Critical Int Writing Studies

ENGL - 2040 001

Course Information

Critical Int Writing Studies

ENGL 2040-001

Fall 2025

Course Section Information

Days: Online asynchronous

Time: Online asynchronous

Campus: Online asynchronous

Classroom: Online asynchronous

Course Description

Introduces the academic discipline of Writing Studies, which treats writing as both an activity and a subject of study. By reading and discussing contemporary scholarship and conducting primary research projects, students encounter threshold concepts key to understanding how writing studies scholars think and talk about writing. Intended for students exploring a major or minor in Writing Studies.

Semester: Fall & Spring

Engagement Plan

- I will respond to email within 24 hours. The best way to contact me is through the Cavnas Inbox, as I will prioritize this method over other modes of communication.

- I will provide grading and feedback on assignments within one week unless otherwise notified.

- In this course I will be posting interactive announcements which will offer opportunities for class questions each Monday. I will also send brief mid-week "check in" announcements most weeks.

- I will participate in some discussion and annotation assignments to ensure that you understand the material and to answer questions that you ask.

Required Readings

You do not need to purchase any books for this course. All of the readings will be available online through Canvas. You will find the following types of readings:

- Canvas Pages: These pages replace a traditional textbook and course lectures. These are required reading assignments and provide necessary instructions, content, and information. If you skip them, you will have a difficult time with the assignments.

- PDF files: You will find links to PDF files in the Perusall app and on some of the pages and assignments. If you don't have Acrobat Reader, go to https://get.adobe.com/reader/. You will be able to download and print any of these files if you would prefer to do so.

- Webpages: You will find links to live websites and pages throughout the course. If a link is (or appears to be) broken, contact me right away.

Textbooks, Readings, and Course Materials

Authors: All material is in Cavns

Title: All material is in Cavns

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Transfer, Certification, Licensure, and Employment Information

This course transfers to the University of Utah's ENGL 2040: Intro to Writing Studies.

Course Student Learning Outcomes

- Describe the threshold concepts of writing studies.
- Identify the breadth of disciplinary approaches to studying writing.
- Analyze how rhetoric, literacy studies, and composition studies form the core of writing studies.
- Interpret foundational texts in writing studies.
- Analyze various roles of writing and writing education in higher education systems.
- Evaluate how writing works in the resistance to and preservation of institutional and social power structures.
- Conduct multi-source research into a specialized area.
- Select and present research to effectively share knowledge with others.

Coursework & Assignment Descriptions

Assignments, Grading, Revision, and Feedback

Assignments

You have several different types of assignments in this course. Each assignment is identified by the type of activity you will be doing and has a point value.

While there is a reasonable "pace" set for the weekly assignments (see below), I have decided to vary the assignments that you do from week to week. I think that doing the same assignments each week can make your learning experience ritualistic (and

potentially less engaging) instead of exploratory and exciting. Because of this, please read the instructions for each week carefully. Don't assume that we will do the same thing we did the week before.

Assignment Types

Each assignment in this course is indicated with its type. Some assignments include multiple types. Explanations for the types are:

- ANNOTATE: You will use an application in Canvas called Perusall to make annotations on a reading. Your classmates and you will annotate the reading together:

- CHECK IN: You will send a letter or a message to me letting me know how you are doing with the class.

- CHOOSE: You will select a topic for a research and presentation assignment.

- DO: You will do an activity (e.g. research, data collection, draft, interview, etc.).

- PRESENT: You will share a presentation with the class by uploading a video or slide show with annotations.

- READ: You will read a Canvas page that I have written, instructions for an assignment, or assigned readings that will be linked.

- REFLECT: You will respond to questions that I have asked you in assignments. REFLECT assignments are only read by me.

- SHARE: You will respond to questions in an assignment to your classmates. SHARE assignments are conversations either with the whole class or with a smaller group of classmates.

- WATCH: You will watch videos of content for the course or explanations that I have recorded.

Additionally, you have a semester-long project called an "Area Study" wtih six phases. The assignments in these phases are identified by the action verbs above as well.

Assignment Point Values

Each assignment has a point value associated with it. You can see these values if you look at your Grades page or at the Simple Syllabus link on the left.

