

# HONR 10197 Freshman Honors Colloquium I

**Trumbull** Sec. 767 CRN 14304 (Room 150, Classroom-Administration Building)

**Tuscarawas** Sec. 868 CRN 14305 (Room A202, Founders Hall)

**Stark** Sec. 668 CRN 20217 (Room 3, Stark Library)



## Fall 2024 Course Syllabus

### Dr. Carol L. Robinson

#### **BEST WAYS TO CONTACT ME:**

**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 are **email**, or by signing up for a KSU Google Chat **appointment**.

**Office Hours:** I am 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 19, 2024

**Last Day to Add a Full Term Class or Change Sections:** August 25, 2024

**Last Day to Drop:** September 1, 2024

**Midterm Grades Available:** October 9, 2024

**Last Day to Withdraw ("W" grade):** October 27, 2024

**Last Day of Classes:** December 8, 2024

**Final Exams Week:** December 9-15, 2024

**Final Course Grades Available:** December 19, 2024

**Labor Day (No Classes, Offices Closed):** September 2, 2024

**Fall Break (No Classes):** October 3-6, 2024

**Veterans Day Observance (No Classes, Offices Closed):** November 11, 2024

**Thanksgiving Recess (No Classes):** November 27 – December 1, 2024

**Dr. Robinson's Cyberspace:** <https://cyberspacerobinson.org/> **Email:** [clobins@kent.edu](mailto:clobins@kent.edu) **Office Phone:** 330-675-8907

### Course Catalog Description

#### **HONR 10197 FRESHMAN HONORS COLLOQUIUM I (KCMP) 1-4 Credit Hours**

(Repeatable for credit) Required of all honors freshmen in lieu of College Writing. Stresses exploration, discussion and communication of ideas expressed in works related to theme of colloquium. **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.

### More Details

Considered by most Honors alumni as the most important course they had in college, Freshman Honors Colloquium (FHC) is the foundational course for the Honors Experience. While FHC satisfies the College Writing requirement of the university, it is much more than freshman English. In FHC, a cohort of students meet with the same Professor for both semesters, focusing on critical thinking, examining ideas closely, and expressing their own ideas in both oral and written form. This unique course is students' first opportunity to develop and understand the long argument—the ability to follow trains of thought and ideas that reach back through the year, bringing together many lines of argument and reasoning. (<https://www.kent.edu/honors/freshman-honors-colloquium>)

### Class Theme

For Freshman Honors Colloquium I (Fall 2024), we will deepen our understanding of the concepts of *adaptation* and *appropriation* in and between various media of literature, music, and motion pictures. For example, we will expand upon the meanings of *motion pictures* (pictures in motion)—from toys, to celluloid film, to video, to video games—and their relationship(s) to *literature* (poetry, stories, plays). Additionally, we will factor into our discussions the ideas of both *organic intelligence* and *artificial intelligence* and the ways in which each adaptations and appropriations. All materials will be provided, **except** that you will have to choose one piece of literature that has been either adapted into or adapted

from motion picture media. You are not required to purchase these materials, but you may need to make use of a library in order to attain them.

For Freshman Honors Colloquium II (Spring 2025), we will narrow down from the above focus in order to examine motion pictures and literature—in terms of adaptation and appropriation—as impacted by organic and artificial intelligences. That is, we will apply skills of analysis gained from Freshman Honors Colloquium I in order to study *medievalism* in contemporary times (1960s to now). Images of the European Middle Ages have been adapted and/or appropriated in both ethical and unethical ways, from simple fantasy play to pushing a political agenda. All materials will be provided, **except** that you will have to choose one piece of literature that has been either adapted into or adapted from motion picture media. You are not required to purchase these materials, but you may need to make use of a library in order to attain them. Again, I will start the semester with some “pet” works of my own, but the class will have the opportunity to suggest and vote upon other works of motion pictures and literature to also examine.

## **College Writing Course Learning Outcomes for Freshman Honors Colloquium I**

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.

### **Minimal Course Requirements**

*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 the first writing class will

- Compose a variety of texts with opportunities to consider and clarify their ideas in light of response from others, including teachers and peers.
- Produce at least 5000 words of text that has been thoughtfully revised and copyedited to meet the expectations of particular rhetorical situations. Multimodal texts may be included as part of the overall body of work students produce in the course.
- Complete frequent low-stakes or writing-to-learn activities such as single-draft reading responses, journals, in-class efforts, and discovery drafts.

## **Required Course Materials**

This is a hybrid online and “on-land” (via Zoom) course. 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.
  - All 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:
  - The lessons and many of the assignments are located on my private server space: <https://cyberspacerobinson.org/college-writing/>
    - All the course lessons are housed here.  
The lessons are password protected; **the password is located in the Start Here module in Canvas.**
    - All of the course readings are either housed or linked from here.
    - All of the assignments are also kept here.
  - **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.
    - The lessons password is located in the **START HERE module in Canvas.**
    - 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/>).
- **WeJoinIn.com**: This is an online sign-up sheet for making an appointment to meet with me.

