



Research Writing

ENG 21011

"Those that make you believe absurdities
can make you commit atrocities."
—Voltaire

A Kent State University Trumbull Campus Course

COURSE SYLLABUS

Dr. Carol L. Robinson

Email: clrobins@kent.edu

Website: cyberspacerobinson.org

Office Hours:

Sign up for a conference appointment to meet with me via KSU Google Chat. I am typically available at least five hours each week.

At any time during the semester, please feel free to stop by my office (during my office hours), email me (clrobins@kent.edu), or [sign up for an appointment](#) to meet with me via [KSU Google Chat](#), if you have questions or concerns!

First Day of Classes: January 13

Last Day to Add a Full Term Class or Change Sections: January 19

Martin Luther King, Jr. Day (No Classes): January 20

Last Day to Drop: January 26

Midterm Grades Available: March 4

Spring Break (No Classes): March 9-15

Last Day to Withdraw ("W" grade): March 30

Remembrance Day: May 4

Last Day of Classes: May 4

Final Exam Week: May 5-11

HINTS:



→ This **Course Syllabus** is your handbook to this course!

Every question about requirements, lessons, struggles, help, and comfort is in this document.

→ The **Course Plan** is your ultimate illusion of control over this course!

All the due dates for all the things you must do to succeed in this class are on this document.

Read each of these carefully, and keep them handy!

Required Course Materials

This course is 100% online and asynchronous. It requires a great deal of reading and writing.

- You must have consistent use of a reliable personal computer and Internet access. (Smartphones are not ideal for this class, especially for writing papers.) Computers are freely available for your use on your campus: check the Library and the Computer Center.
- Readings and Viewings:
 - You will be required to read and view numerous items throughout the semester. Reading is an intuitive way of helping to improve writing.
 - **You are required to acquire (purchase or borrow, any edition) two books:**
 - *The Prize Winner of Defiance, Ohio: How My Mother Raised 100 Kids on 250 Words or Less* (Terry Ryan)
 - *Kent State: Four Dead in Ohio* (Durf Backderf)
 - All other reading and viewing materials will be provided for you online.



- This course makes use of the following:
 - The lessons and many of the assignments are located on my private server space: <https://cyberspacerobinson.org/courses/research-writing/>. All the course lessons are housed here. Except for the two books (listed above), all of the course readings and viewings are either housed or linked from here. All of the assignments are also kept and/or linked here.
 - Most of the course materials are password protected; **the password is located in the Start Here module in Canvas.**
 - KSU Canvas (located through KSU Flashline – <https://login.kent.edu/>): This is the home for the course. The above course home and other materials and assignments are linked to or located in this site. You can find your grades for assignments here. We *might* use the Discussion Board later in the semester.
 - **KSU Google Drive:**
 - We will be using KSU Google Chat for online conferences. These conferences will use the text-chat feature, only (no video or voice). The reason for that is because our discussion will be automatically saved, so you can go back and look at it for reference.
 - **All your essay work must be done in KSU Google Documents.** Do not upload a paper written in another word processor! I want to be able to see your writing process, as well as your re-writing process, in action. I have tried to provide a link in this document; there is also a direct link on the Course Plan. You can always open up your KSU Google Drive account through Flashline (<https://login.kent.edu/>).

Course Description and Prerequisite

Prerequisite: ACT English score of 26 or higher; or SAT Evidence Based Reading and Writing score of 600 or higher; or minimum C- grade in ENG 11002, ENG 11011, or HONR 10197. Completion of 24 hours of course work is strongly recommended. Students who do not have the proper prerequisite risk being deregistered from the course.

