbooks and other classroom supplies (handouts, paper, pens, staplers, etc.) available each and every day.

**What constitutes an Unexcused absence?**

- Your alarm didn’t go off, you were too tired, you scheduled a doctor’s appointment during class time, you could not find parking, you had a headache that required a nap, a flat tire, a family reunion, an early start or delayed personal trip not university related, meeting with an advisor, or attending court for whatever reason, overtime at work, etc… Please remember that you have 4 absences that you can do what you want with.
- **Unexcused Absences:** if it becomes necessary to be absent, **you have 4 absences** allotted to you. If you are not in class when attendance is taken, you’re absent. **Students who collect more than 4 unexcused absences will fail the course.** No exceptions.
- **There are no makeup online assignments, homework, quizzes, group work, or in-class activities.** No exceptions. Students are encouraged to submit any assignment before a foreseeable and inevitable absence.

**What constitutes an excused absence?**

- Excused absences are those that are very serious/urgent in nature, are beyond your control, they cannot be delayed or rescheduled since you didn’t plan for them, were not caused by a failure of your own, and for which **you can provide official documentation.** Documentation cannot be in the form of a note from your parent, boss, other professor, advisor, or preacher. Documentation cannot be in email form. Instructors must have a hard copy of your evidence to keep on file.
- **Excused absences**, those that are medically and or university excused and properly documented **cannot exceed 4 absences beyond the first 4 unexcused that are already allotted to you.**
- Students participating in university sponsored athletics or other activities must provide proper documentation that must include dates/times of approved absences **prior** to their absences and must complete due assignments before a scheduled absence is to take place and or via online when applicable. **Documentation must be provided in hardcopy and instructors must have it on file.**
Students have no more than 7 days to submit documentation for excused absences in the event of an unforeseeable absence.

Please note the policy on submitting late assignments. Having an excused absence does not excuse you from completing major course assignments in a timely manner. This policy will be strictly enforced.

In case of absence, do not ask your instructors what you missed (you missed class) or ask us for class notes (they don’t exist). Instead, exchange emails with at least two classmates to see what we covered and any notes they may have taken.

In the event of an absence, all in-class activities and daily participation points are lost in the event of any absence. You can still post your discussion post if you are able to when you need to be absent.

In case of problems or circumstances that will affect your attendance and success in the class, please come see one of your instructors during office hours. Be honest with us. We are both willing to work with you. We don’t need to know your personal life, but if you make the effort to reach out to us, we too will do what we can to help with the class. Please note that the policy on excused/unexcused absences and late assignments does not change.

As such, a combination of **excused and unexcused absences** cannot exceed **8 absences** total for the semester (for classes that meet MW). Exceeding the allotted number of excused and unexcused absences at 8 will result in automatically failing the class.

**Tardiness** is incredibly disruptive and disrespectful to the instructors and to your classmates. Student Mentors will take attendance at the start of class. If you are not in the classroom, then you are absent. If you are less than 5 minutes late, you will be marked tardy. Additionally, take care of all bathroom needs before the start of class.

- If you are more than 5 minutes late, you will be marked absent and will lose all participation points for the day.
- If you gather 3 tardy notations, these will count as 1 absence.
- If you leave more than 5 minutes before the end of class, you will be marked absent and will lose all participation points for the day. If you leave less than 5 minutes before the end of class, you will be marked “tardy.”
- If you are asked to leave because of your disruptive behavior, you will be counted absent for the day or “tardy” if it does not exceed 5 minutes AND will lose all participation points for the day. I will make exceptions to this rule only if absolutely warranted at my discretion.

We will do our best each and every day to finish the class on time. We will use each and every minute of class. We will very rarely if ever release you early or cancel class. **Do not start packing up your stuff before you’ve been released.** Doing so is disruptive and will only delay the time you are officially released because we will have to wait to finish until you are done being disruptive to continue with the class. Please remember to contact your instructors, not your mentors, regarding absences.

**Course Usage of Blackboard Learn (BBLearn)**

Use of Blackboard Learn is a requirement in this course. Copies of the course syllabus, course calendar, and assignments are found on Blackboard Learn. You will need to regularly access BB Learn to stay up to date with course announcements, locate rubrics and other course items, and turn in certain assignments. BBLearn is accessed through the portal at http://portal.csuchico.edu.

**Respect for Students**
In this class we respect the right of students to have divergent opinions and views. We expect students to express their differences in constructive ways rather than creating a hostile and/or discriminatory environment (i.e., no name calling, bullying tactics, etc.). We support the University's policies on Nondiscrimination and Sexual Harassment. If there are problems in these areas, they will be addressed through proper university channels.

### HATE SPEECH

Communication that attacks, denigrates, or criticizes a person or group based on prejudice on any grounds (sex, gender, race, nationality, religion, disability, class, etc.) against that person or group, will not be tolerated in this class – this includes class discussion and assignments.

### Syllabus Compliance

Please note that your continued enrollment in this class signifies that you have read, understood, and will abide by the rules set forth in this syllabus. The Syllabus is electronically provided for you on the first day of class on our course Blackboard site. You will need to download and print your syllabus with accompanying calendar. During the first week of class, we will spend time reading over the syllabus and you will be given plenty of opportunities to ask questions.

