

## Welcome!

The material on this page and the following ten pages constitute the Orientation module. It is the acting syllabus for the course. Please read all of this content.

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**Salt Lake Community College**

**English, Linguistics, and Writing Studies Department**

**Course:** ENGL 2640 Writing and Social Justice

**Modality:** Livestream

## Course Description

In English 2640, you'll discover how writing can create meaningful change by examining the diverse aspects of social justice in contexts, including businesses, organizations, and communities both close to home and around the world. Together, we'll discuss theories that connect social justice with professional fields impacting diverse cultural groups and examine social justice principles at the intersection of professional fields and cultural groups. Using a variety of teacher and student-chosen texts, you'll explore such connections and rhetorically respond to them.

## Course Objectives

At the completion of English 2640, you will:

- demonstrate an understanding of the scope of social justice across multiple disciplines in theory and practice
- demonstrate the ability to locate, evaluate and synthesize primary and secondary sources in social justice across disciplines
- engage in critically oriented, civic, and interdisciplinary conversations around social justice issues affecting groups locally and globally
- create multimodal, thought-provoking, and accessible texts in genres that critically respond to diverse and specific groups' needs and interests

## College Outcomes

SLCC is committed to fostering and assessing the following student learning outcomes in its programs and courses:

- acquiring substantive knowledge in the field of their choice
- developing quantitative literacies
- developing the knowledge and skills to be civically engaged
- thinking critically
- communicating effectively

This course fulfills the Humanities requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

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### **DIVERSITY STATEMENT**

In English 2640, I celebrate the vast tapestry of backgrounds, experiences, and perspectives that everyone brings to this class. I believe that the path to true social justice lies in acknowledging and valuing these diverse voices. Therefore, in your discussions, writings, and interactions, respect and inclusivity should be your guiding principles. I strongly encourage you to appreciate different viewpoints, share your unique perspective, and foster an environment where everyone feels seen, heard, and respected.

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## **ACCESSIBILITY STATEMENT**

Every student brings a unique set of abilities and experiences to English 2640, and I am committed to ensuring that all course materials and activities are accessible to everyone. If you have specific accessibility requirements or concerns, please don't hesitate to bring them up. Together, we'll work on making the course more accommodating. This classroom is a collective effort, and it's crucial that everyone feels empowered to engage fully and without barriers.

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## **ASSIGNMENTS**

The course features five key modules:

- **Module One:** Exploring Social Justice: Brave Spaces, Critical Discussions, and Positionality in Research
- **Module Two:** An Ethnographic Exploration of Social Groups
- **Module Three:** Social Justice in Perspective
- **Module Four:** Stories We Tell
- **Module Five:** Advocacy for Change

Assessment of the course objectives will be based on assignments that will take several forms:

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### **My Positionality for Social Justice**

A positionality statement might sound all scholarly and formal, but really, it's a cool way to reflect on where you stand in the vast world of social justice. In the My Positionality for Social Justice assignment, you'll dive deep into understanding how elements like age, race, political beliefs, and education shape your worldview. It's all about recognizing how your unique perspective influences your approach to social justice within your field.

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### **Crossing Borders**

This inquiry into Crossing Borders invites you to embark on a cultural adventure. In a nutshell, you're setting out on an ethnographic exploration. You'll begin by reflecting on your own biases and expectations. Then, you'll immerse yourself in a cultural group different from your own, having authentic conversations and gaining firsthand experiences. After your visit, you'll discuss and reflect with your classmates on the experience.

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### **Speaking the Facts for Social Justice**

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This assignment is all about sharpening your research skills and understanding social justice principles even better. You'll begin by drafting a compelling introduction, which includes a research question. Over the next few weeks, you'll develop a literature review that combines insights from various authors and complements them with your own critical analysis. Remember, managing your time and sourcing credible references are vital. Additionally, scheduling a consultation with an SLCC librarian is essential, and mastering the APA style for references will seal the deal.