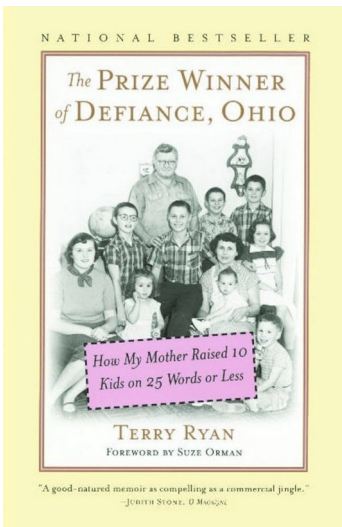
Kent Core Requirement: This course may be used to satisfy the Kent Core requirement. The Kent Core as a whole is intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers.

Catalog Description: Continuation of college-level writing instruction with emphasis on research and inquiry, culminating in a lengthy written and/or multi-modal project. This Tier II (21011) writing course builds on the foundations of the Tier I writing course. All outcomes are essential and must be taught. By the end of Tier II, all students should be taught these outcomes regardless of the course(s) taken. These outcomes are used for programmatic assessment and to ensure fairness for all students taking these courses. Instructors should use these outcomes as guidance for designing their courses.

Structure: This course provides a continuation of college-level writing instruction and experiences, with emphasis on research and inquiry, culminating in a lengthy written and multimodal project. This course is located fully online. *This course is asynchronous:* you may work on the lessons and assignments at any time of the day or night that you like. However, most of these lessons and assignments must be completed by certain dates. Furthermore, **the class is functioning on the time zone for Kent, Ohio.** If you are in a different time zone, you should check a web site (such as *The World Clock* at <http://www.timeanddate.com/worldclock/>) to make sure that you submit your work on time.

Course Focus: Primarily, we will focus on the study and practice of academic writing, including an introduction to the rhetorical principles, the writing process, critical reading, research, and technology. Students will be reading, viewing, researching, and writing about life and concepts of human rights as they did or didn't exist in Ohio between the late 1950s and early 1970s. *The Prize Winner of Defiance, Ohio: How My Mother Raised 100 Kids on 250 Words or Less* (Terry Ryan, co-creator of the T.O. Sylvester comic strip for the *San Francisco Chronicle*, 1983-1999) is a memoir (a historical account or biography written from personal knowledge and/or experiences) about growing up poor in the 1950s and 1960s, in Defiance, Ohio—with an alcoholic and abusive father and an upbeat and innovative mother. *Kent State: Four Dead in Ohio* (Dorf Backderf) is a history in graphic novel form (but it's not a novel) about students protesting against the Vietnam War at Kent State University, which resulted in the U.S. National Guard shooting at the students, killing four students. There are numerous

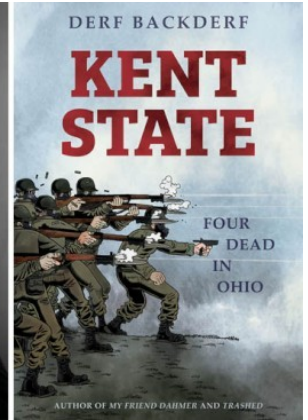
sub-topics that spin off from these two books, including: women’s rights, children’s rights, men’s rights, gender identity, sexuality, domestic violence, alcoholism and mental health, the ideology of the nuclear family, students’ rights, student voice, the Vietnam War, the role(s) of the National Guard, gun violence, democracy vs. fascism, democracy vs. communism, and Ohio economics.



Terry Ryan



Derf Backderf



Course Learning Outcomes

Rhetorical Knowledge—By the end of their Tier I writing course, students should be able to recognize the elements that inform rhetorical situations. This understanding should enable them to produce texts that

- Have a clear purpose
- Respond to the needs of intended audiences
- Assume an appropriate stance
- Adopt an appropriate voice, tone, style, and level of formality
- Use appropriate conventions of format and structure

In addition, by the end of the Tier II writing course, students should be able to

