# Welcome & Table of Contents

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Welcome to Kemble's English 1A course, and to this syllabus, which is meant to let you know what you can expect — from the course, and from me — and what I (and the college) expect from you, as a student in the course.

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# Course Information

## Course Title and Sections

English 1A: College Composition and Reading  
Sections: M1685 (Marysville Campus) and S1691 (Sutter County Center)

## Class Meeting Times and Location

### M1685 (Marysville)

**Room M-1007** on Monday and Wednesday, 10:00 - 11:50 am

### S1691 (Sutter)

**Room SF-212** on Monday and Wednesday, 2:00 - 3:50 pm

## Instructor

Greg Kemble

## Contact Information

* **Canvas Message** —This is the best way to contact me, as it helps me keep track of things in Canvas.
* **Email:** gkemble@yccd.edu
* **Voice Mail:** (530) 749-3821 —Please make sure your message includes how you'd like me to get back to you.

**Note:** I’m likely to get a message more quickly though Canvas or email than through voicemail.

## Office Location

**Marysville Campus**: 1100 Building, Room 1179.

*Directions***:** My Marysville Campus office is in the rear of Building 1100 (the library), but you can’t reach it from the library itself. Standing outside and facing the front of the library, walk around the right side of the building. About 3/4 of the way along the building, you'll see a glass door. Enter there, and then continue straight through the inner glass door. My office is in the second alcove on your right.

**Sutter County Center:** Room 130

*Directions***:** Room 130 is in the Library/Learning Resource Center. Ask at the front desk if you need help finding the room.

## Student Hours

I call these “student hours,” rather than “office hours,” because I want to be sure you understand that they are scheduled for you, not for me. Please don’t hesitate to take advantage of them.

If you are not available at the times listed, please contact me to set up an appointment. I’m happy to find a time that works for your schedule — even if that means connecting in the evening or on a weekend.

* Monday 12:00 - 12:50 p.m. (in person, in my Marysville office)
* Tuesday: 9:00 – 10:00 a.m. (via Zoom)
* Wednesday: 1:00 – 1:50 p.m. (in person, in my Sutter County Center office)
* Thursday: 9:00 - 10:00 a.m. and 2:00 - 3:00 p.m. (via Zoom)
* Or by appointment

You are welcome to drop in at any of the above times, but I recommend that you contact me to set up an appointment, even for scheduled student hours. I do my best to protect these times, but I am sometimes required to attend meetings or other appointments.

**Here’s the link for the Zoom room:** <https://bit.ly/sh-s25>

## Conferences

A few times throughout the semester — usually to discuss a draft of your essay — I will schedule a conference with you. Most often, this will be in person, either in my office or in our classroom. If necessary, we may also meet via Zoom, using the same Student Hours link.

## Final Exam

Your scheduled exam time depends on which class you’re registered in:

* M1685 (Marysville): Monday, May 19, from 10:00 – 11:50 am.
* S1691 (Sutter County Center): Wednesday, May 14, from 2:00 – 3:50 pm [corrected]

We will not have an actual final exam, per se, but there will be an in-class writing assignment at that time.

## Textbook

Anna Mills's *How Arguments Work - A Guide to Writing and Analyzing Texts in College*.

This course is a “Zero-Cost Textbook” course, which means that we’ll be using a **free** Open Educational Resources (OER) textbook. (If you’re interested in OER, you can read about the initiative on the California Community Colleges OER page at <https://bit.ly/cccco-oer2>)

I will make the assigned passages available to you through Canvas.

However, if you’d *like* a copy of the full text, you may either download the full PDF (for free) or buy a paper copy at the book’s LibreTexts page at <https://bit.ly/1e-mills>. (Hover over the blue “Downloads” button for options.)

Just to be clear: **you are not required to buy the textbook**. Further, we won’t read the whole book, so — unless something comes up that makes me change my mind — you don’t need to download the full PDF, either. You’re welcome to do so, of course, but it’s not required.