## **The Stories We Tell**

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This assignment encourages you to use storytelling combined with ethnographic techniques to narrate a tale centered on a social justice principle linked to cultural groups and your discipline. You'll start by picking someone from the cultural group you've been studying to interview. After your interview, you'll write a three-section narrative based on your conversations: your key discoveries, a discussion linking to other studies, and the wider implications of your findings. You'll also reference several sources and present everything in a clear, engaging manner.

## **Writing for Action/Awareness: WSJ Presentation**

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This assignment invites you to compile the work you've done previously into a presentation designed for a wider audience. You'll be crafting a proposal for this presentation, ensuring it includes an abstract, a thorough breakdown of your research approach, and a culmination of your research results with all its implications. Once you've got that down, you'll pick between two cool presentation formats: a poster or a pecha kucha. The goal is to present your findings clearly, tie them back to literature, and have a constructive Q&A after.

## **Special Interest Session Series**

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This collaborative assignment shines a spotlight on social justice. You and your group will take the lead, selecting and inviting a standout guest speaker who's making waves in the realm of social justice. Once you've secured your guest, they'll present their unique perspective, discussing their organization, personal stance on social justice, experiences, and awareness efforts. Your team will also be tasked with creating a digital flyer about the presentation and managing a Q&A session afterward.

## **Individual Activities**

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Each week will feature individual activities designed to help you connect the dots. Think of them as stepping stones that bridge the weekly content with broader concepts, personal reflections, and ideas you'll be bringing into group discussions and those bigger assignments. These aren't lengthy projects; instead, they're short writing tasks. It's all about weaving together what you've learned week-to-week, prepping you for deeper dives in discussions and major assignments. Consider them your weekly thought kickstarters!

## Group Discussions

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These collaborative spaces are where the magic happens! Every week, you'll participate in group discussions that are spread throughout the course. It's all about discussing concepts, brainstorming together, and preparing for those major assignments. What's more, you'll have the opportunity to participate in peer reviews. This involves exchanging work and providing constructive feedback to help one another enhance those writing skills. When you jump into these discussions, come prepared to share, listen, and refine.

## Final ePortfolio and Reflection

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As you approach the end of this journey, you'll create an English 2640 page within your ePortfolio. This is where your course reflection comes into focus. Your reflection will explore your major assignment goals and how you accomplished them, highlighting your strengths and the obstacles you faced—it's all part of the process. You'll also smoothly integrate hyperlinks to your assignments as you craft your reflection. This is your opportunity to acknowledge your growth and how these assignments added a burst of energy to your course experience. It's a moment to celebrate your progress and the vitality these assignments infused into your journey.

## Assignment Policies

- **Late work:** No late work after one week. 5% of points will be deducted every day up to one week.
- **Attendance:** Overall course grade will be dropped for every 10% of absences.

## Prerequisites

There aren't any prerequisites to this course.

## Required Materials

1. All course materials will be provided by the instructor. They will include open educational resources specifically created for this class.

2. To find our weekly activities and assignments due, use the [Modules](https://slcc.instructure.com/courses/918823/modules) (<https://slcc.instructure.com/courses/918823/modules>) page.

Once you've looked at the above documents, the next step is to continue the Orientation module by clicking "NEXT" at the bottom right.



## Grades

## Grades for English 2640

For simplicity, course assignments and final grades are **based on your total points**. You can check your progress/grade any time by clicking on the grades tab in the Canvas menu.

Your final grade will be determined by the number of points you earn over the course of the semester. Points vary by assignment. Your final grade will be calculated based on this traditional grading scale:

<b>Grade:</b>	<b>Range:</b>	
A	100%	to 90%
B	< 90%	to 80%
C	< 80%	to 70%
D	< 70%	to 60%
E	< 60%	to 0%

## Getting to Know Your Canvas Course

### Navigating the Course

All the course materials, content, and resources can be found on Canvas under the "modules" tab. It's super important not to skip any of the pages—I've carefully organized everything to help you succeed.