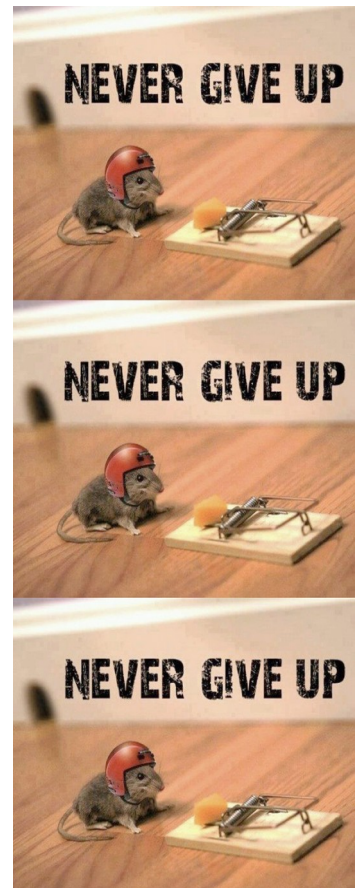
- Analyze argumentative strategies
- Employ appropriate argumentative strategies in their writing

Critical Thinking, Reading, and Writing—Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I course:

- Use reading and writing for inquiry, learning, thinking, and communicating
- Analyze relationships among writer, text, and audience in various kinds of texts
- Use various critical thinking strategies to analyze texts

In addition, by the end of the Tier II course, students should be able to

- Find and evaluate appropriate material from digital and print sources, and/or field data
- Analyze and critique sources in their writing
- Juxtapose and integrate ideas and arguments from sources
- Develop a clear line of argument that incorporates ideas and evidence from sources



Knowledge of Composing Processes—Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I course:

- Understand writing as a series of steps that includes generating ideas and text, drafting, revising, and editing
- Recognize that writing is a flexible, recursive process
- Apply this understanding and recognition to produce successive drafts of increasing quality

Collaboration—Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I course:

- Work with others to improve their own and others’ texts
- Balance the advantages of relying on others with taking responsibility for their own work

Knowledge of Conventions—Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I writing course:

- Employ appropriate conventions for structure, paragraphing, mechanics, and format
- Acknowledge the work of others when appropriate
- Use a standard documentation format as needed
- Control syntax, grammar, punctuation, and spelling

In addition, by the end of the Tier II writing course, students should be able to

- Employ appropriate textual conventions for incorporating ideas from sources, e.g., introducing and incorporating quotations; quoting, paraphrasing, and summarizing

Composing in Digital Environments—Throughout the Tier II writing course, students should build upon the foundational outcomes from the Tier I writing course. Developments in digital technology are expanding our understanding of “writing.” To the extent that technology is available and appropriate, by the end of their Tier I writing course students should be able to

- Understand the possibilities of digital media/technologies for composing and publishing texts
- Use digital environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts

In addition, by the end of the Tier II writing course, students should be able to

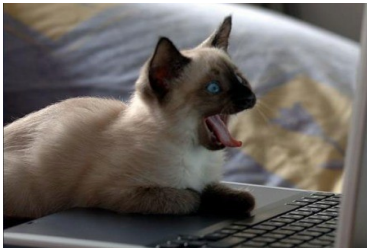
- Locate, evaluate, organize, and use research material collected from various sources, including scholarly library databases, other official databases (e.g., federal government databases), and informal internet sources.

Composing in Multimodal Documents—Like traditional written communication, multimodal texts and composing practices make meaning rhetorically, through conventions and for specific audiences, purposes, and contexts. By the end of the Tier II writing course, students should be able to

- Analyze and critique multimodal texts
- Employ multiple modes of representation rhetorically in their own composing

A Few Words about Alarming Student Writing

Think about what you are writing. Writing, by its very nature, can be easily misunderstood. Check your writing to be sure that you truly want your words to be read by a general public audience, much less by another individual. In addition, students should know that their instructors are responsible for reporting any evidence of a student’s possible intent to harm themselves or to harm others. Therefore, please avoid putting into writing anything that could be taken out of context, regardless of the intent, which would necessitate an instructor’s taking action to clarify the matter or to protect the student or others from harm.



