



# English 97: 34832

Winter 2026

## Instructor Information

Instructor's Name: Prairie Brown

- **Gender pronouns:** she, her, hers. When you talk about Prairie, say, "she has cool shoes," or "I talked with her during office hours today."

Instructor's Office (Bldg – Room): 4-112 and 25-Writing Center (6<sup>th</sup> floor)

Instructor's Office Hours/Student Hours/Drop-In Hours (when I will be in my office):

- Monday 11:00 a.m.-12:00 p.m. (4-112)
- Tuesday 11:00 a.m.-12:00 p.m. (25-Writing Center)
- Wednesday 8:00-8:50 a.m. and 11:00 a.m.-12:00 p.m. (4-112)
- Thursday 11:00-12:00 p.m. (25-Writing Center)
- And by appointment
  - Note: Appointments outside of office hours, either on Zoom or on campus, may be available. Appointments outside of office hours must be requested via email at least 24 hours in advance.

Instructor's Email Address: [pbrown@highline.edu](mailto:pbrown@highline.edu)

- Note: Email is the best way to contact me. I will always respond quickly to emails I receive Monday through Friday between the hours of 8:00 a.m. and 5:00 p.m., and if you email during these hours, you can expect a response within three hours. I don't check email after 5:00 p.m. or on weekends, so if you email late at night or on the weekend, you will have to wait until up to three hours into my next work day.

Instructor's Office Phone: (206) 592-4548

- Note: I will only answer this number or retrieve messages during my scheduled on-campus office hours. This is **NOT** the best way to contact me. Send an email if you need a quick response.

### ***What are Office Hours/Drop-In Hours?***

Office hours are a time for students to drop in and talk about anything they want to talk about. If you visit me during the scheduled hours listed above, you don't need to make an appointment. Have questions about what we're doing in class? Drop in! Want me to look over a draft of an essay with you? Drop in! Need advice about what classes to take next quarter? Drop in! Want to learn more about campus resources? Drop in! This is your time—please use it. I love it when students visit during office hours!

Can't make it to office hours? No problem! Send me an email including three or four times that would be convenient for you to meet with me, and I will do my best to match my schedule to yours. Appointments need to be scheduled at least 24 hours in advance.

### **Course Information**

Department: English (97)

Item (Section) #: 34832

Class meets (days - times):

- Monday 9:00-10:50 a.m.
- Tuesday 9:00-10:50 a.m.
- Wednesday 9:00-10:50 a.m.
- Thursday 9:00-10:50 a.m.

Class Meeting Location:

- Monday 10-206
- Tuesday 10-206
- Wednesday 30-101
- Thursday 10-206

### ***What is English 97?***

This course provides students with opportunities to develop the reading, writing, and critical thinking skills needed to write in academic settings. Topics include reading and writing processes, critical thinking strategies, study skills, and grammar instruction. Upon completion, students should be able to apply these skills toward understanding a variety of academic and career-related texts and composing a college-level essay.

### ***Course Description: English 97***

This course provides students with opportunities to develop the reading, writing, and critical thinking skills needed to write in academic settings. Topics include reading and writing processes, critical thinking strategies, study skills, and grammar instruction. Upon completion, students should be able to apply these skills toward understanding a variety of academic and career-related texts and composing a college-level essay.

## ***Course Overview***

### **What is ENGL 97?**

English 97 is a class that will prepare you to take English 101. The purpose of this class is to help us become better writers. We will improve our writing by reading, writing, sharing, and reflecting on our writing. It's okay to make mistakes, to find the writing process frustrating or challenging, and even to be unsuccessful in a writing endeavor. Through these struggles, we learn about ourselves and strengthen our writing.

### **What will I write about?**

The theme for this class is how to become a successful student. If you're just starting out in college, or even if you've been with us for a couple of quarters, it's critical that you have a good foundation of skills to build and habits on. This includes writing and reading skills, but also other types of communication, mindset, effective time management, and self-reflection, among others.

### **What are we reading?**

You don't have to buy a textbook. All reading assignments will be given in the free course pack that you are given on the first day of class, or available on Canvas or through the library, which you'll have access to online and on campus.