To get started, head over to the "Orientation" module. From there, you'll want to work your way through each page in order, week by week. You can easily do this by clicking the "Next" button at the bottom of each page or by using the "Modules" tab on the left-hand menu. Trust me, these methods are the best ways to navigate the course (avoid using the other tabs on the left or the to-do list on your dashboard).

Now, here's the key—absolutely EVERYTHING you need for the course, including resources, assignments, and materials, can be found on the "Modules" page. I've organized them by week, so it's a breeze to follow along. Just remember, the items listed under each weekly header are the ones to tackle during that specific week. It's important to progress through the course in a linear and sequential manner. The pages, resources, discussions, and assignments are designed to build upon one another in a specific order.

And hey, if you have any questions along the way, don't hesitate to reach out to me. I'm here to help and support you throughout this journey.

### Weekly Schedule

Deadlines are as follows:

- Monday | Submit your major assignments.
- Tuesday | Complete individual activities and participate in small group discussions/peer reviews.
- If any deadlines are different than this, they are noted in the assignments themselves.





## Mutual Expectations and Communication

In any working relationship, it's important to know what you can expect from one another. We often navigate these expectations in person by hearing how people talk, seeing how they carry themselves, and working in a public setting. Online relationships lack some of this interactivity, so I find that it's best to spell things out explicitly. In this course, here is what you can expect from me as an instructor and what I will expect from you as a student.

### What you can expect from me:

- I will respond to all emails within 48 hours during the business week.
  - If you don't hear back from me within this time frame, try emailing again. It's possible that something went wrong with the technology, and I will never be upset if I happen to get more than one message.
- I will have your assignments graded and will provide feedback on your work within ten business days of the submission due date.
- If I will be in a situation where I won't have access to the internet and won't be able to fulfill these expectations in the given time frames, I will let you know in advance by posting an announcement.

### What I expect from you:

- **Log into our Canvas site regularly.**
  - This course is not self-paced. There are deadlines at least twice a week that you will need to meet in order to be successful with the work.
- **Manage your time, and don't fall behind on your work.**
  - Each activity in the course is meant to build your knowledge as we work towards our understanding of the course concepts. Falling behind on the weekly work will cause you to fall behind on understanding later readings, contributing meaningfully in group discussions, and completing your major projects.
- **Respond to other classmates' work and discussion posts with care and respect.**
  - Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course dealing with sensitive issues, topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, disgust, resentment. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

- I expect everyone to be prepared to discuss the readings in a mature and respectful way. If you think a particular reading or topic might be especially challenging or unsettling, you can approach me ahead of time to talk through your concerns and, if necessary, find an alternate assignment for you. Likewise, if you are struggling to keep up with the work because of the course content or a personal reason, you should speak with me.
- **Communicate with me.**
  - The concepts in this course can be difficult to wrestle with. If you're having trouble with a reading, with understanding an assignment, or have to miss any deadlines, let me know as soon as possible.



# Institutional Syllabus

## SLCC Institutional Syllabus

Please tap each tab to learn about the information, resources, and services available to you as a student.

### Institutional Policies

#### Code of Student Rights and Responsibilities

All students are expected to follow the [Code of Student Rights and Responsibilities](http://www.slcc.edu/policies/policies/student_affairs/8.1.050.aspx) ([http://www.slcc.edu/policies/policies/student\\_affairs/8.1.050.aspx](http://www.slcc.edu/policies/policies/student_affairs/8.1.050.aspx)).

#### Grades and Grading Policies

Learn more about [Grades and Grading Policies](http://www.slcc.edu/student/enrollment/grade-policies.aspx) (<http://www.slcc.edu/student/enrollment/grade-policies.aspx>) at SLCC.

#### Title IX Statement

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Salt Lake Community College does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the College's educational programs or activities. If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact:

David E. Jensen, J.D.