### Office Hours

Your instructors encourage you to visit their office hours regularly to keep in touch about how the class is going and what progress you are making in the course. Your mentors cannot give you any information about your progress in the class (they don’t even have access to this information), so it is important that you come to your instructors, rather than your mentors with grading related questions. It is also important communicate with your instructors about how your group is functioning, so we can help you the most. Only your instructors can help you with problems caused by repeated absences, so you should also talk to them in those cases. **Your instructors cannot and will not discuss your grades in class or via email, so you need to come to office hours if you have any questions about your grades.**

### Email Etiquette Policy

Please note that any email you send to me or any other professor should be thought through, proofread, and necessary. Keep the following information in mind:

- An email is not a text message, or Facebook/twitter/other social media post. No shorthand or abbreviated phrases. Do not write in all CAPS.
- We cannot respond to an email that we do not understand or cannot read. An email to a professor is a professional document that warrants careful attention.
- All electronic correspondence/exchanges are never private and remain on the servers on which they were communicated. We do not own them. Do not send legally binding information, private information, or other inappropriate content. Do not email anyone when you are upset.
- We are not to be addressed as Ms., Mrs., Teacher, or by our first names. Our titles are Dr. or Prof. Enriquez-Loya or Dr. or Prof. Mahlis.
- You are to identify yourself and the class you have with us. We have different classes and lots of students.
- Email us from your own CSU Chico email. Those sent from other non-CSU Chico emails are usually filtered into junk mail.
- Make sure that there is a purpose to your email. And if you expect a response, request one. A good way is to ask a question.
● Make sure that the information you are requesting is not on our syllabus, assignment sheet, or on blackboard already. We will direct you there instead of providing the information.
● Alert us of any attachments that you’ve included in the email. Emails without a message and only an attachment will not be opened.
● Please review the handouts on email professionalism provided on the first day of class.
● Once we have replied to you, make sure to indicate that you have received the response by replying.
● We generally respond to email within 48 hours during the workweek (Monday through Friday, 9 am to 5pm). We will generally avoid email in the evenings, over the weekend/holidays.
● If for some odd reason we have not replied and it’s been over 48 hours and it’s not a holiday or weekend, re-send it to us.
● No grades will be discussed or provided via email. If you have specific questions about your grade, please see us during office hours. Your current grade will always be available via blackboard.

If your email does not meet the basic requirements, you will receive the following email:

Hello

Your email does not meet the minimum required standards for professional emails discussed in class and outlined in your syllabus. Please check the course policy for emails listed in your syllabus, revise your email accordingly, and resend it to me.

I look forward to hearing from you.

Thank you,

AEL/KM

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Academic Integrity & Honesty

Any work submitted that is not the product of the student who has their name on the work (which would include work taken from any other sources and not properly noted or work done by another student) is plagiarized work and will be prosecuted according to University Code. Any sign of cheating will be addressed directly. If you do not understand what constitutes academic honesty, review the University Catalog. In a class where group work is expected, there is also a standard for academic honesty in group work. Most assignments are individual efforts, other assignments require group efforts. You must do your own work on individual assignments and you must put in your fair share of work on the group assignments to remain academically honest in this class.

Unless it is specifically connected to assigned collaborative work, all work should be individual. Penalties for academic dishonesty may range from a lower or failing assignment or course grade to suspension or expulsion from the university..

● Penalties include failing the course, suspension, and expulsion, and will be prosecuted to the fullest extent possible.
● Please note that reusing old papers of your own that have been previously been submitted for credit in previous or current semesters even if the semester/course was not completed or passed at this or another institution still constitutes as plagiarism.
● All assignments that are plagiarized will not be accepted.
Each case of plagiarism will be handled individually.

Make-up Assignments/Exams
All assignments/exams are due on the designated due dates. Make-ups will only be given under serious, compelling circumstances, the validity of which will be determined by your instructors. Make-ups will rarely, if ever, be granted. It is your responsibility to contact your instructors in a timely manner if you think you might qualify for a make-up. **In-class attendance during the final exam period is mandatory.**

Policy on Missed or Late Assignments
There is **NO LATE WORK allowed** in this course for Minor Assignments such as Discussion Posts, In-class activities, participation, or rough drafts, for example. However, late submissions will be allowed for the Major Assignments (anything individually worth 10% or more (this does not include minor assignments that add up to large percentage points)) but will be penalized 10% per day late including weekends, holidays, and snow days. All assignments will be turned in electronically to Turnitin.com so you can submit them even if you are not on campus. Please note that these assignments will only be accepted for 7 days past the original due date. Do not submit any major assignments via email. There are no exceptions or changes allowed on project presentation days.

- **Major Projects/Assignments** will be defined as assignments that individually are worth 100 points or more of your final grade. In the event of university sponsored excused absences, all major assignments must be turned in before the absences take place. In the event of medically induced absences, students will be allowed to submit all missed work immediately on the day they return to class. However, this number cannot exceed 7 business days from the original due date. All late submissions will require official documentation beforehand. Late submissions will not be accepted without official documentation.
- **Minor assignments**, consist of daily discussion posts, In-class activities and writing, group work, assignments announced/submitted in class, quizzes, or participation scores cannot be recovered. No late work will be accepted for minor assignments. No exceptions.