### ***Student Learning Outcomes: English 97***

### **What am I going to learn from this class?**

Each class at Highline is designed around a set of learning outcomes. This basically means that I'm responsible for teaching these things, and you're responsible for learning them. Your work will be evaluated throughout the quarter based on these outcomes. Here are the outcomes for English 97. The first part is in teacher vocabulary, but underneath each of the outcomes, I've tried to put them in simpler language.

By the end of English 97, students who earn a 2.0 or higher will be able to:

- Use active reading strategies to distinguish parts of a reading, how the parts relate to each other and the overall structure, purpose, and context in order to represent and analyze the text.
  - *In other words*, recognize the different parts of a reading in order to understand it completely and use the information well.
- Respond to the main ideas and supporting details of readings across multiple genres through text comprehension strategies.
  - *In other words*, understand different types of readings, like textbooks, online articles, library books, and other types, and be able to talk about them.

- Use new vocabulary effectively in writing, based on vocabulary development strategies in course reading.
  - *In other words*, learn new words and be able to use those words in writing.
- Critically respond to written and visual texts, including student drafts and course materials.
  - *In other words*, think deeply about what you read and see, including class readings and essays from other students, in order to talk about them using your knowledge.
- Develop and revise focused essays that are supported by valid evidence and organized to move a reader through the text.
  - *In other words*, write drafts that your readers can understand well.
- Distinguish their own words from those of sources to represent and integrate source material and ideas ethically and effectively.
  - *In other words*, learn how to borrow words and ideas from other writers to support your own ideas and to give them credit for their words and ideas.
- Successfully edit writing through identification of their grammar error patterns.
  - *In other words*, learn how to find and fix your own grammar mistakes.
- Articulate their challenges and strengths in writing and reading and their goals for future academic projects.
  - *In other words*, know what you do well in reading and writing, what you still need to work on, and how you can move forward into future classes and into your career.
- Construct metacognitive and persistence strategies for college success.
  - *In other words*, learn important skills and ways of thinking that will help you be successful in college and in your future career.

### ***Course Text(s) and Other Required Materials***

#### **Required Textbook:**

There is no required textbook for this class. All required course materials will be available on our class Canvas page.

#### **Canvas:**

All of the reading assignments and all of the course documents and assignments we will use for the course will be posted online in our class Canvas page. It is your responsibility to check Canvas frequently to download your assignments and view course announcements. You can also check your grade using the Canvas gradebook. I will update grades at least once a week.

#### **Supplies:**

You are expected to bring the following items to class with you every day:

- Required: A pen or a pencil
- Required: A paper notebook for class notes and your journal

- Required: Your phone/digital camera so that you can take pictures of your in-class work to submit on Canvas to demonstrate that you are completing the in-class participation activities.
- Required: Your course pack
- Recommended: A two-pocket folder for keeping class papers
- Recommended: A three-ring binder for your course pack

### **Apps to Install:**

You need to have the following apps installed on your phone:

- Canvas Student
- ctCLink
- Okta Verify

### **Technological Requirements:**

You must have access to the following programs and equipment:

- A computer or tablet you can use to complete your assignments. You should not try to do this class on your phone.
- You must have reliable internet access so that you can access your homework while you are not on campus.
- Microsoft Word: This program must be installed on your computer. [You can install it for free by using your Highline College email address.](#)
- Zoom: This program might occasionally be used for office hours or instructor sick days. [You must install it on your phone or computer.](#)
- You must have access to Canvas and Highline College student email. If you're having trouble accessing these things, you should contact the [IT Help Desk](#).

### **Hard copies:**

Paper copies of some course documents, including assignment directions and reading assignments, will be provided. All course documents, including PowerPoint presentations, will be available on Canvas. If you prefer to read from paper, you may want to print copies of other course documents (like PowerPoint presentations) as well. However, you are not required to print course documents.

### ***How to Succeed in this Course (Expectations for Students)***

#### **What you can expect from me:**

- I will treat you with respect and dignity at all times.
- I will believe in you and your ability to succeed in this class.
- I will assess your work carefully while endeavoring to recognize and address my unconscious biases to keep them from unfairly impacting your grade.
- I will do my best to earn your trust.

