

Composition II

ENGL 1120 (551) · Spring 2026 · 3.00 Credits

Last updated: Jan. 19, 2026

Instructor: Pooya Jamaly, Lecturer in English

Course Dates: Jan. 19, 2026 – May 10, 2026

Class Meetings

Modality: Fully Online (Asynchronous)

Meeting Times: Canvas

Class Zoom: N/A

Contact & Office Hours

Email: pjamaly@unm.edu

Office Hours: Posted in Canvas (Virtual)

Office Hours Zoom: Request office hours

Copyright Notice

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Course Description

In this course, students will explore argument in multiple genres. Research and writing practices emphasize summary, analysis, evaluation, and integration of secondary sources. Students will analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading, writing, and research. Students will sharpen their understanding of how writing and other modes of communication work together for rhetorical purposes. The emphasis of this course will be on research methods.

Prerequisites:

Complete **one** of the following:

1. Course prerequisite

- Earn a minimum grade of **C** in at least one:
 - ENGL 1110 — Composition I (3)
 - ENGL 0110 — Accelerated Composition (3)
 - ENGL 1110Y — Composition I: Stretch II (3)
 - ENGL 0112 — Composition II (3)
 - ENGL 1110Z — Enhanced Composition (4)
 - ENGL 0113 — Enhanced Composition (4)

2. Placement prerequisite

- Meet at least one placement score:
 - ACT English: 26–28
 - SAT Evidence-Based Reading and Writing: 660–690
 - Lobo Course Placement (LCP)-English: 30

Credit-Hour Statement

This is a three-credit-hour course. Because the course is delivered fully online and asynchronously, instructional time is measured through structured weekly modules rather than scheduled class meetings. These modules include instructor-provided materials, readings, writing activities, and assignments that collectively meet the credit-hour requirements for the course. Students should plan to devote a **minimum of six hours per week** to out-of-class work, including reading, writing, research, revision, and engagement with course content.

Student Learning Outcomes (SLOs)

Throughout the semester in ENGL 1120, you will work toward the following Student Learning Outcomes:

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Use a variety of research methods to gather appropriate, credible information.
4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.
5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.).
7. Use an appropriate voice (including syntax and word choice).

Research

- compose a research-based academic argument in one of various mediums and technologies by identifying, analyzing, evaluating, and synthesizing sources, which must include secondary sources
- analyze and describe the writing and research conventions of an academic field in order to understand the different ways of creating and communicating knowledge

Course Requirements

A guiding principle of the course is continuity: assignments are sequenced so that skills, concepts, and practices build on one another over the semester. While some projects may ask you to develop ideas over multiple stages, others may invite you to shift focus or explore new questions. The emphasis is not on locking into a single topic, but on allowing your reading, research, and writing to develop cumulatively rather than restarting from scratch each week.

You are encouraged to pursue questions and subjects that genuinely interest you, especially those you want to understand more deeply; but the course is designed to support both sustained inquiry and productive revision or redirection as your thinking evolves.

Student Responsibilities

You are expected to keep this syllabus accessible and consult it regularly throughout the semester. All students are responsible for familiarizing themselves with the policies, requirements, and assignments outlined here. Announcements, updates, and detailed instructions will be posted in Canvas. You are responsible for checking both your UNM email and Canvas consistently.

Expectations for Online Asynchronous Engagement

Because this course is **fully online and asynchronous**, your success depends on steady, weekly engagement rather than occasional bursts of activity. You should expect to:

- log into Canvas multiple times per week,
- read module materials closely and on time,
- complete writing tasks in sequence (drafting and revision matter here),
- meet deadlines, and
- review instructor feedback and implement it in subsequent work.

Required Readings & Editions

There is **no required textbook**. All required readings, materials, and resources will be provided through Canvas. These assigned versions will serve as the basis for all course work and must be cited in MLA style. **You must use the assigned editions**: references to alternative versions will result in a deduction of points.

