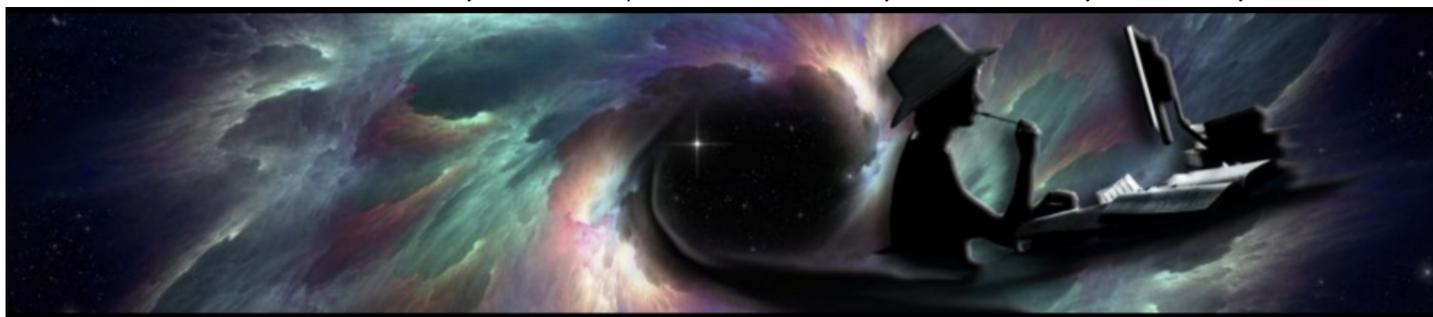


ENG 11011 College Writing

Section 701 (CRN: 12674) & Section 706 (CRN: 12679)

This is a Kent State University Trumbull campus course that meets fully on land on Tuesdays and Thursdays.



🔗 Reading to Think 🔗

🔗 Thinking to Write 🔗

Fall 2025 Course Syllabus

Dr. Carol L. Robinson

BEST WAYS TO CONTACT ME:

- **OFFICE HOURS:** 2:30-4:00pm, Tuesdays & Thursdays
- **Do not send me messages from within Canvas or via KSU Google Chat!** It is likely I will not see the message in a timely manner.
- The best way to communicate with me is by:
 - talking with me after class
 - coming to my office during office hours
 - signing up for a KSU Google Chat conference appointment
- The second best way to communicate with me is by sending me an email (clrobins@kent.edu).

I am also available each week of the semester for online real-time text conferences (KSU Google Chat). *Times vary and are strictly by appointment. See the Course Site for more information.*

First Day of Classes: August 18, 2025

Last Day to Add a Full Term Class or Change Sections: August 24, 2025

Last Day to Drop: August 31, 2025

Midterm Grades Available: October 6, 2025

Last Day to Withdraw ("W" grade): October 26, 2025

Last Day of Classes: December 7, 2025

Final Exams Week: December 8-13, 2025

Final Course Grades Available: December 17, 2025

Labor Day (No Classes, Offices Closed): September 1, 2025

Fall Break (No Classes): October 2-5, 2025

Veterans Day Observance (No Classes, Offices Closed): November 11, 2025

Thanksgiving Recess (No Classes): November 26 – 30, 2025

Dr. Robinson's Cyberspace:

<https://cyberspacerobinson.org/>

Email: clrobins@kent.edu

Office Phone: 330-675-8907

Course Catalog Description Tier I - College Writing I - ENG 11011 (3 Credit Hours)

The study and practice of academic writing, including an introduction to rhetorical principles, the writing process, critical reading, research, and technology. **Prerequisites:** ACT English score of 0-25; or SAT Evidence-based Reading and Writing score of 200-590 (see Placement in Writing Courses for full information). Students in the course who do not have the proper prerequisites risk being deregistered from the course. All Kent campus students begin the College Writing sequence with ENG 11011. Please note: the prerequisite for ENG 21011 (Research Writing) is a minimum C- grade in ENG 11011. **This course may be used to satisfy a Kent Core requirement.** This course may be used to satisfy a 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.

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 regardless of where the course instruction occurs (i.e., online, on a Kent State campus, or at high school location).