## Course Time and Location

*This course meets 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.

## 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 and viewing assignments, all discussion work, all mandatory conferences, all essay assignments.
- Read the Updates & Reminders announcements that are sent out each week.



## 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.

## Instructor Availability and Response Time

I am frequently available for online conferences (text-chat) via KSU Google Hangouts/Meet. 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](mailto: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

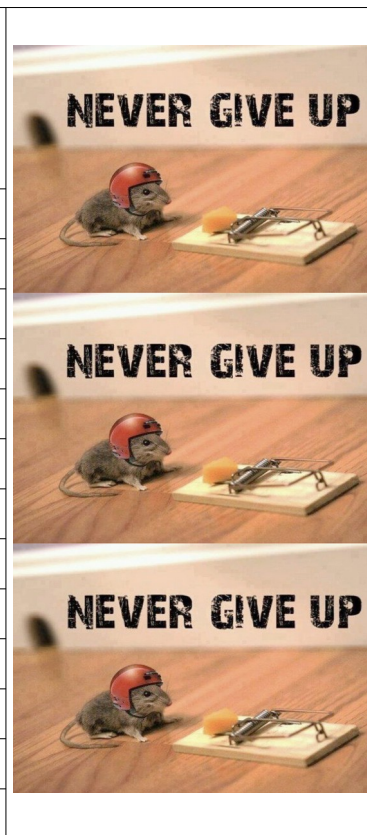
### Grade Distribution

Study Surveys	5%	50 points
Mandatory Conferences:	5%	50 points
Discussions:	15%	150 points
Essay Work:	75%	750 points
	100%	1000 points

### 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	Study Surveys 10 points each	Discussions 50 points each	Essays 1-4 & Essay 1 Revision 100 points each	Essay 4 250 points 250 points	FINAL GRADE Conversion
A+	10	125	100-97	250-243	4.0
A	***	***	96-94	242-235	4
A-	9	***	93-90	234-225	3.7
B+	***	***	89-87	224-218	3.3
B	8	105	86-84	217-210	3.0
B-	***	***	83-80	209-200	2.7
C+	***	***	79-77	199-193	2.3
C	7	95	76-74	192-185	2.0
C-	***	***	73-70	184-175	1.7
D+	***	***	69-67	174-168	1.3
D	6	85	66-64	167-160	1.0
D-	***	***	63-60	159-150	***
F	5	70	55	138	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.**

### Study Surveys 5% (50/1000 total possible points)

There are ten surveys, each worth 10 points. These are open-book quizzes focused upon lessons that are not directly relevant to the content of essay assignments. Their format will be a combination involving true/false, multiple choice, and/or short answer. **Each survey will be posted by the Monday before it is due and will not be available after the due date.** Thus, you will have five days to complete the survey. **You cannot make up a missed survey after the due date, unless you provide a valid excuse.**

### Discussions: 15% (150/1000 total possible points)

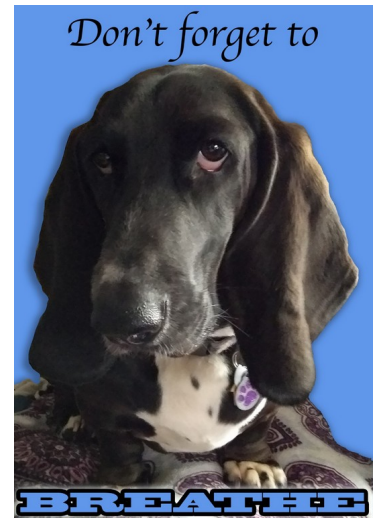
These will be held both in class and online. If you miss a class, you are obligated to write twice as much for the online discussion that week. The in-class discussions are intended to fuel the online discussions; however, the online discussions may also fuel the in-class discussions. These discussions are for

demonstrating having gone through the materials that week, as well as for deepening thinking about those materials (thinking to write). More information is forthcoming.

### Mandatory Conferences

#### 5% (50/1000 total possible points)

- Mandatory Conference Period #1: 25 points
  - Mandatory Conference Period #2: 25 points
- Twice 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.



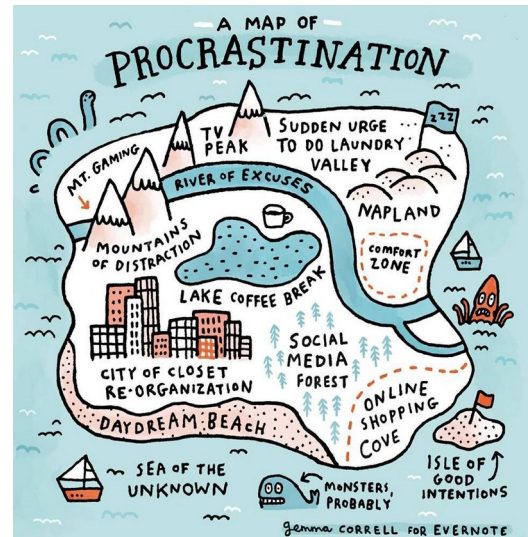
#### Essay Work: 75% (750/1000 total possible points)

- Essay One: 100 points
- Essay Two: 100 points
- Essay Three: 100 points
- Essay Four: 100 points
- Revision of Essay One: 100 points
- Essay Five: 250 points

You will be writing five essays, plus one essay revision. Also, Essay Five will go beyond print to include other forms of media expression. 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.