## Course Description

Here’s the description of English 1A that you’ll find in the Yuba College catalog:

An introductory course offering instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. Focus on the recursivity of writing processes and integrating reading, writing, and speaking skills. Students will write a minimum of 6000 words.

If you don’t already have a lot of experience with college or with college-level writing, some of that might not make a lot of sense yet. That’s okay — that’s why you’re here! Don’t let the fancy words intimidate you. We'll address these concepts as they become important in the course.

## Time Commitment

English 1A is a demanding course. That’s not just because English professors are mean (though we may be); we’re also required to follow some policies that the state of California has set for us.

One of those policies is to make sure we let you know, *explicitly*, that English 1A is a 4-unit course, which translates to:

* Total hours for the course: 216
  + In-class (“lecture”) hours: 72
  + Out-of-class (“homework”) hours: 144

In other words, you should expect to spend an average of 12 hours each week on this course – 4 hours in the classroom, and 8 hours on homework.

Does that sound like a lot? It is! And while I don’t want you to be scared of the course, I don’t want you to underestimate it, either. For example, those of you who are fresh out of high school (or, just as likely, still in high school) may be used to doing all your work in class. Unfortunately, that won’t work in this course.

I am often surprised at how many students — even those who haven’t been in high school for awhile — expect to be able to do the course in just a couple hours each weekend — or, worse, in a few hours at the end of the semester. Again, that won’t work in this course.

I’m not trying to freak you out. Lots of people succeed in the course! But it’s important that you understand what’s expected of you so that you can plan your semester accordingly.

## Are you ready?

Requirements for placing into English 1A have changed, due to changes in California state law; placement is now mostly based on high school Grade Point Average (GPA).

This means that our class will include students with a wide range of reading and writing skills, and a wide range of expectations:

* some of you are just out of high school (or still in high school!) and have not yet encountered college-level writing;
* some of you have been away from school for so long that you fear you've forgotten much of what you used to know;
* some of you have rich life experiences and have no difficulty writing about complex issues and arguments, whether as workers, parents, or citizens;
* some of you are masters of a language other than English, but struggle with English;
* some of you are just sure that, for whatever reason, you’re not good writers.

I will do my best to meet you at whatever level you find yourself. Of course, it’s impossible for personal interactions to be 100% customized for each member of the class; there just aren’t that many hours in a day. But I will do my best to address your particular needs.

But you will need to do your part, too. You’ll need to attend class regularly. You’ll need to prepare for class sessions, making sure to schedule the time you need to read and discuss challenging texts. You'll need to check your Canvas Messages and Announcements regularly. You'll need to keep up with — and keep track of — the assignments. You'll need to ask questions when you don't understand something.

Above all: understand that a crucial aspect of a college education is *learning* *how to learn*. Be sure that you don’t rely *only* on me and my instruction; be sure you also seek answers on your own. There are a lot of good writing resources out there (I’ll point to several of them throughout the course, including later in this syllabus). The more you pursue questions on your own, the more useful my help — and the help of teachers in future courses — will be.

# Learning Outcomes

## Objectives and Student Learning Outcomes (SLOs)

The English Department at Yuba College has five Student Learning Outcomes (SLOs) that guide much of our instruction in English 1A courses.

Upon completion of the course, students will:

* attribute and document sources appropriate to genre;
* demonstrate an understanding of texts that contain both literal and implied meanings;
* combine material from multiple sources to support one or more claims;
* compose an analytical text appropriate to rhetorical context;
* conduct research appropriate to rhetorical context.

That isn’t the most student-friendly language, so don’t be too concerned if much of this doesn’t make sense to you yet. Things will become clearer as we work through the semester.

In addition to the official outcomes, I have a number of other objectives, as well. I would like you to:

* develop your skills as a critical thinker, reader, and writer;
* meaningfully affect people in your sphere of influence;
* engage deeply with important public policy issues.

Ideally, you also have your own objectives. If you don’t, I recommend you spend some time thinking about what objectives you might set for yourself. Why (beyond earning a grade) are you taking English 1A? Why are you in school more generally?