Director EEO/Title IX

Taylorsville Redwood Campus


Technology Building, Room 222A

(801) 957-4561

[david.jensen@slcc.edu](mailto:david.jensen@slcc.edu) (<mailto:david.jensen@slcc.edu>)

[Online Reporting Form](http://www.slcc.edu/title-ix/complaint.aspx) (<http://www.slcc.edu/title-ix/complaint.aspx>)

Students may also report incidents to an SLCC faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Center for Health and Counseling, (801) 957-4268.

For more information about Title IX, visit the following site: [What Does Title IX Mean For You?](http://www.slcc.edu/title-ix/index.aspx)   
(<http://www.slcc.edu/title-ix/index.aspx>)

## Hate and Bias Incident Reporting

Salt Lake Community College (SLCC) is committed to fostering a safe and welcoming campus for all students, faculty and staff; in turn, it is the responsibility of each person at SLCC to join in creating an environment in which others can thrive without fear of hate or bias. This [Hate and Bias Incident Report Form \(https://cm.maxient.com/reportingform.php?SaltLakeCC&layout\\_id=90\)](https://cm.maxient.com/reportingform.php?SaltLakeCC&layout_id=90) may be used to make the College aware of any incidents of hate or bias. If this is an EMERGENCY situation. CALL 911. Do not use this form to report events that present an immediate threat to health or safety. If you prefer to discuss this incident or experience in person, please reach out to the personnel listed on the form.

## Pronouns in Canvas

Students can submit a personal pronoun change for Banner and Canvas by going to MySLCC, under the Academics & Records tab select "Personal Pronoun Update" under Academic Records.

## Name Changes in Canvas

Canvas names are populated by student records, but if you would like to change any of your personal information (preferred name, legal name, SSN, birthdate, sex/gender, etc.) students may do so by submitting a personal information change form on the SLCC website: [Personal Information Change Form. \(http://www.slcc.edu/registrar/change-personal-info.aspx\)](http://www.slcc.edu/registrar/change-personal-info.aspx)

## Land Acknowledgement Statement

Salt Lake Community College is located on the Native American shared territory of the Goshute, Navajo, Paiute, Shoshone, and Ute People. We honor the original ancestors of this land and also offer respect to our other tribal communities. We acknowledge this history to cultivate respect for and advocate with our indigenous students and communities still connected to this land.

# Learning Support and Tutoring Services

## General Services

The following services provide support for SLCC students enrolled in any class at the College. All resources are provided free-of-charge. Ask your instructor about discipline-specific learning support

and tutoring services.

- [Tutoring](https://www.slcc.edu/tutoring/index.aspx) (https://www.slcc.edu/tutoring/index.aspx): index of all tutoring resources.
- [STEM Learning Resources](https://www.slcc.edu/stem/index.aspx) (https://www.slcc.edu/stem/index.aspx): provides free tutoring and assistance in math and science courses at five campus locations.
- [Student Writing & Reading Center](https://www.slcc.edu/swc/index.aspx) (https://www.slcc.edu/swc/index.aspx): provides in-person and online feedback on all writing and reading assignments.
- [Writing Assignments](http://www.slcc.edu/wac/expectations.aspx) (http://www.slcc.edu/wac/expectations.aspx): What Students & Faculty Should Expect
- [Library Services](https://libweb.slcc.edu/) (https://libweb.slcc.edu/): provides research help, print and online resources, computers and study space.
- [ePortfolio Lab](http://www.slcc.edu/eportfolio/index.aspx) (http://www.slcc.edu/eportfolio/index.aspx): provides drop-in assistance for all ePortfolio questions.
- [eLearning Support](https://slcc.instructure.com/courses/297606) (https://slcc.instructure.com/courses/297606): provides support for navigating online and hybrid classes.
- [Business Resource and Innovation Center](https://www.slcc.edu/schoolofbusiness/business-resource-center.aspx) (https://www.slcc.edu/schoolofbusiness/business-resource-center.aspx): provides tutors and a study space for students in Business and CSIS courses. Located in BB 226 on Taylorsville-Redwood Campus.
- [Academic Calendar](http://www.slcc.edu/academiccalendar/) (http://www.slcc.edu/academiccalendar/): provides important dates for the academic year.
- [Bookstore](https://www.bkstr.com/slccstore/home) (https://www.bkstr.com/slccstore/home): find course materials and SLCC merchandise as well as information on store hours