- I will communicate with you frequently about deadlines.
- I will give clear instructions for assignments.
- I will welcome questions.
- I will solicit your feedback about assignments, and I will welcome constructive criticism.
- I will be available during my scheduled office hours.
- I will respond as quickly as possible (within the stated boundaries) to all emails and phone calls.
- I will respect your privacy by not discussing grades in the classroom or via email.

#### **What I expect from you:**

- Come to class regularly.
- Check Canvas and student email frequently (at least once a day).
- Be respectful. Be mindful. Be honest.
- Create a safe space for yourself and others.
- Listen and learn from others, then speak.
- Be open to challenge and discomfort.
- Intentions do not insulate you from the effects of your words.
- Seek to understand rather than judge.
- Take a stand against discrimination in any form.
- Recognize your own biases and seek to correct them.
- Oppressive, abusive, harmful, or offensive language or behavior will not be tolerated.
- Do the kind of work worthy of putting your name on.
- Communicate with me if you have questions about anything.

#### **How can I participate in class?**

Participation is expected in class discussions and peer reviews. There will still be many opportunities for you to interact with your peers. If everyone participates and gets to know one another, the class will be far more valuable. I encourage you to make your very best effort to participate in shared writing activities. We're all working toward the same goal, so we need to help each other.

If you have a hard time understanding what's going on in class and are struggling to participate, please let me know! You can talk to me after class, during my office hours, or email me if that makes you feel more comfortable.

**Speaking up:** American academic culture expects you to communicate with others. You can (and should) ask and answer questions, talk to your classmates, and visit me in my online office hours. Don't be embarrassed if you feel like your English isn't very good. The whole reason we are here is to help everyone improve. No one will judge you or make fun of you.

### **Time to Complete Assignments**

For each hour that we spend in the classroom, you should anticipate doing at least two hours of homework. Since English 97 is a ten-credit class, this means you should expect to spend at least 15 to 20 hours per week completing homework assignments.

If the homework for this class is regularly taking you more than twenty hours per week to complete, please let me know, and we will work together to find a way to adjust the assignments to reduce the amount of time you spend on homework while still allowing you to meet the course outcomes.

### **Registration and Tuition Deadlines**

It's essential to your success as a college student for you to pay attention to registration and tuition deadlines. I'll give you frequent reminders in class, and it's also a good idea for you to regularly check the [Registration website](#) for updates.

### **Visiting the Writing Center**

I encourage you to visit Highline's [Writing Center](#) for support in completing your writing assignments.

To make an appointment, visit the [Writing Center website](#) and click on the "Make an Appointment" button.

If you are interested in becoming a writing tutor, please let me know, and I will gladly help you with the application. It's a terrific on-campus job!

### **Technology Assistance**

If you want support learning to use student technology, you should contact Kelly Aiken. He is the Student Technology Support Specialist. He can help you learn to use Canvas, Zoom, Word, PowerPoint, and many other technologies commonly used by students.

- [Book an Appointment with Kelly](#)
- Phone: 206-592-3478
- Email: [kaiken@highline.edu](mailto:kaiken@highline.edu)
- Office: Building 25, Room 409

## ***Information about Our Course Assignments***

### **Participation Assignments**

- Attendance: 10 points per week
- In-Class Activities: 5-10 points per week
- Journal: 10 points per week

### **Building-Block and Reflection Assignments**

- Vocabulary Quizzes: 5 points per assignment
- Reading Reflections: 20 points per assignment
- Grammar Practice: 10 points per assignment
- Vocabulary Log: 10 points per assignment
- Peer Reviews: 20 points per peer review activity
- Prewriting and Writing Process Activities: 20-30 points per activity (2-3 activities for each Revised Writing Assignment)
- Entry and Exit Interviews: 20 points each

### **Revised Writing Assignments (Essays and Presentations)**

- Summary Assignment: 30 points
- Email Assignment: 30 points
- Narrative Essay: 30 points
- In-Class Summary-Response Essay: 30 points
- Self-Reflection Presentation: 30 points

## Grading and Related Policies

### **General College Grading Policy**

Only grades of a 0.7 or above will earn credit at Highline College. Below 0.7, the assigned grade is a 0.0.