Enrollment

The official registration deadline for this course is **August 24, 2025**. 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 his/her class schedule (using Student Tools in FlashLine) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

A Few Words about Alarming Student Writing



Think about what you are writing. Writing therapy is good, and everyone should express themselves that way, but consider the effect of such writing upon others. 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. Students should be aware that writing, by its very nature, can be misunderstood. 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 in 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.

Minimal Course Requirements and Expectations

Students must compose a substantial amount and variety of work in order to demonstrate that they have met the first four outcomes. Learning to write and writing to learn are often discrete activities, but both should be part of the writing class. To that end, students in this writing class will:

- Compose a minimum of 5000 words of formal edited text (e.g., 3-4 peer-reviewed and graded essays on selected topics and 1 reflective essay).
- In addition to these graded pieces of writing, students will also produce informal writing that may consist of, but is not limited to, journals, process or research logs, responses to reading assignments, free-writing activities, peer responses, and multiple drafts for each graded writing assignment.
- Develop papers that have a point such that personal experience, narratives, or other modes are not assigned for their own sake but to further a continuing argument or thesis, helping students compose a variety of textual lengths of varying difficulties.
- Engage with writing as a process, including drafts, peer workshops, and revisions.
- Achieve coherence and unity with topic, focus, paragraph organization, etc., writing essays more complex and thoughtful than five-paragraph themes.
- Integrate quotations, summaries, and/or paraphrases relevant to a thesis, topic, or communal reading during a later assignment, learning to summarize and synthesize secondary information.
- Incorporate and document secondary sources (e.g., scholarly articles via library databases, credible online articles, etc.) in at least two essays, using a recognizable documentation format and style (e.g., MLA or APA). The Writing Program prefers that instructors teach students APA and/or explain that APA is used more widely than MLA and afford students the choice to use whatever style is preferred in their major.

Course Learning Outcomes

By the end of Tier I (01001 and 11002 or 11011), all students should be taught these outcomes regardless of the course(s) or sections taken. These outcomes are mandated by the Ohio Transfer 36 (OT36) and used for programmatic assessment and to ensure fairness for all students taking these courses. Because ENG 01001 and 11002 are the equivalent of 11011, the Learning Outcomes are the same.

Rhetorical Knowledge

Students will develop their understanding of rhetorical situations as they read and write in several genres.

By the end of their first writing course, students should

- Understand how genre conventions shape the texts they read and should shape the texts they
- compose.
- Understand the possibilities of electronic media/technologies for composing and publishing texts for
- a variety of audiences.
- Compose 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.
- Recognize common rhetorical strategies and appeals.
- As appropriate, attempt to employ rhetorical strategies and appeals in their own writing.

Critical Thinking, Reading, and Writing

Students will develop their critical thinking skills as they analyze model texts and secondary sources.

By the end of their first writing course, students should be able to

- Use reading and writing for inquiry, learning, thinking, and communicating.
- Locate and evaluate secondary research materials, including visual texts such as photographs, videos, or other materials.
- Analyze relationships among writer, text, and audience in linguistically diverse texts.
- Use various critical thinking strategies to analyze texts.
- Develop a clear line of reasoning and recognize how incorporating ideas and evidence from sources can strengthen their work.

Knowledge of Composing Processes

Students will work individually and collaboratively to hone their revising and editing skills.

By the end of their first writing course, students should be able to

- Recognize that writing is a flexible, recursive process that typically involves a series of activities, including generating ideas and text, drafting, revising, and editing.
- Use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and exploring texts.
- Discover and reconsider ideas through drafting, reviewing, and revising.
- Recognize the difference between revising and editing and understand why both processes are critical.
- Understand that writing is often collaborative and social. To demonstrate that understanding, students should be able to
- Work with others to improve their own and others' texts.
- Balance the advantages of relying on others with taking responsibility for their own work.
- Apply this understanding and recognition to make global and local revisions.

Knowledge of Conventions

Students will study genre conventions and apply appropriate conventions to their own work.