## Out-of-State Licensure

A few of SLCC's programs of study are designed to lead to professional licensure in Utah. If you are in a program that leads to licensure and your residence is **outside of Utah**, you need to be aware of licensing requirements in your state. Requirements vary from state to state, and participating in a program that does not meet the requirement of another state's professional licensing board could result in loss of licensing eligibility in that state. If you live outside of Utah and are have difficulty finding the licensure requirements for your state, please contact the [state authorization coordinator](mailto:StateAuthorizationCoordinator@slcc.edu) (mailto:StateAuthorizationCoordinator@slcc.edu) for help.

## Advising, Counseling, and Student Support Services

### Academic Advising and Career Support

[Academic Advising](https://www.slcc.edu/academicadvising/index.aspx) (https://www.slcc.edu/academicadvising/index.aspx) helps students plan, explore, make decisions, access resources and evaluate their academic and career goals.

- Find your Academic Advisor based on your [Area of Study](#) (<http://www.slcc.edu/academicadvising/find-your-advisor-by-aos.aspx>).
- To make an appointment with Academic Advising and a variety of other Student Support Services, you can use MySuccess. To access MySuccess, log in to your MySLCC portal, select the Advising Tab, and click “Login to MySuccess” under the find your advisor section. Your homepage will have your Primary Academic Advisor listed at the top (along with a list of services below, and a search bar to find other staff and services). Click on your Primary Advisor’s name to see their availability and to book an appointment. Check your Bruinmail for an email confirmation.

[Career Services](https://www.slcc.edu/careerservices/) (<https://www.slcc.edu/careerservices/>) helps students find a job during or after their education. [Handshake](https://slcc.joinhandshake.com/login) (<https://slcc.joinhandshake.com/login>) is a student job board run by Career Services, where students can find internal and external jobs.

## Counseling Support Services

If you find yourself struggling with your mental or physical health this semester, the [Center for Health & Counseling \(CHC\)](#) (<https://www.slcc.edu/chc/index.aspx>) provides convenient and affordable health care, mental health counseling, massage therapy services and healthy lifestyle programs right here on campus. CHC is staffed by experienced, licensed professionals who are attuned to the needs of college students. The services are low cost and completely confidential. The CHC is located at the Taylorsville/Redwood, South City, and Jordan campuses. For CHC hours, information about CHC services, or to book an appointment please call 801-957-4268 or visit [slcc.edu/chc](http://www.slcc.edu/chc) (<http://www.slcc.edu/chc/>). If you wish to talk with someone immediately, you may start a free chat or call with a licensed crisis counselor, 24/7 through the [SafeUT App](https://safeut.org/) (<https://safeut.org/>) or calling 1 (800)273-8255.

## Veterans Services

[Veterans Services](https://www.slcc.edu/veterans/index.aspx) (<https://www.slcc.edu/veterans/index.aspx>) assists hundreds of students in using their VA education benefits each semester.

## Gender & Sexuality Student Resource Center (GSSRC)

The [Gender & Sexuality Student Resource Center](https://www.slcc.edu/gssrc/) (<https://www.slcc.edu/gssrc/>) has a strong initiative to enhance the quality of life and educational experience for minoritized gender and sexuality populations. We intentionally serve Womxn and LGBTQ+ in an environment that is welcoming, positive, and safe, by increasing the SLCC community's awareness, understanding, and integration of minoritized gender and sexuality. We will achieve this mission by providing:

- Educational and empowering programs and events
- Resources to Womxn and LGBTQ+ students

- Resources to allies, faculty, staff, and employees
- Awareness and advocacy on terminology, history, empowerment, and systemic change
- A physical space to connect with like-minded individuals, community, and resources at South City Campus in SCM 1-140

To receive support or get involved, contact us: [GSSRC@slcc.edu \(mailto:GSSRC@slcc.edu\)](mailto:GSSRC@slcc.edu); [slcc.edu/GSSRC](http://slcc.edu/GSSRC); 801.957.3143; Instagram & Facebook (@SLCCGSSRC).