Any course used for credit in the AA and AS degrees must be a 1.0 or better.

If you plan to take English 102 or English 235, you must earn a grade of at least 2.0 in English 101.

**If you earn a 2.0-2.9 in English 97, you may go on to English 101 Plus Support.**

**If you earn a 3.0 or higher in English 97, you may go on to English 101 or English 101 Plus Support.**

### **Grade Table**

<b>A grades</b>	<b>B grades</b>	<b>C grades</b>	<b>D grades</b>	<b>F grades</b>
>94% = 4.0	89% = 3.4	79% = 2.4	69% = 1.4	<57% = 0.0
94% = 3.9	88% = 3.3	78% = 2.3	68% = 1.3	
93% = 3.8	87% = 3.2	77% = 2.2	67% = 1.2	
92% = 3.7	86% = 3.1	76% = 2.1	66% = 1.1	
91% = 3.6	85% = 3.0	75% = 2.0	65% = 1.0	
90% = 3.5	84% = 2.9	74% = 1.9	64% = .9	
	83% = 2.8	73% = 1.8	63% = .8	
	82% = 2.7	72% = 1.7	58-62% = .7	
	81% = 2.6	71% = 1.6		
	80% = 2.5	70% = 1.5		

## ***Course Attendance/Tardiness and Participation Policy***

Because your grade is directly connected to your in-class participation, you are expected to attend class every day and actively participate in all class activities. If you're not in class, you won't be able to participate in the in-class activities, and you will lose some points:

- Each absence will result in a two-point deduction from your weekly attendance score.
- If you miss a day when there is an in-class activity or an in-class writing assignment, you will lose the corresponding points assigned to the activity or writing assignment.
- If you miss a peer review, you will lose the corresponding points.

Attendance will be taken during the first ten minutes of class. If you are more than ten minutes late, be sure to check in with me at the end of the class period to make sure I marked you present. If you are late (more than 10 minutes) more than one day in a week, you will be marked absent on the additional days that week you are late.

If you miss a class, please don't email to ask what you missed. Check Canvas or come to my office hours to find out what you missed.

If you will be absent for an extended period of time (more than one or two days), please send me an email to let me know how long you will be absent. We will work together to make sure you don't fall behind.

## ***Assignment Deadlines and Policy on Missed Deadlines and Exams***

### **Late Work: Grace Periods, Extensions, and Catch-Up Plans**

Life happens, and sometimes you might need to miss an assignment deadline. While I generally recommend staying as close to the schedule as you can because it can be difficult to catch up if you fall behind, I understand that occasionally you might need a little bit more time on an assignment, so many assignments have a grace period.

- What is a grace period?
  - A grace period is extra time to complete an assignment. While assignments have deadlines, and I want for you to do your best to meet the deadlines, many of our assignments will have grace periods that will allow you to submit assignments after the due date has passed.
  - At the end of the grace period, the assignment will close, and you won't be able to submit it on Canvas anymore. If you do not submit your assignment by the end of the grace period, your score for the assignment will be a zero.
  - You do not need special permission to use the grace period. If an assignment has a grace period, it's okay for you to submit it a little bit late.
- How can I tell if an assignment has a grace period?
  - If you open the assignment in Canvas, you will see two dates: the date the assignment is due and the date the assignment will close. If the due date and the closing date are the same, there is not a grace period. If the due date and the closing date are different, there is a grace period, and you can submit your assignment until the end of the grace period.
- Which assignments have grace periods and can be submitted late?
  - The journal assignment has a 72-hour grace period and can be submitted up to 72 hours late.