### Regarding Missed, Late, or Incomplete Work

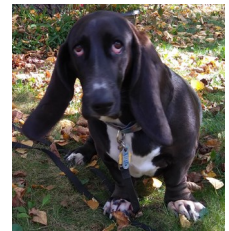
- NOT ACCEPTED LATE:
  - Mandatory Conferences
  - Study Surveys
  - Writing Workshop assignments
  - Essay Rewrites will not be accepted in place of un-submitted essays.
  - *Exceptions will be made for medical and similar concerns.*
- ACCEPTED LATE: late essay assignment work will be accepted for a 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 9, 2024.**



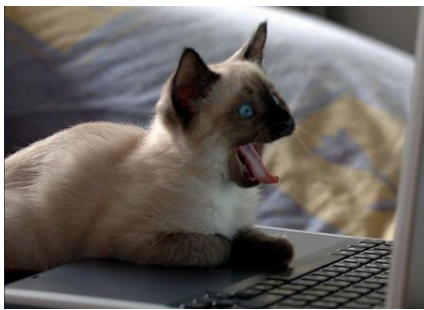
- **Missed Mandatory Conferences:** If you fail to hold your conference appointment with me during the conference period, you will earn 0 points; if you meet with me, you will earn full points—you are not being evaluated during our session. If you miss your conference appointment, and the period has 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.

## 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).



## 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.

## 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

## **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.

## **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.

## **Enrollment**

The official registration deadline for this course is **August 25, 2024**. 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.

## **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.

## **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](mailto: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/stepupspeakout/trumbull>.

## 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. For more information, visit the **Division of People, Culture and Belonging**.

## Racial Equity Statement

Kent State University has a storied history of advocacy and student activism that informs and shapes both the identity and actions of the institution and its community members. KSU takes pride in its reputation as an institution where anti-racism has taken roots since at least the late 1960s and early 70s through the collective resistance of Black students, faculty and staff against systemic racism and inequalities in the United States. This activism has continued to the present day.

Kent State is committed to working collectively to dismantle systemic injustice so that Black, Indigenous, Asian American, Hispanic and all People of Color feel that they belong, are welcome and that they can fully participate in our university community. Challenging these structural forms of oppression requires a dismantlement of the racist and racialized structures that sustain them. To make this dismantlement of racism possible, we pledge to:

- Review and enact our institutional policies in ways that are true to our values
- Engage with community
- Educate and inform faculty, staff and students
- Utilize our institutional and collective power to correct issues of inequity in our communities
- Correct and prevent injustices in our institutional and unit-level practices
- Foster open and productive dialogue that is both robust and respectful
- Fearlessly speak to our values

Kent State University community will continue to work towards opposing all forms of racial discrimination, harassment, intimidation, hatred, belittling, stereotypes, condescension, microaggressions and recognize their legacies which ostracize groups based on race and skin color. We understand that these forms of domination have historically existed within structural and systemic oppressions supported by classism, sexism, ageism, ableism, homophobia, transphobia, xenophobia, and other markers.

We will work to create an anti-racist university where all individuals are treated equitably with respect to their varied racial experiences and to foster that aim throughout the fabric of our institutional culture and community. Our shared effort to improve racial equity involves not only internal instructional, programmatic, environmental and policy decisions, but also the recognition of the university's roles as an economic driver, community partner, and public policy influencer.

Kent State University Trumbull is home to the university's **Building Black Leaders** program.

**MISSION:**

Enrich and empower Black, Biracial, and Multi-racial students to become leaders in the classroom, community and in the lives of others.

**PROGRAM GOALS:**

1. To produce a safe and racially inclusive environment that welcomes authentic cultural expression, exploration and community building.
2. To educate and celebrate the historical legacy and contributions of Black and African people.
3. To offer support services and cultural programming catered to the social, emotional, physical and spiritual well-being of Black students.

**FOCUS AREAS OF SUPPORT:** Relationship and community building ~ Black identity development ~ academic excellence ~ Personal and professional growth ~ Health and wellness

## 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.

## 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](mailto:ombuds@kent.edu)).



### **Two More Notes from Dr. Robinson**

*At any time during the semester, please feel free to email me ([clrobins@kent.edu](mailto: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! By the way, this is my dog, Betty Zing (a.k.a. Betty). She's a basset hound: her parents are both tri-colored bassets, but the entire litter was made up of black and white puppies—a recessive gene. She's the runt of the litter, weighing 70 pounds. She's the course mascot.*