The clearer your sense of purpose, the more likely you are to stick with the course when it becomes challenging.

# How the Class Works

## Registration Policies

### First Day Rule

Students who miss the first class period, without contacting me in advance, may be dropped to make room for students hoping to register in the class.

### Drop Dates

This semester, the deadlines for dropping the course are as follows:

* January 24, to be eligible for a refund and to avoid a “W” on your permanent record;
* April 18, to receive a “W” on your permanent record.

### Student Responsibility to Drop

If you decide that you need to drop the course, please remember: **It is the student’s responsibility to drop by the appropriate deadlines.** Even if you know I will drop you for being absent too many times (see the attendance policy below), I may not be able to do so by an important deadline.

Two important points, though:

* If you decide you need to drop, **I recommend that you see a counselor.** Dropping a course might affect things like financial aid, academic probation, and so on.
* If you are considering dropping the class, **I encourage you to contact me first.** I might be able to help you get back on track.

## Disability Statement

If you need special arrangements for a physical or learning disability, I encourage you to let me know, and to arrange an accommodation plan through Disabled Students Programs and Services (DSPS) as soon as you can. Working with DSPS isn’t a requirement, but they offer helpful support for both you and me.

Please visit the DSPS page at <https://bit.ly/1ao-dsps> to see what kind of help is officially available to you. If you’re on campus, you can drop by their office (Building 1800, at the west end of campus), or you can contact them by phone -- (530) 741-6795 or email (dspsinfo@yccd.edu).

## Standards

### Attendance policy

As I will explain below, a central principle in my teaching philosophy is that we learn by doing, and, for this course, a lot of that “doing” happens in the classroom. The assignments need *context* to be understood, and much of that context comes from class discussion and other classroom activities. Missing that context almost guarantees that you’ll miss important aspects of the assignment, making it difficult to complete your assignments.

I know that many students face meaningful challenges with their schedules, and I want to be flexible. But I have learned that *too* *much* flexibility with my attendance policy sets students up for failure. This is true most obviously for the absent students who miss instruction, but it can also become a larger problem: when a lot of students are consistently absent, it can be challenging to have any sense of continuity in the class – and that hurts the students who attend consistently. That’s not fair to them.

Therefore, to support your success, both individually and as a class, here’s what I’ve chosen to do:

* **There is no attendance component to the grade.** In other words, I will not lower your grade based on attendance alone (though I may drop you from the class – see the next bullet points). Of course, absences may mean that you miss important information, which might lead to work that doesn't meet requirements, and that could end up lowering your grade. But it would be the work, not the attendance, that made the difference.
* **I do not distinguish between "excused" and "unexcused" absences.** I am not comfortable deciding what is or is not a "valid" reason to miss class.
* **If you miss four classes in a row,** I will drop you from the class.
* **If you miss six classes total,** I will drop you from the class

Note that I will try to contact the student before they reach the point where I would drop them, though I can't guarantee that. And remember: in the end, it is the student’s responsibility to drop the course by appropriate deadlines.

### Formatting

Your three main essays should be formatted using MLA style. We’ll talk about this during the course, but here’s a short version:

Essays should:

* be typed, using a standard 12-point font (e.g., Times or Times New Roman);
* be double-spaced (never single-spaced; never triple-spaced);
* have one-inch margins;
* have a correctly formatted header, title, and pagination;
* document sources correctly, using both in-text citation and a Works Cited page.

Final drafts of essays, especially, should be edited, proofread, and spell-checked.

Meaningful titles are helpful, too. (“Essay 1” is not a meaningful title.)

### Submitting Essays

Most of the assignments — especially the three major essays — will be submitted through Canvas. I’ll work with you to be sure you know how all that works.

**Please don’t submit work to my personal email unless it is absolutely necessary.** It’s hard to keep track of work that is not submitted as instructed—especially work submitted outside Canvas.

If possible, please upload essays in Microsoft Word format (.doc, or .docx), as this format allows me to respond to your work most effectively. (Note that Google Docs can save a in Word format, under “File | Download.”)