By the end of their first writing course, students should be able to

- Recognize the genre conventions for structure, paragraphing, tone, and mechanics employed in various rhetorical contexts.
- Use syntax, grammar, punctuation, and spelling appropriate to particular rhetorical situations.
- Select and employ appropriate conventions for structure, paragraphing, mechanics, format, and design.
- Acknowledge the work of others and use a standard documentation format as needed.

Required Course Materials

This course is 100% online and asynchronous. It requires a great deal of reading and writing, as well as working through videos provided in the lessons.

- 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) the book, *Hidden Figures* (by Margot Lee Shetterly); you will be reading it during the latter part of the semester.
 - All other reading and viewing materials will be provided for you online, in the course lessons.
- You must have consistent use of a reliable personal computer and Internet access. (Smartphones are not ideal for this class, especially for writing papers.)



This course makes use of the following:

- All the lessons, assignments and most of the assigned readings/viewings (but not the book, *Hidden Figures*) are located on my private server space: <https://cyberspacerobinson.org/college-writing/>.
The site's password is located in the Start Here module in Canvas.
- **WeJoinIn.com: This is an online sign-up sheet for making an appointment to meet with me.**
- **KSU Canvas** (located through KSU Flashline – <https://login.kent.edu/>): This is the KSU home for the course.
 - The above course external home and other materials and assignments are linked to or located in this site.
 - Weekly Updates & Reminders are posted to the course site in KSU Canvas.
 - Student Grades are posted to the course site in KSU Canvas
- **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 KSU Flashline (<https://login.kent.edu/>).

Student Responsibilities

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.

- Go through the **START HERE** page and watch the course video tour.
- You must have reliable technology for this class.
- Read this Course Syllabus and the Course Plan—carefully!
- Follow the directions for all assignments completely.
- Complete all lessons, all reading assignments, all writing workshop assignments, all mandatory conferences, all essay assignments.
- Read the Updates & Reminders announcements that are sent out each week.
- You must manage your time wisely, including computer and Internet access.



A Few Words Regarding Attitude

“For every credit hour, students are expected to spend 2 – 3 hours per week working outside of class. For example, for a 3 credit hour class, students should expect to put in 6 – 9 hours per week outside of class, studying or doing assignments” ([KSU Protect Your GPA](#)). 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.

Course Time and Location

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.

Instructor Availability and Response Time

Feel free to come by my office on Tuesdays and Thursdays, 2:30-4:00pm. I am also frequently available for online conferences (text-chat) via KSU Google Chat. Feel free to sign up for a conference appointment



(linked to our class site); you do not have to wait for your mandatory conference appointment to meet with me. If none of the appointment times work for you, please email me with times that you are available. Alternatively, 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. Nevertheless, please allow for at least 48 hours response time. ***I'm here for you. If you work hard, I will work hard to help you.***

Some Assignment Details

Grade Distribution

Mandatory Conferences:	7.5%	75 points
Writing Workshops:	10%	100 points
Discussions	22.5%	225 points
<u>Essay Work:</u>	<u>60%</u>	<u>600 points</u>
	100%	1000 points



Writing Workshop: 10% (100/1000 total possible points)

During the final third of the semester, you will be assigned to either a partner or a group (within which you may work with a partner for most of the time). You will be providing guided feedback to your partner(s) on essay revisions and the development of Essay Four. *See the Writing Workshop assignment for due dates and division of points!*

Discussions: 22.5% (225/1000 total possible points)