Because I consider every assignment in this class to be of equal value -- none are just busy work, I have assigned point values based on the time and effort I believe you will need to put into the assignments. This means that if I think an assignment will take you longer, or will be more challenging, it will have more points than if it seems like there will be less time or effort needed.

I determined the point values based on informed assumptions that I am making from three decades of teaching here at SLCC. But, the point values for each assignment may not always line up with the effort that you make. A lower-point value assignment may take more time or effort than a higher-point value assignment. I hope this does not happen consistently for you. If it does, please let me know.

The pacing of the effort I anticipate you will need to put towards this course starts out quickly. You'll see two bell curves between weeks 2 - 6 and weeks 9 - 14. I have intentionally reduced the assignment loads in weeks 7, 8, 11, and 15-16 because that is when you have portions of the Area Study semester-long project due.

Points.jpg

Grading

I will evaluate your work in two ways: 1) Complete/Not Complete; 2) Percentage

Much of your work will be graded in the first way: Complete/Not Complete. Each assignment will explain what the requirements are to complete the assignment. I use "Complete/Not Complete" for these assignments because they are the tasks I expect you to complete. Think of them as "learning jobs" that have to be finished instead of evaluated as "A," "B," "C," "D,", "F." If you receive a Not Complete, I will let you know what needs to be done and you will be able to revise them multiple times until you complete the assignment.

Some assignments will be evaluated using a Percentage grade. These are the more "performance" assignments that you demonstrate your learning through; therefore they are more "evaluative": "A," "B," "C..." or "90%," "85%," etc. Even so, just like complete/not complete assignments, you will have as many chances as you like to revise them after they are evaluated until you are satisfied with your performance grade.

Revision

Getting comfortable with revision is central to becoming a successful student. Because of this, you may revise any and all assignments after they have been graded by me. I will then re-grade the assignment. You may then revise it again, and again, as many times as you would like until you are satisfied with your work.

This process gives you a lot of control over your final course evaluation. You may have to re-submit assignments more than once, but you get to decide when you are satisfied.

Feedback

You are encouraged to share your work with your classmates, with your friends/family and with me. Also, the Student Writing and Reading Center is always available for you (for this and all of your classes). You can access it online or in-person. Watch the brief video below.

Weekly Schedule

General Weekly Schedule

This is an asynchronous online course, so we do not have scheduled meeting times, but the course is organized weekly with clear deadlines.

Each week will include readings, activities, and 3-5 assignments to turn in.

Pacing Yourself: Recommended and Required Deadlines

I have set recommended deadlines throughout each week for you based on the number and type of assignments and how long I think they should take you. I have set recommended deadlines that will allow you to pace your efforts evenly across the week. Each week's instructions page will include the recommended deadlines.

However, you may not wish to follow these recommended deadlines based on your other life obligations, or your own working/learning style. This is okay. The required deadline for the entirety of each week's work is Sunday at 11:59pm. Anything turned in after the Sunday deadline will be considered late.

Late Assignments & Working Ahead

Assignments that have not been turned in by Sunday night at 11:59pm will receive a "Not Complete" or a "0" grade until you complete them. You have two weeks from the recommended deadline to complete late assignments. After that the assignment will be locked.

There is one assignment this semester that must be turned in on time. It is a group assignment due on Monday, September 22. All other assignments may be turned in late without penalty.

If you want to work ahead in the schedule, for example if you know you are going to have limited time for a week, I have set the modules so they will open one week early. This means that, at the start of the semester, you will be able to access up through Week 2. In the second week, you will be able to access through Week 3. And, so on...

If you choose to work ahead, be mindful that many assignments require you to respond to your classmates. Don't forget to go back to the assignments and participate in the discussions and annotations.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
8/26/25	ENGL 2040 Orientation Review	Quiz	5
8/26/25	Syllabus Review and Perusall Introduction	Assignment	5
8/26/25	Well-Being Survey	Quiz	5
8/28/25	SHARE: Introduce Yourself	Discussion	10
8/29/25	READ, WATCH, & SHARE: What is Writing Studies?	Discussion	20