▮ NB:¹ You will need reliable access to a laptop or desktop computer and a stable internet connection. Technical difficulties are common, but they do not excuse missed deadlines or lack of sustained engagement. See “A Note on Technology” below.

▮ NB: Access this course only through the official [UNM Canvas site](#) using a laptop or desktop computer. Do not rely on mobile apps, unofficial interfaces, or third-party platforms. Claims of lost work or late submissions resulting from the use of unsupported apps or platforms will not be accepted.

Copyright Notice

Some course materials may be protected by copyright and provided under educational fair-use guidelines. You may not repost, circulate, or distribute course materials outside the class. Students are expected to use all resources ethically and in accordance with copyright law, respecting the intellectual property of the authors.

For reference, see [Title 17, Section 107 of the U.S. Copyright Code](#), which outlines the scope of **fair use**.

If you're unsure whether a particular use is appropriate, please consult the instructor.

Tracking Course Activity

Canvas automatically records student activity, including access to course materials, assignment submissions, and participation. These records may be used to assess engagement and participation in the course.

Reading Policy

Complete assigned materials in the week they appear. Each week's module is designed as a sequence; skipping early steps will make later tasks harder and will undercut your performance.

▮ Tip: Develop the habit of downloading PDFs from Canvas *before* reading and annotating them—whether digitally (comments/highlights) or in print. Passive scrolling rarely produces sustained understanding or usable ideas for discussion and writing. All readings are provided as PDFs and can be accessed either within the relevant weekly module on Canvas or via the **Files** tab.; you can download them either by selecting the file and clicking the download (⌵) icon, or by opening the PDF and using the download button in the upper-right corner of the viewer.

Engagement, Discussion, & Weekly Coursework (15%)

Because this course is fully online and asynchronous, engagement is measured through **consistent, sustained participation** in weekly course activities rather than physical attendance. Engagement reflects how regularly and thoughtfully you interact with the course over time.

This includes:

- completing assigned readings and preparatory work each week,
- participating in discussion boards and other structured interactive activities when assigned,
- completing weekly check-ins and low-stakes writing exercises,
- submitting drafts, revisions, and planning materials on time,
- reading, reflecting on, and applying instructor feedback, and
- communicating proactively if questions, conflicts, or difficulties arise.

Engagement is evaluated **holistically across the semester**, not on the basis of any single post or task. Students who submit major assignments but do not consistently participate in weekly coursework—especially preparatory writing, drafts, or discussions—should not expect to earn a high engagement grade.

¹ “Take special note”: From Latin *nota bene*, meaning “note well.”

Short Writing Assignments (15%)

Throughout the semester, you will complete several short writing assignments designed to develop ideas, practice rhetorical strategies, and prepare you for longer projects. These assignments emphasize drafting, revision, and reflection rather than polish. Instructions and rubrics, if need be, will be provided on Canvas.

Inquiry Project 1: Self and the World (15%)

What is my experience of this issue? This project asks you to explore a personally meaningful experience or issue and examine how it connects to larger social, cultural, or rhetorical contexts. The focus is on clarity, reflection, and purposeful storytelling.

Inquiry Project 2: Rhetoric and Analysis (20%)

What have others written about this issue? Building on your first project, this paper asks you to analyze the same issue more critically by examining language, rhetoric, representation, or structure. This project emphasizes analytical distance, interpretation, and argument, rather than personal reflection.

Annotated Bibliography (10%)

You will compile an annotated bibliography of credible sources related to your research topic. Each annotation will summarize the source, assess its credibility, and explain its relevance to your project. This assignment prepares you for sustained academic research and will receive instructor feedback before the final paper.

Inquiry Project 3: Research-Based Argument (25%)

What can I contribute to the conversation about this issue? The final project is a research-driven argumentative essay that builds on your previous work. You will refine your focus, develop a sustained claim, and integrate secondary sources to support your analysis. This paper emphasizes synthesis, sustained argumentation, careful engagement with secondary sources, and the conventions of academic writing.

▮ **NB:** All assignments must be submitted through the appropriate assignment portal on Canvas. Please note that I do not accept assignments by email for any reason.