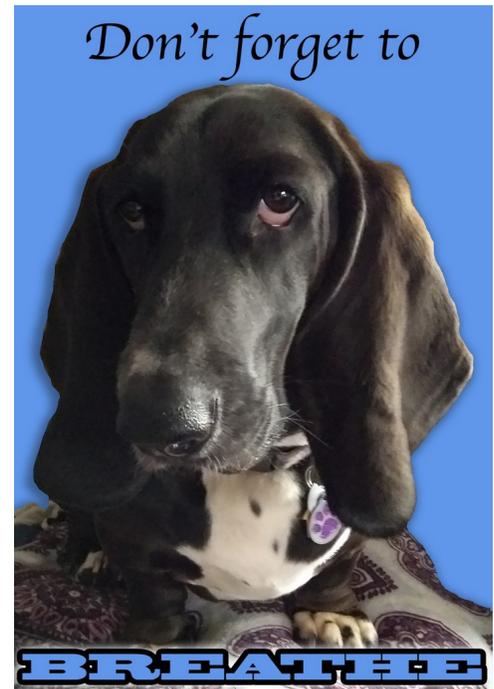
- Leadership
 - First Discussion Leadership: 50 points
 - Second Discussion Leadership: 50 points
 - Third Discussion Leadership: 50 points
- Participation
 - First Discussion Participation Day: 15 points
 - Second Discussion Participation Day: 15 points
 - Third Discussion Participation Day: 15 points
 - Fourth Discussion Participation Day: 15 points
 - Fifth Discussion Participation Day: 15 points

As you research and mold your thoughts for your writing, you will keep detailed notes and/or outlines of ways to build (or revise) your essays. Periodically, you will share your notes in a slide presentation as a means for leading discussion about a particular work. You will earn points for this. If you are not leading a discussion, you will earn points for participating. *See the Discussions assignment for more information.*

Essay Work: 60% (600/1000 total possible points)

- Essay One: 50 points
- Essay Two: 100 points
- Essay Three: 100 points
- **Portfolio:**
 - Revision and Conversion of Essay One: 50 points
 - Revision Essay Two *or* Three: 100 points
 - Essay Four: 200 points

You will be writing four essays, plus two essay revisions. The essays are to be typed in into a KSU Google Document: **you must compose your essays using KSU Google Docs. All revisions must be made on the original essay draft document in KSU Google!** Five points will be deducted from the grade of each essay that is composed/ revised any other way. Each essay must contain citations and formatting done in **APA documentation style**. In compliance with the Ohio Department of Higher Education, the KSU Writing Program prefers that composition instructors focus on teaching students APA citation style.



Mandatory Conferences: 7.5% (75/1000 total possible points)

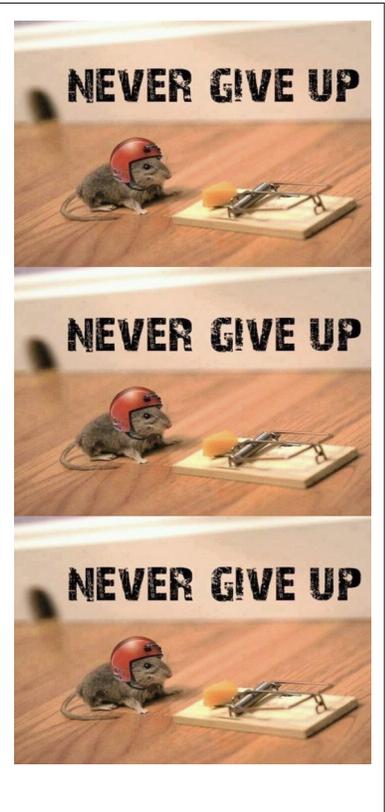
- Mandatory Conference Period #1: 25 points
- Mandatory Conference Period #2: 25 points
- Mandatory Conference Period #3: 25 points

Four times during the semester, you are required to meet with me online (KSU Google Chat) for a text-based conference. These are not going to be video chats! (*This is a writing class: we write!*) Online Conference Appointments sign-up sheets will be posted at the Course Lessons site (outside of Canvas) and linked to the Course Plan; you should sign-up for a single appointment any time during the designated period for each mandatory conference. During these conferences, we will discuss your writing work and any other questions or concerns you may have with the course. If you fail to hold your conference appointment with me during the mandatory conference period, you will earn zero points; if you meet with me, you will earn the full 25 points—you are not being evaluated during the conference. **You may also meet with me for additional conferences** (for additional help, not additional points) at any time during the semester; online sign-up sheets will be made available for these appointments as well.