Due Date	Assignment Name	Assignment Type	Points
8/31/25	READ, WATCH, & SHARE: Trying Out a Study of Writing	Discussion	20
9/2/25	SHARE: Reading Srategies	Discussion	10
9/3/25	READ & ANNOTATE: Brandt, "Introduction: The Rise of Mass Writing"	Assignment	20
9/3/25	READ & ANNOTATE: McCulloch, "Informal Writing"	Assignment	20
9/5/25	SHARE: Collective Brainstorm of Writing	Assignment	10
9/7/25	READ & SHARE: Writing as an Object of Study	Discussion	15
9/8/25	READ & ANNOTATE: Bazerman: The Case for Writing Studies	Assignment	20
9/10/25	DO & SHARE: Visualizing Writing Studies	Discussion	15
9/14/25	DO & SHARE: Area of Study: Select Area	Discussion	5
9/14/25	REFLECT: Considering Writing Studies	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
9/19/25	READ, ANNOTATE & SHARE: Group Discussion of Threshold Concept	Discussion	40
9/22/25	DO & PRESENT: Naming What We Know Informal Presentation & Discussion	Discussion	24
9/28/25	DO & SHARE: Mapping Threshold Concepts	Assignment	20
9/29/25	READ & ANNOTATE: Gee, "What is Literacy?"	Assignment	20
9/30/25	SHARE: What are Literacies?	Discussion	10
10/1/25	READ & ANNOTATE: Gee, "The New Literacy Studies"	Assignment	20
10/2/25	SHARE: New Literacy Studies	Discussion	10
10/12/25	DO: Area Study: General Research	Assignment	60
10/12/25	DO: Select Interviewee	Assignment	15
10/13/25	SHARE: Ideas for Drafting Initial Contact	Discussion	7.5

Due Date	Assignment Name	Assignment Type	Points
10/13/25	SHARE: Possible Questions for Interview	Discussion	7.5
10/15/25	Check In: Letter to Tiffany	Assignment	5
10/20/25	READ & ANNOTATE: Jordan, "Nobody Mean More to Me than You and the Life of Willie Jordan"	Assignment	20
10/22/25	READ & ANNOTATE: Anzaldúa, "How to Tame a Wild Tongue"	Assignment	20
10/24/25	SHARE: Writing in Multiple Discourses	Discussion	15
10/27/25	READ & ANNOTATE: "First Year Composition--Wikipedia"	Assignment	15
10/28/25	READ & ANNOTATE: Bartholomae, "Composition, 1900-2000"	Assignment	20
10/31/25	DO & SHARE: Research on Composition Requirements	Discussion	15

Due Date	Assignment Name	Assignment Type	Points
11/3/25	[READ & ANNOTATE: Crowley, "Composition's Ethic of Service, the Universal Requirement, and the Discourse of Student Need"](#)	Assignment	20
11/5/25	[SHARE: Debate the Composition Requirement](#)	Discussion	15
11/6/25	[REFLECT: Academic Reading](#)	Assignment	10
11/9/25	[DO: Area Study: Interview](#)	Assignment	30
11/9/25	[DO: Select Deep Reading](#)	Assignment	10
11/11/25	[READ & ANNOTATE: Writing Centers](#)	Assignment	20
11/12/25	[READ & ANNOTATE: Writing Across the Curriculum](#)	Assignment	20
11/14/25	[SHARE: Writing Centers and Writing Across the Curriculum](#)	Discussion	15
11/18/25	[READ & ANNOTATE: Community Writing, Community Literacy](#)	Assignment	20

Due Date	Assignment Name	Assignment Type	Points
11/21/25	[CHOOSE, READ, & SHARE: Foundational Community Literacy Texts](#)	Discussion	20
11/24/25	[READ & ANNOTATE: What Meaningful Writing Means for Students](#)	Assignment	20
11/25/25	[DO & SHARE: What Do People Really Find Meaningful?](#)	Discussion	15
12/7/25	[DO: Area Study: Deep Reading](#)	Assignment	60
12/15/25	[PRESENT: Area Study: Presentation (and Responses)](#)	Discussion	30
12/18/25	[Course Reflection](#)	Quiz	10

Grading Scale

Course Grade

Using the college's standard grade/percentage breakdown, your final grade will be based on:

- A grade: 100% - 93%
- A- grade: 93% - 90%
- B+ grade: 90% - 87%
- B grade: 87% - 83%
- B- grade: 83% - 80%

- C+ grade: 80% - 77%

- C grade: 77% - 73%:

- C- grade: 73% - 70%

- D+ grade: 70% - 67%

- D grade: 67% - 63%

- D- grade: 63% - 60%

- E grade: Below 60%

Required Technology

Required Technology for Course

All of the work for this course will take place online through Canvas. Before starting the course, make sure that you have access to the following technology:

A computer (or other electronic device and a keyboard) with internet access. Because there is a lot of writing in this course, you will most likely not be able to complete course activities with just a cell phone. If you have trouble with your computer or the internet at any point during the course, computers are available on SLCC campuses. See "SLCC Technology Services for Students" for information about computer lab locations.