Statement of Understanding

The subject matter in a College Writing course may include mature adult themes or ideas that challenge your personal views. These materials are meant to meet Ohio Transfer Module (OTM) Learning Outcomes for college composition courses and will not be modified based upon individual student beliefs or College Credit Plus (CCP) student participation.

Course Expectations:

These expectations are the plans, goals, and hopes of accomplishments for the course.

- You will compose a minimum of 5000 words of formal, edited text (e.g., 2-3 peer-reviewed and graded essays, 1 longer peer-reviewed and graded research essay, and 1 reflective essay).
- You will develop papers that move beyond personal experience, composing objective essays that include primary and secondary research.
- You will come to understand different patterns of writing argument styles, including: Aristotelian, Rogerian, and Toulmin.
- You will engage with writing as a process, including drafts, peer workshops, and revisions.
- You will come to understand purpose, audience, context, and focus as they relate to rhetorical conventions, including writing skills and discussion of ethos, pathos, logos, kairos, and logical fallacies.
- You will find, evaluate, integrate, and cite relevant, credible, scholarly sources (e.g. journal articles) using library databases/resources and integrate, synthesize, and summarize that information among their own words and ideas. Additionally, you may incorporate primary (e.g., observations, textual analysis, interviews, etc.) sources or information.
- You will read article-length, challenging academic works while balancing in-depth investigation of a theme with a focus on writing skills.
- You will incorporate and document scholarly, secondary sources (e.g., academic articles via library databases, credible online articles, etc.) in at least three essays, using a recognizable documentation format and style. One essay must be a full research paper that is 6-10 pages (2000-2500 words) that includes in-text citations and a complete References page.
- NOTE: The Writing Program prefers that instructors teach students [APA](#) and/or explain that APA is used more widely than MLA, but students have the choice to use whatever style is preferred in their major. *Please let me know which official style you will be using for the semester.*

Instructor Availability and Response Time

- ***I'm here for you. If you work hard, I will work hard to help you.***
- My office hours are online and by appointment. Feel free to sign up for an online conference appointment; if none of the appointment times work for you, please email me with times that you are available. See the sign-up sheets available online, linked to the course site.
- Feel free to email me whenever you have questions or concerns (clrobins@kent.edu). As a rule, I respond rather quickly to emails, often within the same hour. If you email me over the weekend (Friday afternoon to Sunday afternoon), I am likely to respond less quickly, but will do so by the end of the weekend. *Please allow for at least 72 hours response time.*



Student Responsibilities

Enrollment: University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking their class schedule (using Student Tools in Flashline) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

Academic Engagement Verification: In compliance with federal regulations, the University is required to report that enrolled students have participated in at least one academically related activity. If no academic activity is submitted by the end of the fourth week of the semester (for a full-term course) then a grade of NF (Never attended F) will be assigned. The NF mark will count as an F in computing grade point averages. Students who have received an NF mark will lose their access to Canvas.

To avoid an NF mark, students must participate in at least one academic activity as soon as possible and no later than the end of the fourth week. Examples of some of the acceptable academically related activity are: physically attended the

course (does not apply to online courses), submitted an academic assignment, completed an interactive tutorial, initiated contact with the instructor to ask a question about the academic subject matter, submitted an exam or quiz, participated in an online discussion about academic matters.

Notice of Copyright and Intellectual Property Rights: Any intellectual property displayed or distributed to students during this course (including but not limited to web pages, videos, notes, quizzes, examinations) by the professor/lecturer/instructor remains the intellectual property of the professor/lecturer/instructor. This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the professor/lecturer/instructor.

AI Use is Permitted—but Limited: You may want to consider having an overall statement in your syllabus and further clarification or reminders within specific assignments as to what AI uses are acceptable. Some students have been taught how to use AI whereas others are not sure where to begin. If you are suggesting or allowing AI in your course, you should provide guidance for students on which tools, writing productive prompts, and the limitations of the tools. Some students may be able to provide suggestions and strategies to other students and you may just need to provide a mechanism for facilitating that communication.