- Reading reflections and vocabulary logs have a 72-hour grace period and can be submitted up to 72 hours late.
- Grammar practice activities have a 72-hour grace period and can be submitted up to 72 hours late.
- Most final drafts of Revised Writing Assignments have a 48-hour grace period and can be submitted up to 48 hours late.
- Which assignments do not have grace periods and cannot be submitted late?
  - In-class (participation and writing process assignments) can only be completed during class time. If you are not in class, you will not earn the points for these assignments.
  - Rough drafts that will be used for peer review must be submitted on time. Because peer review is an in-class activity, you must submit rough drafts on time, or you will not be able to participate in the peer review.
  - Vocabulary quizzes are taken in class and cannot be taken at a different time or submitted late.
  - The Self-Reflection Presentation and the Summary-Response Essay will be completed during class at the end of the quarter, so they cannot be submitted late, or I won't have enough time to grade them.
- What is an extension?
  - An extension is extra time to complete an assignment (after the end of the grace period). To receive additional time on an assignment after the grace period has ended, you must have special circumstances that prevented you from submitting the assignment before the end of the grace period (for example, an extended illness or a family emergency).
- How can I get an extension on an assignment?
  - You must meet with Ms. Brown to create a catch-up plan. If you need an extension on an assignment, visit Ms. Brown during office hours or sent her an email to schedule an appointment to meet with her. You will not be able to submit assignments after the end of the grace period without meeting with Ms. Brown first.
- What is a catch-up plan?
  - A catch-up plan is an agreement between you and Ms. Brown. You will meet with Ms. Brown, review the assignments you are missing, determine which assignments you can still complete, and create a timeline for completing these assignments.
  - Catch-up plans are available between Week Two and Week Eight. No catch-up plans will be allowed after Week Eight because the quarter is almost finished, and there will not be any more extra time to give you before the class will end.
- Can I submit late work without a catch-up plan?
  - Yes: if an assignment has a grace period, and the grace period is still open, you can submit late work without a catch-up plan.
  - No: if the grace period is closed, you must have a catch-up plan to submit late work.
  - No: if the assignment is an in-class (participation) activity, it cannot ever be submitted late. Participation assignments will not be included in catch-up plans.

## Canvas Gradebook Updates

- Attendance: I will update the gradebook for attendance weekly. You can expect to see your attendance points for the preceding week in the Gradebook by 5:00 p.m. on Monday.
- Building Block and Revised Writing Assignments:
  - It takes me a week to grade Building Block and Revised Writing Assignments. If you submit your assignment by the end of the grace period, you can expect a score on a Building Block or Revised Writing Assignment in the Canvas gradebook within 7 days of the end of the grace period.
    - If you have a catch-up plan, and you submit an assignment significantly late, you will be at the end of Ms. Brown's grading line, and you will have to wait until she has time to read your assignment. Work that is submitted significantly late may take up to 14 days after submission for Ms. Brown to grade.

## Revisions

- Can we revise our work if we make mistakes and we want to fix them?
  - Yes: Revisions are allowed for most Revised Writing Assignments. If your score is below 85% on a Revised Writing Assignment, please come to office hours or schedule an appointment to meet with Ms. Brown if you want to revise and resubmit a Revised Writing Assignment. We will work together to determine an appropriate timeframe for you to submit your revision.
  - No: Participation and Building-Block assignments cannot be revised and resubmitted. Ms. Brown will grade these assignments only one time, and your score will be permanent.

## Questions/Concerns about Grades

- If you have questions or concerns about your grade, please come to office hours or schedule an appointment to meet with me. I'm always happy to talk about anything you want to talk about.
- Please note that because of FERPA, I can't discuss grades in the classroom (while other students are present) or via email. Your grades are personal and private and cannot be discussed in front of other people or through insecure channels such as email.

## Instructor Review of Assignments

- I'm very happy to look at drafts of assignments with you before you submit them. Drop into office hours or schedule an appointment to meet with me. Please note that you must be present during the review—I won't review drafts without you. We need to be able to have a conversation about the draft in real time.

## Extra Credit

- **Writing Center (5 points):** Go to the [Writing Center](#) to talk with a tutor about your work for this class. Spend at least 30 minutes discussing an assignment for this class. Submit a screen shot/selfie taken during your session or a photo of the Purple Sheet the tutor gives you to the appropriate Canvas assignment. This assignment may be completed six times (for a total of 30 points).