Grading Policies

Please review the following submission requirements and course policies carefully:

- **MLA Style Required:** All written work must follow [MLA style guidelines](#).
- **Submission Format:** All assignments must be submitted through the designated Canvas assignment portal in .docx format (Microsoft Word, desktop version). See also “A Note on Technology” below.
- **Submission Verification:** Always confirm that your file uploaded correctly. If Canvas experiences a technical error, you will not be penalized *provided that* you can supply documentation (submission receipt, error message, screenshot, etc.). If you do not see a confirmation or preview after submitting, resubmit immediately.
- **Student Responsibility:** You are responsible for ensuring that your work is uploaded successfully, submitted in the correct format, written in English, legible, and fully compliant with MLA conventions.

▮ **NB:** A 70% (C-) is **not a passing grade**. To pass the course, you must earn **at least a 73% (C) overall**.

▮ **NB:** I do *not* accept assignments by email under any circumstances.

Late Work Policy. Unless a prompt specifies otherwise, **weekly deadlines fall on Sundays at 11:59 p.m. (Mountain Time).**

▮ **NB:** Late work is penalized one-third of a letter grade for each calendar day late (for example, from a B+ to a B). This policy applies to weekends and holidays.

▮ **NB:** The final research paper is **due by the last day of class (Tuesday, May 10)**. Late submissions will incur the same one-third–letter-grade penalty per day.

▮ **NB: No final papers will be accepted after the official end of Final Exams week. Submissions made after that cutoff—for any reason—will result in failure of the course.**

Please consult the [Spring 2026 Academic Calendar](#) for official semester dates.

▮ **NB:** Canvas assignment portals generally remain open until grading for that assignment is complete. If a portal is still open, submissions are accepted; however, the late work policy still applies. Once a portal closes, the course has moved forward and no further submissions will be accepted.

If an urgent or unforeseen situation interferes with your ability to complete work on time, contact me as early as possible. You are not required to share private details; what matters is timely communication and the possibility of establishing a workable plan.

Grading Scale.

Grade	Percentage Range
A	93–100
A-	90–92
B+	87–89
B	83–86
B-	80–82
C+	77–79
C	73–76
C-	70–72

Respect

This course is grounded in the principle that a productive learning environment is one in which ideas are exchanged openly and knowledge is collectively shaped. That requires respect: for one another, for the work of learning and writing, and for the intellectual labor involved in developing, revising, and engaging with ideas. You are therefore expected to engage with others’ ideas, arguments, and contributions with seriousness and respect—even, and especially, when you disagree. Disruptive, dismissive, or demeaning behavior, whether expressed in discussion or written work, will not be tolerated. *Language or conduct that dehumanizes, marginalizes, or targets individuals or groups undermines the conditions of learning and may result in removal from the course or referral to the Dean of Students Office.*

▮ **NB:** If you have a pronoun preference or concerns about being addressed correctly, you are welcome to let me know privately.

Email & Announcements

Please make it a habit to check both your UNM email/LoboMail and the announcements posted on Canvas. I will use these platforms to communicate important course information, updates, and reminders. If you need to reach out, [contact me](#) using your university email address. When doing so, please observe the following guidelines:

- Clearly state the purpose of your message in the *subject line* (e.g., ENGL 1120 – Question about Annotated Bibliography); avoid leaving it blank or replying to unrelated threads.
- Begin with a brief *salutation* (e.g., Hello Professor Jamaly).
- Include clear *content and context* in the body of the message (what assignment or issue you are referring to).
- Write in *complete sentences*, using appropriate grammar, punctuation, and spelling.
- Sign off with your *full name* so I can identify you quickly.

▮NB: Course assignments must be submitted through Canvas only. Do not email assignments or send links to cloud-based platforms such as SharePoint, OneDrive, or Google Drive.