A Few Words Regarding Attitude

Writing is improved with both practice (lots and lots of writing) and with reading (lots and lots of reading). Everything we are reading or viewing is intended to focus and fuel your thinking. Everything you are writing about is intended to strengthen your thinking skills, so that your writing will improve. You do not have to like what you are writing about. You do not have to agree with what you are reading and viewing. You are, however, required to think critically and rationally about what you are reading and find ways to gracefully articulate your thoughts, including your opinions.

If you become stressed or find yourself not doing well in the course, don't "disappear" from the class. Instead, please do not hesitate to contact me. I am here for you. If you work hard, I will work hard to help you do as well as



possible in the course.

However, if you stop doing the course work, I will have no choice than to assume that you have given up on the course, and I will begin to give up on you. Even then, however, if you make the effort to reach out to me for help, as long as it is not too late, I will do what I can to help you succeed.

Professor's Philosophy

Each of these assignments are designed to help you improve your writing. While it is certainly possible to earn an "A" in this class, my philosophy is that there is no such thing as "perfect" writing—and that's

okay! Writing is, first and foremost, a process of growth in language use and communication. So, even "A" level essays (see the Rubric) can benefit from further improvement. Your writing process involves how you compose your essays in your head: the ideas tied to the readings/viewings, the research, the critical thinking, and the ways that you organize and coherently develop that thinking. Your writing skills involve the more traditional methods of written composition: sentence structuring, thesis statement, introductory paragraph, body paragraphs, and concluding paragraph. I believe that *everyone has something to state about everything*, and YOUR voice is just as important as anyone else's voice! The challenge is to strengthen your writing process in order to make those written thoughts easy to follow by others, because no two brains are alike, and everyone struggles (at some level) to understand everyone else.

Cheating and Plagiarism

Yes, it is possible to plagiarize and not understand that you are doing so. Part of the focus of this class is to learn how to avoid violating copyright laws. This is not cheating; it's learning to comply with the law. University policy 3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided for in this policy will be used to deal with any violations. If you have questions, please read the policy at <http://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism> **and/or ask your instructor.**

Writing Help

EVERYONE needs writing help from time to time. Sometimes, it's just impossible to see ways to improve the writing, or even to see little mistakes. (I have had students tell me that they have read an essay over-and-over without seeing a misspelled word or incoherent sentence construction; that happens to all of us.) Other times, especially with deep thinking, it can be difficult to "simplify" the thinking to make it understandable for others. *Everyone struggles with this!* It's my job to help you succeed in this class, and I'll do my best to help you do so. However, if you are struggling, and I do not seem to understand how to help you, there are other sources of help:

- **Kent State University at Trumbull Learning Center** (<https://www.kent.edu/trumbull/learning-center>) The Learning Center is now located in the Gelbke Library and will operate in-person and remotely.
- **Kent State University at Trumbull Online Writing Lab (OWL)** (<https://www.kent.edu/trumbull/owl>) If you are struggling with a written assignment and you do not have time to come to the Learning Center, you can send us your paper via this online form, and an English tutor will provide written feedback in 48 business hours.
- **Kent State University Writing Commons** (<https://www.kent.edu/writingcommons>) We Offer Three Session Types:
 1. Choose the "In-Person Meeting" session type for a face-to-face meeting in person with a writing consultant at our location on the 4th floor of the library.
 2. Choose the "Teams Meeting" session type for a video conference with a writing consultant, using your Kent State University Teams meeting application.
 3. Or send your work to the Writing Commons for Email Feedback from your writing consultant.



Library Support for the Writing Program and Freshman Honors Colloquium

(<https://libguides.library.kent.edu/CollegeWriting>) Information literacy education is a shared objective of the University Libraries and the Writing Program. Through a collaborative effort, an instructional program has been developed to better support Writing students on how to use the Libraries' resources to further their writing success. The Libraries offer both online and in-person library learning options. Consult this guide to learn more about our online tutorials and quizzes and about how to schedule an instructional session with a librarian.