If you do not have access to Word (or Google Docs), you may save and upload your essay as a PDF file. As I said, though, I am able to work more effectively with Word documents.

Note that Canvas won’t allow you to upload files in other formats.

## Plagiarism

Plagiarism is defined as **passing others’ words or ideas off as your own.** This may take many forms. Some may be accidental, such as forgetting to give credit for information you’ve cut-and-pasted from the Internet, or not realizing that you have to cite others’ work even if you don’t use their exact words.

Others are simply dishonest, such as buying a paper, having a friend or family member do an assignment, having ChatGPT write an essay or discussion post, and so on. (I will say more about this last one in the next section.)

Please don’t.

Plagiarism is serious, and it carries serious consequences. At the very least, plagiarized work will receive an Incomplete or be considered Missing. That's not a major problem for most assignments, but it is for the three major essay assignments: an Incomplete on a major essay lowers the course grade by a full letter (we'll talk about my grading policies soon).

However, plagiarism — especially if there's a *pattern* of it — may also result in disciplinary probation or suspension, or even expulsion. (See the Student Code of Conduct at <https://bit.ly/yccd-code> for more details.)

Most cases of plagiarism that I have encountered — and I have encountered many — have arisen from desperation. I hope that my grading policy (again, more on that soon) will help reduce desperation. But if you do find yourself growing desperate, please contact me as early as possible so that we can discuss strategies for success on the assignment.

### A Word on Artificial Intelligence (A.I.)

You may have heard of so-called “Artificial Intelligence” (A.I.), especially “generative A.I.,” or “large-language model” chat bots like Copilot or ChatGPT. These are sophisticated enough that they can actually write essays that look competent (though they’re boring) — and they’re only going to get better. The social media platform TikTok shows lots of students, often high schoolers, having A.I. do their homework for them. I have found that some students in my courses have been over-reliant on, or even dishonest with, A.I., too.

There are many problems with relying on A.I. to do your work, but I’ll point out two.

First, as I mentioned above, using generative A.I. write an assignment — this includes essays, of course, but also discussion group assignments — and then turning it in as if it’s your own work, is clearly plagiarism.

But second, and more important, using generative A.I. to write an assignment — or even relying on it too much to brainstorm or organize a paper — hurts your ability to learn the critical thinking and expression tools that this class is intended to help you develop. For example, chat bots often do a reasonable job creating summaries of articles (though they don’t do well with sarcasm). Some people that letting A.I. do what it does well (for example, summarizing articles for us) would free us up to do more meaningful work.

However, the act of summarizing develops a wide range of skills: reading, analysis, critical thinking, writing, problem solving, and much more. And those skills are foundational to producing “more meaningful work.”

So yes, a chat bot can summarize an article faster, and maybe even more “accurately,” than you could do it on your own. But your understanding of the article would suffer, and that would limit your ability to use the article in your own argument. (I will add this: the more complex the article, the more likely A.I. will inaccurately summarize it.)

I know that some teachers have banned the use of A.I. tools in their courses. I understand that policy, but it’s not the policy I’ve chosen. There are many ways that A.I. can help. And while I won’t be able to weave a lot of instruction around A.I. into this course — anything I would write could be about of date in by the time I hit “publish” — I may try to find ways to work things in throughout the semester, perhaps in discussion threads.

If you're thinking of using A.I. to help you with your work, please let me know. A conversation would help you better use the tool, and would protect you against charges of academic dishonesty (plagiarism).

That said, I hope that my grading policies will give you the freedom to explore your own thinking and your own writing — to take risks and to use the act of writing as a tool for thinking. A.I. can be useful, but it can also undermine your ability to create something authentic and meaningful for yourself and your readers.

I will add one last thought: one of the most important insights in this class — at least, this is what many students have told me — is that ***your voice matters***. I'm interested in things that *only you* can say, and in the way *only you* can say it. A.I. erases your voice. Please don't let that happen.

# How Grades Work

## My philosophy

Recently, I participated in a study group that explored ways to make grading more equitable — that is, to be sure that my grading policies don’t create unnecessary obstacles for one group of students over others.