Course Grades

No grade ever goes above the level of an A+ (never above 100/100 possible points, for example); likewise, no graded work ever goes below the upper level of an F points (never below 55/100 points, for example); however, if an assignment is never submitted, or is submitted too late to be graded, it will receive ZERO points. If your final course score is 64-63%, you will earn a D for the course; if your final course score is 62-60%, you will earn an F for the course. All assignments will be weighted according to the percentage value. All assignments will be evaluated on a 100 point scale as follows:

GRADE	Assignments Worth					FINAL GRADE Conversion
	25 points	50 points	75 points	100 points	200 points	
A+	***	***	***	100-97	200-194	4.0
A	25	50	75	96-94	192-188	
A-	***	***	***	93-90	186-180	3.7
B+	***	***	***	89-87	178-174	3.3
B	21	43	64	86-84	172-168	3.0
B-	***	***	***	83-80	166-160	2.7
C+	***	***	***	79-77	158-154	2.3
C	19	38	56	76-74	152-148	2.0
C-	***	***	***	73-70	146-140	1.7
D+	***	***	***	69-67	138-134	1.3
D	16	33	49	66-64	132-128	1.0
D-	***	***	***	63-60	126-120	***
F	14	28	41	55	110	0.0



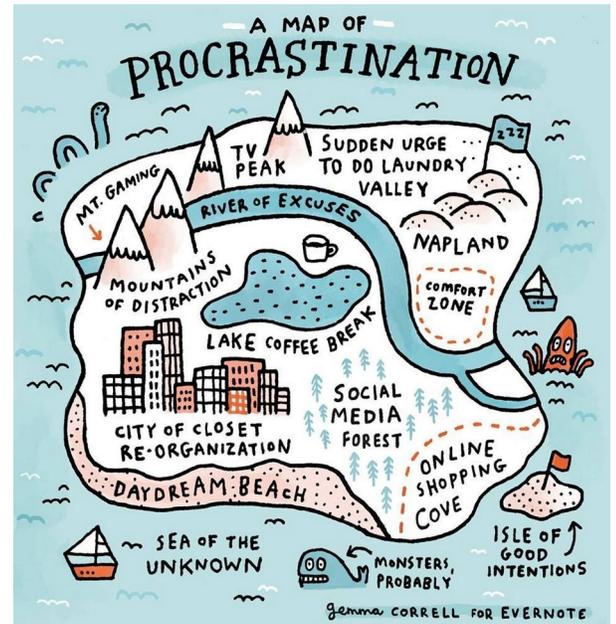
No grade for submitted essay work ever goes above an **A**; likewise, no graded essay work ever goes below an **F**; however, if an assignment is never submitted, or if it is submitted too late to be graded, it will receive ZERO points. This rule does not apply to either study surveys or writing workshop work. **Grading Rubrics are located at the bottom of each assignment.**

Cheating and Plagiarism

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.

Regarding Missed, Late, or Incomplete Work

- **In Summary:**
 - NOT ACCEPTED LATE:
 - Mandatory Conferences
 - Writing Workshop assignments
 - Essay Rewrites will not be accepted in place of unsubmitted essays.
 - *Exceptions will be made for medical and similar concerns.*
 - ACCEPTED LATE: late essay, journal, and reading summary assignment 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 December 12, 2025.**
- **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. If there are no more available appointments, then you obviously waited too long to sign up for an appointment, and you will earn 0 points for that conference. 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 Workshop Work:**
 - If you fail to meet and work with your partner(s) and/or if you miss particular workshop deadlines,
 - your grade will be affected, and you might be removed from your group.
 - If you are removed from your group, it is possible that you will be added to another (later formed) group, but this is not at all guaranteed.
 - 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.
 - You have the option to forgive a partner for tardy work and continue to work with that partner, but you are not at all obligated to do so.



SAS: Student Accessibility Services

Kent State University is committed to inclusive and accessible education experiences for all students. 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.

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.

Kent State University Writing Program: Artificial Intelligence Policy

Composition courses like ENG 11011 (College Writing) and ENG 21011 (Research Writing) require and expect students to compose and convey original ideas and demonstrate individual and collaborative abilities in writing. Becoming a better writer takes practice and some uses of AI tools rob you of that practice. Just like you wouldn't build a robot to do your reps at the gym and expect to become stronger, if you let a text-generating tool produce your text, your writing skills won't grow and adapt to the demands of college writing and beyond. Unacceptable uses of artificial intelligence (AI) assistance will be treated the same as plagiarism and/or an academic dishonesty violation.