Microsoft Office 365 (available for free to SLCC students) or google documents. See "Office 365 Information for Student Personal Devices" for instructions on how to download a free copy of Microsoft Office.

Adobe Acrobat Reader. To download it for free, go to https://get.adobe.com/reader/

Technology for Watching Videos. See the YouTube System Requirements page for information about the technology required for playing videos on your computer or other device. If you are unable to watch or listen to videos, transcripts and closed captioning are available.

Videoconferencing

I will use Zoom to meet with you individually during this course. You can access Zoom for our course through the link at the left.

Salt Lake Community College Technology Resources

See "SLCC Technology Services for Students") for information about campus computer lab locations, Office 365, and other technology support.

See What Technology Do I Need for Remote Courses for an overview of the technology that students typically use for SLCC courses.

Privacy Policies

The Instructure privacy policy explains how your privacy is protected as a Canvas user.

Language Diversity and Writing

Language Diversity and Writing

Students' diverse languages, varieties of English, and individual approaches to writing are welcome and respected in this class. There are many ways to write and speak in English. The choices that writers make depend on cultural and social situations, audiences, and purposes for writing.

Ideas about writing correctness are closely linked to social and cultural values, and guidelines for using language vary for different cultural situations. Therefore, your grade for writing assignments will be based on the guidelines provided with each assignment, which will typically focus on demonstration of effort.

Your work will not be graded on non-intrusive grammar "errors." However, I expect you to be thoughtful and demonstrate effort to communicate clearly with your readers (me and your classmates) at all times.

Resources

National Council of Teachers of English, "Students Rights to Their Own Language"

College Conference on Composition and Communication, "Statement on Second Language Writing and Multilingual Writers"

Navigating Canvas Courses

Navigating Canvas Courses

It can be quite difficult to navigate Canvas given that each teacher sets things up differently. I have compassion for you in your struggle to find what you need, to be aware of due dates, and to generally keep track of everything.

Below are some strategies to help you stay on top of this course and all of your Canvas courses.

Navigating This Canvas Course

1. When you log into the course, you'll see instructions for the week. You'll see a list of assignments for that week.
2. Read any Announcements that you haven't already seen in your email.
3. You can also look at the "To Do" list on the right side of the screen. But, this can get overloaded quickly. Click the "X" on the ones that you have completed to remove them from the list (They don't automatically disappear.)
4. In the Modules, make sure you are looking ahead since assignments won't pop up on your To Do List until the deadline is close.
5. You can ask questions by clicking the "Ask Questions/Get Answers" link at the bottom of the Weekly Instructions pages. You can also message me.
6. To check to see if you are missing assignments, click on "Check for Past Due Assignments." This will take you to a list of all the assignments. The ones you haven't turned in yet will be listed at the top.
7. You can check your grades and feedback from me by clicking on Grades in the navigation list on the left. You can also check grades by looking at "Recent Feedback" on the lower right.

If you ever feel like you are lost or missing something, just send me a message by using the "Inbox" in on the left. I understand. Canvas can be confusing. And, it's entirely possible that I have messed something up as well. Don't hesitate to let me know.

Get a Calendar

It's almost impossible to succeed in Canvas without having a separate calendar (hard-copy or an app). So, get yourself one.

You can use the calendar on Canvas, but it can be quite confusing because assignments are listed by their due dates, not by when they are assigned.

Each Time You Log In

You should look at each of your courses individually, but to get a quick check of all of them, follow the steps below each time you log in. Check Inbox for messages from teachers.Read "Recent Feedback" and look at grades, comments, and rubricsRead "Notifications" on Dashboard (red circles)Review "To Do" List. Write down assignments in your calendar. Click the X on those you don't need anymore to remove them from the list.