- **Absence excuse (5 points):** If you miss class on a day when we do an in-class participation assignment, write a one-paragraph excuse (at least 10 sentences) explaining why you missed class. This does not have to be a true story. Make up a wild story. Lie to me. Tell me something completely crazy. Make me laugh. This assignment may be completed six times (for a total of 30 points). You must have missed a graded in-class participation assignment (such as a peer review) to complete this assignment.
  - Submit your story as a Word document (double spaced, in MLA format).
- **NOTE:** Additional extra credit assignments may be available throughout the quarter. These assignments will not always be announced in class. You will need to keep a close eye on Canvas for additional extra credit opportunities.

### ***Academic Honesty***

Students are expected to maintain a high standard of honesty in their academic work. Cheating and plagiarism are specifically prohibited under the college's Student Rights and Responsibilities provisions.

Acts of cheating may include submitting for credit work that is not the student's own, copying examination answers from fellow students or other sources or assisting other students in acts of these kinds.

Plagiarism, the presentation of another's writing or ideas as one's own, can take a number of forms - failing to cite sources, copying source texts or online sources without quotation, or inadequately paraphrasing or synthesizing source materials.

Students who are unsure of what might constitute plagiarism or cheating are encouraged to consult their instructors, class materials and other college resources for guidance.

Academic dishonesty of any kind may result in a grade of 0.0 on the assignment and possible disciplinary action from the college in accordance with Highline College's [Student Conduct Process](#).

If I have reason to believe that you engaged in academic dishonesty, I may make a report to the Office of Student Conduct after speaking with you about the situation. Students who have more than one report of alleged academic dishonesty during their time at Highline College may be required to meet with a Conduct Officer for a student conduct hearing and have sanctions imposed. It is both your right and responsibility to be familiar with the document entitled [Student Conduct Code WAC 1321-126](#).

## **Use of AI or Other External Sources**

- All writing/work submitted in this course must be your own. Use of generative AI (such as ChatGPT or Grammarly) is forbidden in this class.
- Using a translator for more than one or two words is forbidden in this class. You should not use a translator for multiple sentences. You should not write your assignments in your first language and translate them into English.
- Contributions from anyone or anything else, including AI sources, must be included on a Works Cited page.
- Failure to disclose the use of AI or external sources will result in a score of zero on the assignment.
- Inappropriate use of AI or external sources on an assignment without an AI Menu or research requirement will result in a score of zero on the assignment.
- It is inappropriate to share anyone else's writing, including your teacher's writing, with an AI without that person's permission. Ms. Brown does not consent to having her writing shared with an AI. Therefore, you should not share any documents provided in this course, including assignment directions and articles, with an AI. Do not ask AI to explain the assignments to you, complete work for you, or show you examples of the assignment.

## **Inclusivity Statement**

You belong here if your major is STEM, healthcare professions, psychology, education, accounting, undecided--whatever. You belong here if schools and society have crapped on you and your community. You belong here if you had great teachers and positive experiences of schooling. You belong here if you are Sikh, Muslim, Jewish, Christian, Buddhist, Hindu, Secular Humanist, Pagan. You belong here, ESPECIALLY, if you are still figuring out what and who you are. You belong here if you are documented, DACAmented, or undocumented. You belong here if you are a person of color, or "white," or perceived to be white, or mixed, or perceived to be a bunch of things that you aren't. You belong here if you are disabled, differently-abled, neurodivergent, or neurotypical and able-bodied. You belong here if you identify as gender non-conforming or LGBTQIA, or if you're still learning what some of those letters mean. You belong here if you grew up speaking like an NBC news broadcaster, or your abuelita's language, or if you style-shift from one kind of English to another or code-switch from English to another language of heart and home and back again. You belong here if your mom was a professor, or if you were the first one in your family to graduate from high school. Whatever your body type, appearance, talents, abilities, identities, histories, or backgrounds, you belong here if you are here to learn how to make classrooms and schools more humane, inclusive, respectful, rigorous, and just.

## **Access Services Statement:**

Your experience in this class is important to me. If you have already established accommodations with Access Services, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through Access Services, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health

impacts), you are welcome to contact Access Services at 206-592-3857, [access@highline.edu](mailto:access@highline.edu) or [access.highline.edu](http://access.highline.edu). Access Services is located on the 5th floor of the Library, Building 25, Room 531.