This inquiry led me to reconsider almost everything I’ve done in the past — things that you may be used to, since it’s what you've almost certainly experienced in most courses.

My new philosophy is based on the understanding that, for most students, *grades undermine the ability to learn*. I therefore emphasize the *process* of writing rather than the *finished product*. And this emphasis encourages me to separate your grade from the *quality* of your work.

This doesn’t mean that I’m not interested in quality; I will work hard to encourage you to think and write well. To do that, though, I need to ensure that you feel free to take risks, even to fail, without fearing that your grade will suffer.

Of course, I still have to assign you a grade at the end of the semester, so let me explain how that will work.

## The Grading Policy

The default grade for this course is a B. This means that if you **complete** the required work, then you are guaranteed at least a B in the course. If you don't **complete** the required work, then your course grade will be lowered. On the other hand, if you **complete** work *beyond* what's required for a B, then your course grade will be raised. This allows you to earn an A in the course and/or to make up for any grade penalty. (Note: "complete" does not simply mean "turn in"; see below for further explanation.)

In the table on the next page, you can see how this works specifically:

| **Raising the Course Grade** | **Required work: Default Course Grade (B)** | **Lowering the Course Grade** |
| --- | --- | --- |
| N/A (Not applicable) | **Complete** all 3 major essays | Each **Incomplete** major essay lowers the course grade **a full letter**.  Any **Unsatisfactory** major essay limits your course grade to a C, **at best**. |
| Reflection on each of the 3 major essays | Reflection on 2 of the 3 major essays | Reflection on only 1 of the major essays (-1/3)  No Reflection on any essay (-2/3) |
| **Complete** all 3 working draft conferences (+1/3) | **Complete** 2 (out of 3) working draft conferences | **Complete** only 1 working draft conference (-1/3)  **Complete** no working draft conference (-2/3) |
| Meet with a tutor in the WLDC at least twice over the course of the semester (+1/3)  **Note:** Be sure to log in! | N/A | N/A |
| 4 (out of 6) working draft questionnaires (+1/3)  **Note:** these only apply if you **attend** the related working draft conference. | N/A | N/A |
| All 5 Annotated Bibliography entries, as assigned (+1/3) | 3 or 4 Annotated Bibliography entries, as assigned | 2 or fewer Annotated Bibliography entries, as assigned (-1/3) |
| N/A | Reflective Essay (in-class writing assignment ~~during Finals week~~ the last week of classes) | Incomplete or missing Reflective Essay (-1/3) |
| To be announced: in-class writing assignment during our Final Exam time (+1/3)  **Note:** this only applies if you've written the Reflective Essay. | N/A | N/A |

### Understanding the table

*Note: As I explain this, keep in mind that Yuba College only records full letter grades on your transcripts. For example, a B+ is recorded as a B; a C- is recorded as a C.*

To receive a B in the class, you’d complete all the assignments in the center column.

If you complete additional work, as explained in the left column, then your course grade would be raised. If you do not complete all the work in the center column, then your course grade would be lowered, as explained in the right column.

And note that the left and right columns offset each other. If you lose a portion of the course grade, you can earn it back by completing work in the left column; and if you raise your grade, you can lose that progress if you don't complete a center-column requirement.

#### Examples:

Diana Troy completed everything in the center column, with one exception: she did not want to attend any of the working draft conferences. This lowered her course grade 2/3 of a letter, from a B to a C+. However, she really wanted a B, so she made sure she made sure she completed all three Reflections on her essays. This raised her course grade 1/3 of a letter, bringing her back to a B-. (Final reported grade: B.)

Selina Kyle wanted an A in the course. She completed everything in the center column, with one exception: she remembered to do only one of the Reflections on her essays. This lowered her grade 1/3 of a letter, to a B-. However, she attended all 3 Working Draft Conferences and the related Working Draft Questionnaires (raising her course grade a total of 2/3 of letter). She also met twice with a tutor in the Writing and Language Development Center (raising her course grade another 1/3 of a letter). This raised her course grade to an A-. (Final reported grade: A.)