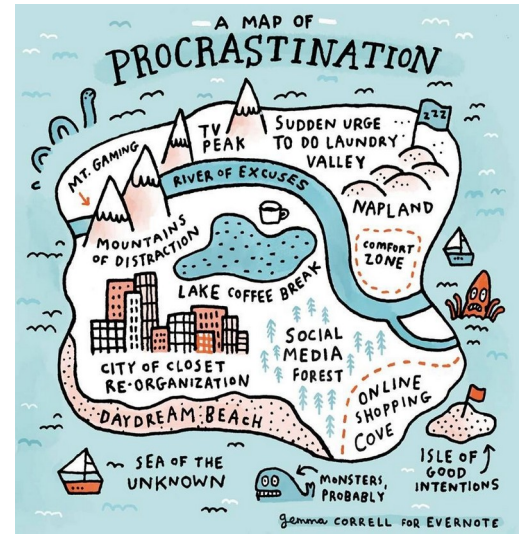
SAS: Student Accessibility Services

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact Elaine M. Shively at 330-675-8932 or visit <http://www.kent.edu/trumbull/student-accessibility-service>) for more information on registration procedures.



Regarding Missed, Late, or Incomplete Work

- With the exception of Mandatory Conferences and Writing Workshop assignments (see below), late work will be accepted for a period of time after the due date; however, points will be deducted for late submissions. For each day the work is late: 3% (1.5 out of a possible 50 points, 3 out of a possible 100 points, 6 out of a possible 200 points) will be deducted from the grade. No late work will be accepted if shared eight days or later past the due date, and no work will be accepted after **May 9, 2025**. **Essay Rewrites will not be accepted in place of un-submitted essays.**
- Missed Mandatory Conferences:** If you fail to hold your conference appointment with me during the conference period, you will earn 0 points; if you meet with me, you will earn full points—you are not being evaluated during our session. If you miss your conference appointment, and the period has not ended, feel free to sign up for another appointment. There are absolutely no conferences for points once the conference period has ended. However, you can still meet with me for feedback and advice (for 0 points).
- Missed or Late PEER Editing Workshop Work:** If you fail to meet and work with your partner(s) in a timely manner, your grade will be affected. If one of your partners fails to work with you, your grade will not be affected: continue to work without that individual—that partner may be removed from the group/partnership entirely. For more details, please see the Writing Workshop assignment.



Course Grades

All assignments will be weighted according to the percentage value. All assignments will be evaluated on a 100 point scale as follows:

LETTER GRADE	200 Point Scale	100 Point Scale	50 Point Scale	FINAL GRADE Conversion
A	200-187	100-94	50	4.0
A-	186-179	93-90	46	3.7
B+	178-173	89-87	44	3.3
B	172-169	86-85	42	3.0
B-	168-159	84-80	41	2.7
C+	158-153	79-77	39	2.3
C	152-149	76-75	37	2.0
C-	148-139	74-70	36	1.7
D+	138-133	69-67	34	1.3
D	132-129	66-65	33	1.0
D-	128-111	64-60	31	***
F	110	55	27	0.0

No grade for submitted work ever goes above an A (200, 100, or 50 points); likewise, no graded work ever goes below an F (110, 55, or 28, points); however, if an assignment is never submitted, or if it is submitted too late to be graded, it will receive ZERO points. Please see individual assignments for how items are graded.

Course Assignments

Mandatory Conferences

(10%, 100 points; each conference is worth 2.5% or 25 points)

Four times during the semester, you are required to meet with me for a conference. You may also meet with me either before or after each mandatory conference period, but doing so will not count as fulfilling the Mandatory Conferences requirement. During these conferences, we will discuss your writing work and any other questions or concerns you may have with the course. When you have your Mandatory Conference with me, you will earn the full 25 points; failure to meet with me means that you will earn ZERO points for this assignment.