## **Grievance Procedures:**

I hope that you will communicate with me if you experience anything in this course that does not support an inclusive learning environment. You can also report any incidents you may witness or experience on campus through the following procedures:

### ***For instructional grievance process:***

In the case of a complaint about a course, students are encouraged to speak with their instructor first, and if the matter is not resolved, students should then contact the division chair. The division chair is (insert name and contact information) For more detail, see the [Instructional Grievance Process](#) in the Highline catalog.

### ***For Title IX (claims related to discrimination and sexual harassment):***

It is the policy of Highline College to provide equal opportunity in education and employment and not discriminate on the basis of race, color, national origin, age, disability, sex, sexual orientation, marital status, creed, religion, or status as a veteran of war as required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, [RCW 49.60.030](#) and their implementing regulations. Prohibited sex discrimination includes sexual harassment (unwelcome sexual conduct of various types).

For more detail see [the Title IX page](#) on the Highline website.

## **College Policies**

For information on college policies on diversity, classroom behavior, incompletes, absences for religious reasons, student grievances, withdrawals, Faith and Conscience statement, and emergency procedures please refer to College Policies document provided by your instructor or on the Canvas course page.

## **Student Resources**

The college offers many resources to support student achievement and success. These include Access Services (which provides disability resources and academic accommodations), faculty advising, the Academic Success Centers (math, writing, and general tutoring), the college library, and technical support. For more detailed information on these services, please refer to College Policies document provided by your instructor or on the Canvas course page.

## **Advising**

Advising is a collaborative partnership between you and your advisor. Your advisor can teach you how to find information to make the most of your college experience. In your first advising meetings, you will create a plan together for courses and/or a degree based on your educational goals. Your advisor can connect you to a network of resources and support services

whether you are facing obstacles or just need more information. It is suggested to meet with your advisor once per quarter. To request a Faculty Advisor, fill out the [advisor request form](#).

## Basic Needs Resources

If you are experiencing homelessness, food insecurity, financial hardship or are in need of other basic needs support, please utilize the resources found on the Basic Needs Resources link on the Canvas course page.

## Calendar: Winter 2026

- Note: Deadlines listed on this calendar are approximate, and it will give you a general idea of the pacing for our class. I wrote this calendar before the start of the quarter, so I may need to make occasional changes to deadlines based on the needs of our class. Always refer to Canvas for official deadlines.

## Week One

### *Monday, January 5*

- In Class: Syllabus and introductions

### *Tuesday, January 6*

- In Class: Reading strategies

### *Wednesday, January 7*

- In Class: Introduction to Canvas and Microsoft Word
- Due Today: Student Survey (this will be completed during class)
- Important Reminder: This is the last day web registration in ctcLink will be available. If you want to make changes to your class schedule, do it today.

### *Thursday, January 8*

- In Class: Syllabus review, paragraph structure, reading discussion, vocabulary quiz
- Due today: Reading discussion questions

### *Friday, January 9*

- Due Today: Journal, reading reflection, vocabulary log

## Week Two

### *Monday, January 12*

- In Class: Entry interview directions, summary assignment directions, attributive tag practice

### *Tuesday, January 13*

- In Class: Grammar lesson, summary practice

### ***Wednesday, January 14***

- In Class: Peer review, summary practice
- Due Today: Rough draft of Summary Assignment

### ***Thursday, January 15***

- In Class: Reading discussion, vocabulary quiz, summary practice

### ***Friday, January 16***

- Due Today: journal, reading reflection, grammar practice, vocabulary log

## **Week Three**

### ***Monday, January 19***

- Holiday! No class today!