How to Succeed in the Course

This is an asynchronous online course. All of the learning for this online course takes place entirely through Canvas.

You won't meet with me or other students at a scheduled class time, though I am available to meet with individually through Zoom to provide you with support and feedback.

You will do your all work in Canvas at your own pace based on the deadlines provided in the assignments. You will participate in discussions and group activities with other students through Canvas, but each student will participate at different times based on their individual schedules.

To succeed in an asynchronous online course, you need to use all of your organizational skills. It's up to you to check the weekly instructions and assignments and to keep up to date on the assignments. It requires self-discipline and self-motivation. Know this going in, and you can do it!

I make a habit of asking students to anonymously share their recommendations for taking courses that I teach. Below are their responses:

- Get a calendar. Look ahead in the modules. See what's coming up. Don't rely on the Canvas to-do list.

- Just because the deadlines are flexible, don't let yourself fall into the trap of "I'll just do it later"
- Just have an open mind and to always take anything in life as a grain of salt.
- Same as in every class DO THE WORK!
- Stay caught up and ask questions if needed, Tiffany is always there to help.
- Stay on track and ask for help if you need it.
- Tiffany designed this course to make it incredibly difficult to fail. Reviewing the modules and doing the coursework will practically guarantee success.
- Tiffany does everything she can to help you succeed in this class. If there is something you are struggling with, go to her and she will be more than happy to assist you.

Learning in Challenging Times

Learning in Challenging Times

When the COVID -19 pandemic started, I added this page to my courses. That was five years ago. We are still in challenging times, so I keep updating this page to show that I know that we are all under unreasonable and chronic stress.

To build the best possible learning environment for all of us, it's important to acknowledge the stressors that are affecting all of us and be very clear on expectations and assumptions. I will do my best to listen to you, be patient with your needs, and to help you move through this course successfully.

Please be thoughtful of others in the class (and around you in general) and recognize that they may be experiencing stresses too. Talk with me and each other about your needs and listen to others when they share theirs.

On Respect and Discomfort

One of the stressors that we are all dealing with right now in U.S. culture is that it has become "normal" to share our values, beliefs, opinions, and emotions in hostile, derogatory, and violent ways. While the reasons behind this, and the effects it has had, are

numerous and complicated, we will be sharing a class learning space within this larger culture, so we have to address this problem directly.

In this class, we will be examining some complex issues, many of which are perceived by, or have disproportionate impacts on, different groups in different ways. I will be providing you with tools and knowledge to engage with these issues in an intellectual manner appropriate for a college course. I will provide you with respectful and open learning opportunities, but you may find yourself uncomfortable at times as we explore the concepts in this course.

That's okay. Discomfort is a part of learning; it's a part of being exposed to, and engaging with, ideas, values, beliefs that may be different than those you are used to. Being uncomfortable is a sign that you are in college. (If you're comfortable all throughout your college career, something's wrong.) Discomfort can actually be a map for you to follow to learn more about yourself.

When discomfort arrives for you, take it in, look at it, wonder about it. What does it mean for you? About you? And, just pause. When we pause, we can prevent the hostility in our surrounding culture from infecting our class community.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Additional Class Policies

Netiquette Expectations

Humans make mistakes when we communicate. All. The. Time. When we are face-to-face with each other, we get immediate feedback on our mistakes (e.g. a frown, scowl, raised eyebrow) and can remedy them. Speech and body language are ephemeral (Links to an external site.)forms of communication (in other words, they don't stick around).

Online, however, is a different story. Once you've hit the "send" button on an annotation, a discussion post, an assignment, an email, a text, you cannot un-send it. Not only is your writing out there for everyone to see; you also have no control over what happens to it. Copy. Paste. Forward. It's all out of your hands.

Because of this, I have certain expectations for you as you engage online in this class. Please read through them and hold yourself accountable to them.

No lurking

No lurkers allowed. Even if you sit quietly in the back of the classroom in face-to-face classes, we can still see you are there. Not so when all of the assignments are online. You've got to participate to feel like you are a part of this class and for others to feel like you are too. I will do my best to create opportunities for you to do so.

Please refrain from YELLING!

Upper-case letters mean yelling in digital genres. If you need to emphasize something, use bold, italics, or *asterisks*.