Accessibility Resources—Americans with Disabilities Act
If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with one of us as soon as possible, or see us during office hours. Please also contact Accessibility Resource Center (ARC) (898-5959) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

Confidentiality and Mandatory Reporting
As instructors, one of our responsibilities is to help create a safe learning environment on our campus. We also have a mandatory reporting responsibility related to our role as instructors. It is our goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. We will seek to keep information you share private to the greatest extent possible. However, we are required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: [www.csuchico.edu/title-ix](http://www.csuchico.edu/title-ix)
Written Work
All written work must utilize standard source citation format for acknowledging source material. Use the APA citation format (see examples on the Library website). Be sure to acknowledge directly quoted material as well as general ideas taken from outside sources. All papers must be typed and double spaced with 1-inch margins. Papers will be evaluated on the quality of discussion, writing style, and mechanics. All papers are graded for both content and form which includes, but is not limited to, spelling, grammar, organization, sentence structure, typos, etc.

Adds and Drops
Students may add or drop courses without restriction or penalty and without instructor approval during the first two weeks of the semester using the registration system, or where necessary, by submitting a Change of Program (COP) form. During the third and fourth weeks of classes COP forms are needed to add and drop and students must obtain the approval signature of the instructor. After the end of the fourth week of the semester, all COP forms to add or drop will require a serious and compelling reason (see University Catalog) and require approval signatures of the instructor, department chair, and dean of the college. Do not assume that you will be automatically dropped for not attending class. It is your responsibility to make a commitment to dropping or staying in class by the end of the second week. It is your responsibility to follow the appropriate drop procedure or you risk getting a failing grade for the class.

Extra Credit Options
Students are encouraged to participate in various opportunities to earn extra credit. Students can engage in any of the following options. However, students are limited to earning a maximum of 30 points in extra credit total through any combination of the options listed below.

Option 1: Online Participation via Facebook
Students are encouraged to be aware of current events going in their local and global communities as they relate to composition, social justice, and other class discussions. A new private group called “Rhetorics of Social Justice” has been created and you will all be invited to. This is a secret group that others cannot find. It will serve as our online public/private space. Please note that nothing is ever really private online, so do be cautious still.

In order to get extra credit, students should locate online news articles, blogs, and other means as you browse the internet through Facebook, Tumblr, Twitter, etc.. Students are to post new articles and briefly introduce them. Once posted, students should take a screenshot of their post, save it as an image, and upload it to Blackboard in the space provided.

● Students need to have a facebook account.
● Students need to join the private group for our class.
● No repeat articles. Don’t post the same article others did. If it’s a similar topic, make sure to indicate in your introduction what’s the difference in the articles.
● Write a comment or ask a philosophical question introducing the article in 1-3 sentences. Discuss and or question the articles subject, treatment of the subject, purpose, intended audience, etc. as it relates to our class.
● Proofread your comments, avoid using profanity, or texting abbreviations, and remember the class policy on hate speech.
● Once posted, take a screenshot of you facebook post and save it. Upload to Blackboard to get credit.
● One post per week at 2 pts each. You can post more and comment on each other’s post, but that will not be considered extra credit anymore.
Students can earn a maximum of 20 points per semester for extra credit through this activity. We will also use this space to send out a quick message in the hope/expectation that you check your facebook account more than your email.

Option 2: Attendance

Students who maintain perfect attendance will be rewarded with up to **10 points** extra credit added to their final grade.

- Perfect attendance will be defined as **no unexcused absences and no tardies**.
- Students who have no more than 1 unexcused absence and no more than 1 tardy will be awarded 5 points.

Please note that students will fail once they exceed 4 unexcused absences. We will take attendance at the start and end of each class session.

Option 3: Attending/Responding to Major Speaking Events on Campus

*Description:* Students are encouraged to attend major speaking events on campus as part of the university experience. I like to encourage my students to attend these events by providing 10 points extra credit and providing information about upcoming events. The extra credit points are added to your final grade in the course.

*Purpose:* It’s important for students to become aware and involved in the different events going on throughout campus. These events are highly informative and educational. Students are able to earn extra credit points upon completion.

*Instructions:*

1. You must attend one of the listed/approved/announced events.
2. You must bring a flyer or other document from the event.
3. You must select a key phrase or comment made at the presentation that stood out to you for whatever reason and you must type up a 250-word response it.
4. You must print it out and bring it to class on the following class date.

*Rules and Restrictions:*

- There is absolutely no late work accepted for this and submissions via email will not be accepted.
- All extra credit must be typed.
- You can attend as many events as you like but you can only submit for extra credit twice per semester.
- If you know of an upcoming event that you’d like us to consider, please send us the information.
- It has to be a free event, and we need at least a week notice prior to the event to announce it and make sure everyone has access to it.
- It cannot be for an event you have previously attended.