### ***Tuesday, January 20***

- In Class: Professional Email Assignment
- Due Today: Final draft of Summary Assignment

### ***Wednesday, January 21***

- In Class: Library
  - Meet in 25-206A

### ***Thursday, January 22***

- In Class: Reading discussion, vocabulary quiz, grammar lesson
- Due today: Reading discussion questions

### ***Friday, January 23***

- Due Today: journal, reading reflection, grammar practice, vocabulary log

## **Week Four**

### ***Monday, January 26***

- In Class: Professional Email practice

### ***Tuesday, January 27***

- In Class: Grammar lesson

### ***Wednesday, January 28***

- In Class: Peer review of Professional Email Assignment
- Due Today: Rough draft of Professional Email Assignment

### ***Thursday, January 29***

- In Class: Reading discussion, vocabulary quiz
- Due Today: Reading discussion questions

### ***Friday, January 30***

- Due Today: Final draft: Professional Email Assignment, journal, reading reflection, grammar practice, vocabulary log

## **Week Five**

### ***Monday, February 2***

- In Class: Narrative Essay

### ***Tuesday, February 3***

- In Class: Grammar lesson

### ***Wednesday, February 4***

- In Class: Library
  - Meet in 25-206A

### ***Thursday, February 5***

- In Class: Reading discussion, vocabulary quiz
- Due Today: Reading discussion questions

### ***Friday, February 6***

- Due Today: journal, reading reflection, grammar practice, vocabulary log

## **Week Six**

### ***Monday, February 9***

- In Class: Narrative practice

### ***Tuesday, February 10***

- In Class: Grammar lesson

### ***Wednesday, February 11***

- In Class: Peer Review of Narrative Essay, in-class academic advising
- Due Today: Rough draft of Narrative Essay

### ***Thursday, February 12***

- In Class: Reading discussion, in-class academic advising, vocabulary quiz
- Due Today: Reading discussion questions

### ***Friday, February 13***

- Due Today: journal, reading reflection, grammar practice, vocabulary log

## **Week Seven**

### ***Monday, February 16***

- Holiday (No Class!)

### ***Tuesday, February 17***

- In Class: Narrative Practice, grammar lesson

### ***Wednesday, February 18***

- In Class: Peer review of Narrative Essay
- Due Today: Rough draft of Narrative Essay

### ***Thursday, February 19***

- In Class: Reading discussion, vocabulary quiz
- Due Today: Reading discussion questions

### ***Friday, February 20***

- Due Today: Final draft of Narrative Essay, journal, reading reflection, grammar practice, vocabulary log

## **Week Eight**

### ***Monday, February 23***

- In Class: Self-Reflection Presentation

### ***Tuesday, February 24***

- In Class: Presentation preparation

### ***Wednesday, February 25***

- In Class: Using PowerPoint

### ***Thursday, February 26***

- In Class: Grammar lesson, reading discussion, vocabulary quiz
- Due today: Reading discussion questions

### ***Friday, February 27***

- Due today: journal, reading reflection, grammar practice, vocabulary log

## **Week Nine**

### ***Monday, March 2***

- In Class: In-Class Summary-Response Directions
- Due today: Article choice for Summary-Response Essay

### ***Tuesday, March 3***

- In Class: Summary-Response Essay preparation

### ***Wednesday, March 4***

- In Class: Peer review of presentation
- Due today: Peer review draft of presentation

### ***Thursday, March 5***

- In Class: Summary-Response Essay preparation

### ***Friday, March 6***

- Due today: Journal, vocabulary log

## **Week Ten**

### ***Monday, March 9***

- In Class: Writing the Summary-Response Essay
- Due Today: Summary-Response Essay, Part One

### ***Tuesday, March 10***

- In Class: Writing the Summary-Response Essay
- Due Today: Summary-Response Essay, Part Two

### ***Wednesday, March 11***

- In Class: Writing the Summary-Response Essay
- Due Today: Summary-Response Essay, Part Three

### ***Thursday, March 12***

- In Class: Peer Review of the Self-Reflection Presentation
- Due Today: Rough draft of Self-Reflection Presentation

### ***Friday, March 13***

- Due Today: Nothing

## **Finals Week**

### ***Monday, March 16***

- In Class: Presentations
- Due Today: Final draft of presentation assignment

### ***Tuesday, March 17***

- No class

### ***Wednesday, March 18***

- In Class: Presentations and end-of-quarter party

### ***Thursday, March 19***

- No class

### ***Friday, March 20***

- Final grades will be available in Canvas by 5:00 p.m.