Examples of acceptable AI use or assistance can include:

- Brainstorming a topic
- Generating search terms or keywords for research
- Creating an outline for an essay or generating an outline from an existing text.
- Formatting citations (keep in mind that while AI can format citations, it often includes incorrect quotations and citations within a text). For more useful, credible source consider using services like Crossref (<https://www.crossref.org/>)
- Finding errors and receiving general suggestions for improving without using AI tools to explicitly compose an essay or text
- Searching for specific information as one would do with search engines, browsers, and databases
- Generating AI artwork, audio, images, or videos with proper credits provided

Examples of unacceptable AI use or assistance can include:

- Using AI to write entire essays or complete unfinished portions of an assignment, unless the use of AI is a part of the assignment
- Using AI to rewrite significant portions of a text
- Using AI tools to improperly credit any artistic piece used for illustrative purposes

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.

Social Services

If you are in need of mental health assistance, please know that the University provides several resources.

- **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**. You can also find a list of resources, including domestic violence at **Mental Health Help**. Kent State also offers **Psychological Services**, including teletherapy.
- If you are struggling with attaining food, you might qualify for assistance from the **Ohio Supplemental Nutrition Assistance Program** or from the **Ohio Foodbanks Organization**.
- The Trumbull Campus also has a Care Closet: contact Nancy Barker for access (nbarker4@kent.edu).
- If you are struggling with housing and other basic care needs, please contact the **Trumbull County Homeless Shelters and Social Services** or the **Ohio Homeless Shelter Directory**.
- These sites also provide information for women in need of shelter, but if you are a victim of domestic violence (regardless of gender), you can also contact the **Ohio Domestic Violence Network**, **Domestic Shelters of Ohio Directory**, or even the **Kent State Women's Center**.
- **Beatitude House** also provides services to support housing and food needs.
- For other helpful information, visit: <https://www.kent.edu/stepupsspeakout/trumbull>.

Request for Religious Accommodations

The University welcomes individuals from all different faiths, philosophies, religious traditions, and other systems of belief, and supports their respective practices. In compliance with University policy and the Ohio Revised Code, the University permits students to request class absences for up to three (3) days, per term, in order to participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization. Students will not be penalized as a result of any of these excused absences. The request for excusal must be made, in writing, no later than fourteen (14) days after the first day of instruction in a particular course and include the date(s) of each proposed absence or request for alternative religious accommodation. The request must clearly state that the proposed absence is to participate in religious

activities. The request must also provide the particular accommodation(s) you desire. You will be notified by me if your request for accommodation is approved, or, if it is approved with modification. I will work with you in an effort to arrange a mutually agreeable alternative arrangement. For more information regarding this Policy you may contact the Student Ombuds (ombuds@kent.edu).

A Few More Notes from Dr. Robinson:

- **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 Hangouts/Meet, if you have questions or concerns!**
- I believe that it is important for all students to feel that they belong in this learning environment.
- I am committed to the creation and maintenance of a learning space that welcomes all students to be their authentic selves. We are all responsible for creating this learning community in which individuals feel that they can honestly and openly share their perspectives.
- This course is a learning environment where all will be treated with respect and dignity, and where all individuals will have the opportunity to succeed.
- The differing experiences, backgrounds, and perspectives that each student brings to this course are viewed as strengths that benefit our learning. I am committed to honoring each student as an individual who contributes to our collective learning in unique and valuable ways.
- I expect students to engage in dialogue that is respectful of all (peers and professor) and to practice civility in all interactions. This means:
 - debating ideas, not people
 - listening without interruption
 - advocating for one's ideas without making personal attacks
 - pointing out why you disagree with a viewpoint in a civilized and rational voice.
- Practicing respect and kindness is a priority.

**NO WORK
WILL BE ACCEPTED AFTER
December 12, 2025
(11:59pm, EST)**

Final Course Grades Available: December 17, 2025



No Meanies Allowed!

Thank you for joining this class!