## Accessibility & Disability Services (ADS)

SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please contact Accessibility & Disability Services:

- Phone: 801-957-4659
- Email: [ads@slcc.edu \(mailto:ads@slcc.edu\)](mailto:ads@slcc.edu) [\\_ \(mailto:drc@slcc.edu\)](mailto:drc@slcc.edu)
- [Accessibility & Disability Services \(http://www.slcc.edu/drc/\)](http://www.slcc.edu/drc/)

## Student Pregnancy

Salt Lake Community College is committed to creating an inclusive and accessible environment for pregnant and parenting students. The College will not exclude a student from participating in any part of an educational program based on the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery. If you are pregnant or become pregnant and believe you need accommodations to access your coursework or learning environment, please contact Accessibility & Disability Services.

## Food, Childcare, and Crisis Resources

There are several resources available for students at SLCC:

- For information about SLCC's food pantry for students, please visit the [Bruin Pantry \(http://www.slcc.edu/thaynecenter/basic-needs/bruinpantrygethelp.aspx?gad=1&gclid=CjwKCAjww7KmBhAyEiwA5-PUSvxksrz1NYqosfocLra6Jcl0RqXYnkQfG2KToYwwlcKp12cv0f34lhoCJOkQAvD\\_BwE\)](http://www.slcc.edu/thaynecenter/basic-needs/bruinpantrygethelp.aspx?gad=1&gclid=CjwKCAjww7KmBhAyEiwA5-PUSvxksrz1NYqosfocLra6Jcl0RqXYnkQfG2KToYwwlcKp12cv0f34lhoCJOkQAvD_BwE).
- For childcare assistance, please visit [Child and Family Care Services \(http://www.slcc.edu/childcare/index.aspx\)](http://www.slcc.edu/childcare/index.aspx).
- For information on other crisis resources, please visit [Crisis Circumstances \(https://www.slcc.edu/chc/mental-health/index.aspx\)](https://www.slcc.edu/chc/mental-health/index.aspx).
- For information about campus safety, please visit [#SLCCSAFE \(https://www.slcc.edu/safe/\)](https://www.slcc.edu/safe/).

## The Office of Diversity and Multicultural Affairs

The Office of Diversity and Multicultural Affairs (ODMA) provides holistic educational support to Black, Indigenous, and Students of Color at Salt Lake Community College. We empower students to explore and embrace their intersectional identities as a fundamental step for achieving success. We promote this model of student development by offering a welcoming space at the Taylorsville Redwood Campus (STC 236), pairing students with student success coordinators, organizing cultural programming, and providing student leadership experiences and opportunities. For more information about ODMA or to get involved, please visit us at [www.slcc.edu/diversity](http://www.slcc.edu/diversity) (<http://www.slcc.edu/diversity>), 801.957.4954, or on Instagram/Twitter @SLCC\_Diversity, or Facebook: /slccdiversity.

## The Dream Center

The SLCC Dream Center works holistically with undocumented students (with or without DACA) and members of mixed-status families to achieve their personal and academic goals. If your immigration status presents significant obstacles to your success at the College, whether that is engaging in particular activities, fulfilling specific course criteria, or impacting your academic career in any other way, confidential arrangements may be requested from the Dream Center. Please know that arrangements made with the Dream Center will not jeopardize your student status, access to scholarships, or any other part of your residence. To learn more, contact the Dream Center by emailing [dreamcenter@slcc.edu](mailto:dreamcenter@slcc.edu) (<mailto:dreamcenter@slcc.edu>), or on Instagram @slccdreamcenter.