Email Hours: I check email Monday through Friday, between 9:00 a.m. and 5:00 p.m. MT. I do not check or respond to email after 5:00 p.m. or on weekends. While I strive to respond promptly, replies may take up to two business days depending on volume and urgency. If I do not respond immediately, please be patient—I will follow up as soon as possible. Likewise, if I contact you, I expect a timely reply.

A Note on Technology

back up your work. Save drafts in more than one location. Technology fails at the worst possible times, and last-minute writing makes every failure catastrophic. To avoid unnecessary stress and missed deadlines, back up your work regularly and manage your time wisely.

- All assignments must be submitted through the appropriate **Canvas assignment portal**. Canvas is the only platform through which assignments are officially collected and graded.
- If a technical issue originating with Canvas or a university system temporarily prevents submission by the deadline, you may email the completed .docx file to me as a **time-stamped, temporary measure**. Personal technical problems (e.g., device failure, internet outages) do not qualify, so budget your time accordingly. You must upload the assignment to Canvas as soon as access is restored.
- Only assignments successfully uploaded to Canvas will be graded. Email submission does not replace Canvas submission.
- Always double-check your submissions. If you do not see a confirmation or preview after clicking “Submit,” try again. Do not assume a submission went through without verification.
- Computers are available on campus. If your personal device fails or your home internet connection is unreliable, use library computers or other university facilities to complete and submit your work on time.

▮NB: You may be accustomed to drafting work in Google Docs; however, it is not an appropriate environment for sustained academic writing in this course. If you nevertheless choose to use it, you are fully responsible for formatting your document in MLA style and for submitting a properly formatted .docx file to Brightspace. To do so, use File / Download / Microsoft Word (.docx) in Google Docs. Be aware that converting files from Google Docs to Word can introduce formatting errors; any resulting issues may negatively affect your grade.

Installing Microsoft Word (Desktop Version). To avoid formatting problems, you are strongly encouraged to use the **installed desktop version of Microsoft Word**, not the browser-based (web) version.

Follow these steps using your UNM account:

1. **Sign in to your UNM email (LoboMail).**
 - Log in using your UNM credentials.
2. **Open Microsoft 365 Apps.**
 - In Outlook/LoboMail, click the **app launcher** (the grid of dots in the upper-left corner).
 - You will see a page listing Microsoft apps such as Word, Excel, and PowerPoint.
 - Select **Word**. A new page will open.
3. **Access the install options from Word.**

- In the upper-left corner of the Word page, open the menu.
 - Select **Install Microsoft 365 apps**.
 - On the next page, click **Install apps** (upper-right corner).
 - From the menu, choose **Microsoft 365 apps**.
4. **Install Office on your computer.**
- You will be taken to an **Apps & devices** (or **Office apps & devices**) page.
 - Click **Install Office** and follow the on-screen instructions to download and install the software.
5. **Use the installed version of Word.**
- After installation, open **Microsoft Word directly from your computer**:
 - **Mac**: Applications folder or Spotlight
 - **Windows**: Start menu
 - Write and edit your work in the **desktop version of Word**, not in a web browser.

!NB: As you navigate Microsoft’s pages, you may see buttons or links that open the web-based version of Word instead. Ignore those options. Your goal is to follow menu items that download an installer to your computer and then run that installer to install Microsoft 365 apps/Microsoft Word locally. If you are not prompted to download and install software, you are still in the web version.

MLA: Style, Citation & Documentation

All assignments in this course must adhere to Modern Language Association (MLA) style for formatting, citation, and documentation

Correct use of in-text citations and a properly formatted Works Cited page is **mandatory for every written assignment**. There are no exceptions to this requirement. Academic writing depends on your ability to enter a critical conversation—drawing on both primary and secondary sources—while accurately crediting ideas, quotations, summaries, and paraphrases. Failure to do so constitutes **plagiarism**, which will be addressed in accordance with the university’s Academic Integrity policy (see below).