## The Grading System

For this course, I will use a "Complete/Incomplete" grading system. In other words, I will not assign points or letter grades to individual assignments. Instead, each assignment will receive one of three "scores":

* **Complete:** If an assignment gets a “Complete,” then it means that you fulfilled the requirements of the assignment.
* **Incomplete**: If an assignment receives an “Incomplete,” then it means that you didn’t fulfill the requirements of the assignment. (Note that the major essay assignments allow rewrites if they are turned in by a specific date.)
* **Unsatisfactory:** This score will apply only to major essays that are seriously incomplete. Heavily plagiarized essays, for example, or essays that are severely short would be "Unsatisfactory," rather than merely Incomplete.

### What Does “Complete” Mean?

As I said, I will be separating the notion of *quality* from your grade. Instead of grading on how "well written" your essay is, or how “proper” your grammar is, or how “insightful” your argument is, I’ll assign a “Complete” or “Incomplete” (or, in some cases, "Unsatisfactory") based on whether or not you completed the requirements of the assignment.

Some of these requirements are simple to understand. For example, if an essay assignment asks for 1000 words, and you turn in 750 words, the essay would be marked Incomplete. If an essay assignment requires you to cite at least five sources, and you cite only three, it would be marked Incomplete.

Other requirements are trickier. For example, if the assignment asks you to both **explain and apply** Carol Dweck’s concept of “mindsets” to your experience (that’s Essay 1), and you mention the mindsets without explaining them, that assignment would be marked Incomplete. Or if the assignment asks you to **take a position** on an issue, but you only report on a range of positions without identifying your own, that assignment would be marked Incomplete.

These requirements will be explained in the assignment and identified in a rubric, so they should be reasonably clear. (If you don't know what "rubrics" are, don't worry — I'll introduce them during the semester.) However, since some of the requirements are, as I said, trickier, please feel free to contact me if I assign an Incomplete and you don’t agree. I’m happy to talk to you.

## Late Policy

As I mentioned above, my grading philosophy emphasizes the process of learning. In a perfect world, that would mean that I’d have no late policy at all.

Unfortunately, the world isn’t perfect. I have found — both from my own experience, and from feedback from students — that many students need hard deadlines to succeed. So here’s my general pattern for deadlines:

### Initial Due Date

Every assignment has a due date that is designed to keep you "on track." This will be the due date that is listed on the actual assignment in Canvas.

### Grace period

Most assignments include a one-week "grace period," during which I'll accept late work with no penalty (and no judgment).

You should do your best to meet the initial due date, as much of this class involves interacting with each other as you work through the concepts and issues that you'll be writing about. Class discussions or workshops are less useful when you get out of sync with the assignments, for example. It's also best to wrap up one essay before you have to start dealing with the concepts and issues related to the next one.

Some students report that the grace period created challenges for them: "Although it was nice when I needed it," one student wrote, "it gave me too much time to procrastinate." If you're the type of student who puts things off, you'll want to be especially careful so you don't get behind.

But you do have lives, and sometimes things happen that are out of your control. The grace period is there, if you need it.

### If you miss the grace period

## Aside from the major essays, I will not accept work after the grace period has expired. This isn't meant to be punitive; it's meant to support your success. Putting work off often leads to shallow learning and overwhelm. (I know this from other semesters, before I'd put this policy in place.)

## The major essays are too important for me to simply refuse to accept them if they're late, so I will accept essays submitted after the grace period. **However, essays submitted after the grace period will receive either an Incomplete or Unsatisfactory (as appropriate).**

## Rewrites

If you receive an Incomplete or an Unsatisfactory on a major essay, but you turned it in before the grace period expired, you will, in both cases, have the opportunity to rewrite the essay and earn a Complete. (See "Rewrites," below.)

If you receive an Incomplete on a major essay, but you turned it in after the grace period expired, you will not be able to rewrite the essay for the Complete. You may, however, offset the grade penalty by doing work in the left column of the grade table ("Raising the Course Grade").