Reflective Work

(15%, 150 points)

In preparation for your essay composition, you will create several reflective pieces about the items you are either reading or viewing. These are journals, and there will be three of them. Each journal is worth 5% (50 points).

More information is available on each journal assignment's page.

Composition Work

(65%, 650 points)

You must write and submit your essays as a KSU Google Document via KSU Google Drive; however, be sure to save a copy of it on your home computer. Detailed information regarding these assignments will be made available soon.

Essay One (10%, 100 points): This is to be an objective essay, about 1,000 words long, that asks students to think more critically and objectively about a topic other than themselves and includes secondary sources that might or might not be a common reading or instructor-chosen source that is non-fiction (e.g., not a science fiction novel nor a creative, literary essay). *More information is available on the assignment's page.*

Essay Two (10%, 100 points): This is to be another objective essay, about 1,000 words long, that includes secondary sources that students research and find themselves. *More information is available on the assignment's page.*

Essay Three (20%, 200 points): This is to be a well-researched essay, about 2,500 words long, that incorporates several secondary sources, most of which are scholarly rather than popular media and might also include some aspect of primary research (e.g., observations, textual analysis, etc.). Please note that this essay should not be a literary analysis. *More information is available on the assignment's page.*

Portfolio (25%, 250 points): This portfolio will include a revised Essay One or Two (50 points), a revised Essay Three (100 points), a visual presentation (e.g., video) of Essay Three (50 points), and a Reflective Essay (about 500 words) related to your composing process and rhetorical choices (50 points). *More information is available on the assignment's page.*

Writing Workshops

(10%, 100 points)

You will participate in workshops with a few of your peers, to help you complete each essay, as well as the work for your Portfolio. *More information is available on the assignment's page.* NOTE: It is possible to change workshop groups after each workshop ends (but not during a particular workshop).

Land Acknowledgement Statement

Endorsed by Faculty Senate 10/10/2022

We acknowledge that the lands of Kent State University were the previous homes of people who were removed from this area without their consent by the colonial practices of the United States government. Before removal, these groups created networks that extended from Wyoming to the Florida Coast and Appalachia and to the northern reaches of Lake Superior. These societies included people of the Shawnee, Seneca-Cayuga, Delaware, Wyandots, Ottawa and Miami. We honor their lives – both past and present – and strive to move beyond remembrance toward reflection and responsibility through honest accounts of the past and the development of cultural knowledge and community.

Family Educational Rights and Privacy Act (FERPA)

FERPA sets forth requirements regarding the privacy of student records. FERPA governs both the access to and release of those records and the information they contain. Under FERPA, faculty have a legal responsibility to protect the confidentiality of student records even from parents and guardians. For additional information about FERPA, please visit the university Registrar's webpage.

Diversity, Equity, and Inclusion Statement

Endorsed by Faculty Senate, 2/14/2022

Kent State University is committed to the creation and maintenance of equitable and inclusive learning spaces. This course is a learning environment where all will be treated with respect and dignity, and where all individuals will have an equitable opportunity to succeed. The diversity that each student brings to this course is viewed as a strength and a benefit. Dimensions of diversity and their intersections include but are not limited to: race, ethnicity, national origin, primary language, age, gender identity and expression, sexual orientation, religious affiliation, mental and physical abilities, socio-economic status, family/caregiver status, and veteran status.