For further guidance on citation and formatting, refer to the resources below:

- Modern Language Association (MLA) official website
- Writing Toolbox: MLA Style
- Sample Papers in MLA Style
- Purdue OWL: MLA Formatting and Style Guide

Academic Integrity

Academic integrity anchors meaningful education. It builds trust, demands accountability, and sustains mutual respect within a scholarly community. Plagiarism and other forms of academic dishonesty represent serious breaches of these principles: they undermine shared standards of honesty and compromise the learning process for everyone involved.

Plagiarism is a form of Academic Dishonesty, which the university defines as follows:

“Academic dishonesty” includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Common forms of academic dishonesty include plagiarism; cheating on examinations; multiple submissions; unauthorized collaboration; and submitting material—whether in part or in whole—as one’s own that has been

generated by another person, a publication, a website, an artificial intelligence system (including large language models). academic dishonesty also includes breaking the stated rules of an assignment or exam, as well as acts such as forgery, sabotage, falsification, bribery, theft, and the misuse or destruction of library or ITS resources. All such actions constitute violations of the Student Code of Conduct and may result in disciplinary procedures.

When you use any external resource in work submitted for this course—including articles, websites, AI/LLM tools, or another person’s ideas—you must document how the resource was used and clearly distinguish your original work (and voice) from borrowed material.

Cheating and plagiarism are often driven by time pressure, desperation, or uncertainty about how to identify and cite sources correctly. If you are unsure how to proceed, or if you are struggling to meet a deadline, communicate with me and ask for guidance—even at the last minute—rather than risking serious academic consequences.

Student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly. The university requires all students to uphold the highest standards of honesty and integrity in academic and professional matters, with serious consequences for violations:

The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

▮ NB: If you are caught plagiarizing, you will fail the course. All instances will be reported as violations of Academic Integrity and may lead to a student conduct hearing.

▮ NB: Grammarly is no longer limited to just proofreading or surface-level editing; it now integrates generative AI features. Using Grammarly to produce original sentences, paragraphs, or entire papers for course assignments constitutes plagiarism and will be treated as an academic integrity violation.

Avoiding Plagiarism. All submitted work must be original and solely your own. Submitting recycled, duplicated, or previously submitted work—including work from another course—is strictly prohibited. When using primary or secondary sources—whether quoting directly, summarizing, or paraphrasing—you must cite them properly, as both in-text citations and bibliographic entries under the **Works Cited** list. This requirement applies to all sources, namely, literary works, essays, books, book chapters, academic/journal articles, magazines, newspapers, encyclopedia entries, and online information.

Instead of relying on AI/LLMs, or a general Internet search, which increases the risk of plagiarism and leads to questionable websites, conduct your research using the University Library’s Databases in LIBROS. It is essential to cite these sources accurately (see also the Resources, References, and Research section on our course’s Canvas page). If you have research-related questions, feel free to reach out to me or Ask Your Librarian.

Additional Resources

- What Plagiarism Is and Why It’s a Serious Matter
- Purdue OWL: Plagiarism Overview
- Research Guides
- UNM-Valencia Campus Library Virtual Reference Desk
- UNM Reference and Research Consultations
- Avoiding Plagiarism

Important Resources for Distance Learners

Canvas is your home base for this course. If you need help navigating the platform, contact UNM/Valencia support services (as posted in Canvas) as soon as an issue arises.

- [Online Learning](#)
- [Student Online Learning Resources](#)

Accommodations

UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact the [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu. You may also contact the [Accessibility Resource Center \(ARC\)](#) at UNM-Albuquerque by phone at (505) 277-3506, or by email at arcsrvs@unm.edu.

Psychological Wellness

It is important to prioritize self-care and seek assistance without feeling stigmatized. If you find that personal stressors interfere with your academic performance or negatively impact your daily life, confidential support is available to you. UNM's [Student Health and Counseling](#) provides confidential services by licensed mental health providers including psychological counseling and evaluation for emotional, social and academic concerns. For questions or to make an appointment, call (505) 277-3136 or visit [Counseling Appointment](#).