If you receive an Unsatisfactory on a major essay, but you turned it in after the grace period, you will be able to rewrite the essay for an Incomplete, which would allow you to offset the grade penalty by doing work in the left column of the grade table.

However, if you earn an Unsatisfactory on one or more major essays, but do not rewrite for an Incomplete, your grade will be lowered a full letter for each (as with an Incomplete) — but you will not be able to earn higher than a C in the course. That is, you will be able to offset grade penalties by doing work in the left column of the grade table, but only to the level of a C.

## Important Safety Tip: Ignore Canvas's Gradebook!

Unfortunately, Canvas won't calculate grades based on Complete/Incomplete scores. This creates a real challenge: any calculation that Canvas makes is wrong, whether that's points, or a percentage, or a letter grade.

For this reason, I've chosen to "hide" the Gradebook. However, I've also found that some students are somehow able to see their "Grade" in the mobile app.

**If Canvas reports a grade to you, it is incorrect. Please ignore it.**

## One Last Thought

This grading system isn’t perfect. As far as I can tell, though, no system is perfect; there are always trade-offs.

In my judgment, the trade-offs from this system offer huge advantages over traditional ones. But if you’d like to talk through what these advantages are—if you’re concerned (as some students are), or if you just want to understand better what’s going on here — I’m happy to meet with you to talk through it.

I mean that: I welcome your insights, and I’ll consider them as I continue working through these issues.

# Helpful Stuff

## College (and Life) Resources

**The Writing and Language Development Cen**ter (WLDC - <https://bit.ly/yc-wldc>) is a great place to get help and feedback on your essays. They can help you at any stage of the writing process, from generating ideas to preparing a paper for submission. (Note that are not a proofreading or editing service, so please don’t expect them to “look at your paper and fix it.”) They also have workshops and access to computers. In addition to the Marysville center, they usually have a limited presence at the Sutter Center. They also have online tutoring available.

*Remember: Meeting twice with a tutor from the WLDC is one way to raise your grade by 1/3 of a letter.*

**Disabled Students Programs and Services** (DSPS - <https://bit.ly/1ao-dsps>) offers support for students with physical and learning disabilities. If you know (or suspect) you have a learning disability, be sure to contact them. There are resources available to support you.

**The Yuba College Library** (<https://bit.ly/yc-lrc>) has great staff. Since COVID, they've developed a strong online presence. (I’ll talk a bit more about the library during the course, especially as we approach the research portion.)

**The** [**Yuba College Counseling Department**](http://yc.yccd.edu/student/counseling) (<https://bit.ly/yc-counseling>) has both in-person and online counselors to help. They can help with a lot of different needs, from academic questions (what classes should I take if I want to go to Chico?) to personal questions (I’m hungry and don’t have any money. Where can I get food?)

**Yuba College's Basic Needs Services** (<https://bit.ly/yc-bn>) helps connect students with a range of community-based resources related to food, housing, childcare, transportation, financial aid, health, and mental wellness so that students can remain in classes to focus on their academic success.

This includes **Dusty's Pantry**, which provides food for students and their families, while also connecting students with longer-term resources. You'll find the pantry on both the Marysville campus, in Building 100B, Room 101A, across from Admissions and Records; and at the Sutter Center, in the Tutoring Center.

You'll find links to other resources at their campus webpage (<https://bit.ly/yc-bn>), but you can also contact them by phone, at (530) 741-8988.

## Closing Thoughts

As I’m sure you’ve noticed — perhaps it’s stressing you out a bit! — this course is challenging. To succeed, you’ll need to have (or develop) a high level of self-discipline, organization, and “self-starting.” It’s easy to get behind — and that can lead to feeling overwhelmed, which can lead to procrastination that gets you even further behind, and so on. It’s a nasty cycle. (I speak from experience.)

So: if you find yourself struggling, I hope you will reach out to me and/or or some of the resources listed above. Please don’t think that I’ll be upset, or that I won’t care, or that I won’t want to help. I want you to succeed!

See you around.