Read before you post

Some discussion posts require you to reply before you see others' posts. If you can see your classmates' responses before you reply, read them first. This will reduce the repetition that can make discussion strings frustrating to read. Refer to other posts or reply to them. Build on what you've read or take the conversation in new directions!

Write for a semi-formal situation

We constantly shift our levels of formality when we write. Texts to your best friend are one level; final assignments are most definitely another. The online environment for our class is a semi-formal one. This mean that you should be careful to do the following:Do not curse or use profanity.Be polite and respectful. We are classmates and a teacher, not your old friends from elementary school. Re-read everything before you hit "send."

Another word about respect

Twitter, Facebook, Reddit, and all of the other platforms that allow people to be anonymous have pretty much destroyed civility in public discourse. But here, in our college class, we are going to uphold standards of respect, civility, and kindness. Language that is racist, sexist, heteronormative, or derogatory towards religious beliefs, abilities, or age will not be allowed. If I witness this, I will communicate directly with you and will expect you to take responsibility for it. If you witness it, please notify me.

Absences

There are no absences in an asynchronous online course. Your "presence" is demonstrated by doing the work that is assigned to you and staying on schedule.

Accessibility

I am committed to creating an environment that will help you do your best learning. Please contact me if you encounter any issues with Canvas or barriers in the course that make learning difficult for you. I can also help you access SLCC resources for supporting your work as a college student, for staying safe on campus, and for dealing with any stressful life situations that make learning challenging for you.

Changes

Course assignments, syllabus information, planned course topics, and/or the schedule may be revised to correct errors or to support the needs of students in the course. If any changes occur, you will receive a written notice through a Canvas announcement.

Communication

I will communicate with you through Canvas. Set up your Canvas Notifications to get daily alerts for Announcements and Email messages for this class. Please do this now following these instructionsLinks to an external site..

Incomplete Grades

Incomplete grades are an option for you if your life falls apart at the end of the class and you cannot finish. An Incomplete grade puts your grade in this class on hold until you finish it. You must be passing and have completed 80% of the course work in order to be

granted an Incomplete. You and I will come to an agreement with what needs to be finished and how long you will have to do it (with a one year limit).

Plagiarism

Students intentionally or unintentionally commit plagiarism when they submit another author's work as their own. Plagiarism also includes the failure to attribute unique phrases, passages, or ideas to their original source. Most plagiarism happens when students are too stressed out to function or because you haven't developed your referencing skills adequately. If your work appears to be plagiarized, I will talk with you about it and ask you to re-do the assignment.

Using Generative Artificial Intelligence

Generative AI includes a variety of tools that you can use to generate original writing and images, calculate and solve problems, and much more. Everyone needs to learn how to use Gen AI tools effectively, and we will use it in some of our assignments.

That said, if you decide to use any Generative AI to assist you with assignments beyond those assignments, I ask that you do so ethically. This includes the criteria below.

Ethical uses of Gen AI in this class include:

- Making schedules to get you through assignments
- Help with understanding selections from readings and assignments
- Brainstorming ideas
- Organizing ideas into outlines or plans
- Proofreading or surface-editing your writing (e.g. asking AI to rephrase a sentence, check for spelling errors, or correct academic formatting).
- Including a statement that explains how you used Gen AI in your work (may include files that AI produces for you and what you did with it).

Unethical uses of Gen AI in this class include:

- Presenting writing or images generated by AI as written or created by you (this is plagiarism)

- Summarizing documents with AI and presenting the summaries as written by you (this is plagiarism)
- Using AI to produce annotations to readings (the point of annotations is for you to engage with the reading)

Basically, if you choose to, use AI as an assistant or a tool to help you learn. Using it to replace your opportunities wastes your time, wastes my time, and wastes the money you are spending on college.

If I find that your work appears to use AI unethically, I will talk with you, but I'm not going to spend much effort "policing" it. It's really your decision to make regarding how you use it and whether it benefits your learning.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link: https://www.slcc.edu/tutoring/index.aspx

If you have any additional questions reach out to elearningsupport@slcc.edu.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

SLCC Student Academic Calendar

Academic Integrity

Please be sure you are familiar with the Institutional Syllabus (above) and the statements on Plagiarism and Using Generative Artificial Intelligence.

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.