In addition, you have access to crisis counselors around the clock through the following [Emergencies, After-Hours Options](#):

- In case of an emergency, dial 9-1-1 or go directly to a local hospital emergency room.
- [Timely Care](#): Timely Care is FREE resource for after hour care.
- [Mental Health Emergencies: Call or text 988 \(National Suicide & Crisis Lifeline\)](#).

Emergencies / After-Hours Resources

- [SHAC After-Hours Resource Guide](#)
- [NM Poison Center](#)
- [Rape Crisis Center of Central NM](#)
- [UNM LoboRESPECT](#) (Respond, Educate, Support, Prevent, Empower, Consent, Train)
- [Timely Care](#)
- [Crisis Text Line](#): Text HOME to 741-741
- [The Trevor Project's LGBTQ+ Lifeline](#): Call [1-866-488-7386](tel:1-866-488-7386) or text START to 678-678
- [The Network / La Red](#): Call 800-832-1901. This is an English/Spanish, LGBTQ, kinky and polyamory competent resource.

If your life or someone else's life is in danger, please call 911. If you are in a crisis and need help right away, please call the [National Suicide Prevention Lifeline at 988](#). Students dealing with heightened feelings of sadness or hopelessness, increased anxiety, or thoughts of suicide may also text "HOME" to 741741 (Crisis Text Line). See also the [Emergencies, After-Hours Options](#).

Student Support Resources

UNM Valencia and the broader UNM system offer a range of academic, personal, and advocacy resources to support your success. If you are unsure where to begin, your [academic advisor](#), staff at [PASOS Resource Center](#),

Academic Affairs Office, or I can help direct you to appropriate support.

PASOS Resource Center (Non-Academic Support)

Phone: (505) 925-8907

Email: pasos@unm.edu

The PASOS Resource Center serves as a “one-stop” hub for non-academic support services for UNM–Valencia students, including assistance with basic needs and campus navigation.

Pasos Resource Center: Tutoring Services

The Tutoring Services provides tutoring support in **math, science, writing, and other subjects** through the Learning and STEM Centers and the Writing Center. In person tutoring is in Pasos in the LRC (the building that also has the library). Tutoring in Zoom and, for writing, through email, is also available.

Making use of tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, visit the Learning Commons Bookings page. For Writing Center email appointments, complete the scheduling form and then send your draft to tutor@unm.edu.

If you experience difficulty with scheduling, need help in a subject not listed, or have questions, email tutor@unm.edu. Responses are provided during business hours (Monday–Friday). More information, including hours, is available on the Learning Commons Tutoring Services webpage.

Student Health and Counseling (SHAC – UNM Albuquerque)

Phone: (505) 277-3136

Contact SHAC if you:

- are experiencing active respiratory symptoms (e.g., fever, cough, sore throat) and need COVID-19 testing, or
- have recently tested positive and may need treatment.

LoboRESPECT Advocacy Center

Phone: 505-277-2911

LoboRESPECT provides a safe and welcoming environment for students to receive support and advocacy services in the aftermath of any form of crisis including, but not limited to, sexual assault/misconduct, harassment, or gender-based discrimination

Additional confidential support services are available through:

- Women’s Resource Center
- LGBTQ/Arcoiris Resource Center

UAP 2720 and 2740

Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek support and report incidents. Find confidential services at LoboRESPECT Advocacy Center, the Women’s Resource Center, and the LGBTQ Resource Center. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are “responsible employees” who must communicate reports of sexual harassment, sexual misconduct and sexual violence to Compliance, Ethics and Equal Opportunity. For more information, please see UAP 2720 and UAP 2740.

Land Acknowledgement

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The indigenous peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Office Hours

Office hours for this asynchronous course are held virtually via Zoom each week, with additional appointments available as needed. The current office-hours schedule, meeting link, and appointment instructions are posted in Canvas.

| Tip: You're welcome to drop in during these hours, or—if you prefer to ensure a timely meeting—email me in advance to schedule an appointment.

| Tip: Office hours are for more than emergencies—use them to discuss a reading, brainstorm ideas, workshop a thesis, test a structure, troubleshoot research, or plan a revision.