Societies, Socializing, and Social Services

- **If you are seeking help with developing your career:**
 - [Kent State University at Trumbull Career Services](#): Kent State University at Trumbull is committed to supporting students in all aspects of the career development process. The Office of Career Services can assist students with major and career exploration, resume and cover letter development, interview preparation, job and internship search assistance, and graduate school planning.
 - [Kent State University at Trumbull Career Closet](#): Providing new and lightly worn clothing for every day professional occasions, including interviews, meetings, networking events, and more. Make a lasting impression without breaking the bank.
 - [Occupational Outlook Handbook](#)
 - [Kent Trumbull Internship Database](#)
- **If you want to connect with other people:**
 - [Kent State Women's Center](#): Established in 1996, the Kent State University Women's Center is here to support you as a student, faculty or staff member through advocacy and education about women, gender, and diversity. Through the promotion of dialogue and engagement with campus and community partners, we value diversity, foster inclusion and pursue equity of access, opportunity and experience for all.
 - [Kent State LGBTQ+ Center](#): The mission of the Kent State LGBTQ+ Center is to support an inclusive environment on all KSU campuses, advocate for all individuals and campus and community groups based on sexual and gender identity, maintains organizational capacity so that the work of the Center is efficient and effective, and builds community and a sense of belonging to support an inclusive environment. The Kent State University Lesbian Gay Bisexual Transgender Queer+ Center is an integral part of the University's role in a global society.
 - [Building Black Leaders](#): The Building Black Leaders Program (BBL) provides Black students with space, support, and opportunities to prosper not only as college students but as Black individuals within society. Program Areas: Relationship and Community Building, Academic Success, Personal and Professional Growth, Health and Wellness. Location: The Cultural Clubhouse (Student Services Building, Room 147)

- At Ease Military & Veteran Resource Center:
 Located in Room 180G in the Gelbke Library. a quiet space where active military and veterans can relax and access resources including:
 - G.I. Bill®
 - Counseling
 - Community Relations
 - Veteran Financial Aid Resources
 - Kent State University Resources
- **If you are struggling with housing and other basic care needs:**
 - Trumbull County Homeless Shelters and Social Services
 - Ohio Homeless Shelter Directory
 - Second Harvest Food Pantry
 - United Way 2-1-1
 - Trumbull County Job & Family Services (Food, Cash, Medical)
 - Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
 - Feeding America Online Search Tool
 - Ohio Supplemental Nutrition Assistance Program: If you are struggling with attaining food, you might qualify for assistance.
 - Ohio Foodbanks Organization: If you are struggling with attaining food, you might qualify for assistance.
 - Kent State University at Trumbull Care Closet and Food Pantry:
 Food pantry, personal items, clothing & much more! Please stop by the Student Services office to access the Care Closet during regular office hours, Monday through Friday, 8 a.m. – 5 p.m. You may also arrange an appointment by email: KSUTRUMBULLUSG@listserv.kent.edu or by phone, please call 330-675-8963. Located in the Student Service Building, past the Fitness Center in Room 144.
 - USDA National Hunger Hotline at 1-866-348-6479 or (1-877-842-6273 for Spanish)
- **If you are a victim of domestic violence (regardless of gender):**
 - Ohio Domestic Violence Network
 - Domestic Shelters of Ohio Directory
 - Kent State Women’s Center
 - Kent State LGBTQ+ Center
- **If you are considering harming yourself, having anxiety attacks, suffering from depression, or just don’t feel right::**
 - Kent State also offers Psychological Services, including tele-therapy.
 - You can also find a list of resources, including domestic violence at Mental Health Help.
 - Step Up & Speak Out is a suicide prevention campaign with one of the most comprehensive lists of resources available for students, including campus-specific information.
 - Kent Trumbull Recovery Community:
 Barbara Ozimek, MA; LPCC-S, CDCA
 330-675-7603
bozimek@kent.edu
 Location: 102C, Technology Building (Trumbull Campus)
 - Campus Counseling Services (Free)
 - Kent Trumbull Recovery Community
 - Suicide & Crisis Lifeline
 - United Way 2-1-1

Remember:

At any time during the semester, please feel free to email me (clrobins@kent.edu), or to sign up for an appointment to meet with me via KSU Google Chat, if you have questions or concerns!



By the way, this is my dog, Betty Zing (a basset hound). She's the course mascot.



Dr. Carol Robinson

If you work hard, I will work hard to help you succeed!

No work will be accepted after May 9, 2025 (11:59pm, EST)!