

# North Central College

## ENGL 102 – English as a Second Language II

### Spring 2026

Photo credit to [peppercontent](#)



Instructor Information	Course Information
<b>Professor:</b> Quanisha Charles, PhD	<b>Meeting Days/Times:</b> T/TH 9:50 – 11:25am
<b>Office location:</b> Kiekhofer Hall #204	<b>Room Location:</b> Goldspohn Bldg, Rm #36
<b>Phone number:</b> 630-637-5276	<b>Credit Hours:</b> 4
<b>E-mail address:</b> <a href="mailto:qdcharles@noctrl.edu">qdcharles@noctrl.edu</a>	<b>Section #:</b> 102*1
<b>Office hours:</b> T/TH (8:25am–9:40am & 3:30 – 4:00pm) & W (10:30 - 12pm)	

**Catalogue description:** “Advanced practice in writing, reading, speaking, and listening skills in American Academic English for non-native speakers. The focus is on Academic writing (summaries, essays), readings on American culture and history, vocabulary and idiom practice, and essentials of advanced English grammar.”

**Dr. Charles’ description:** Welcome to *English as a Second Language III*! In this course, we will explore the art of academic writing, focusing on skills such as summarizing, crafting essays, and developing coherent arguments. We will also dive deep into readings that illuminate the rich tapestry of American culture and history, helping you understand the context and nuances of American English. Vocabulary and idiom practice will be integral to our lessons, as mastering these elements will not only enhance your language skills but also bridge cultural gaps. Throughout our time together, we will examine essential aspects of advanced grammar, ensuring your writing and speaking are both precise and sophisticated. Having traveled the world and taught students from diverse backgrounds, I find immense joy in both sharing the beauty of the English language and learning from the unique perspectives each of you brings. This class is more than just a place to learn English; it’s a space where we can explore the intersections of language, culture, and identity.

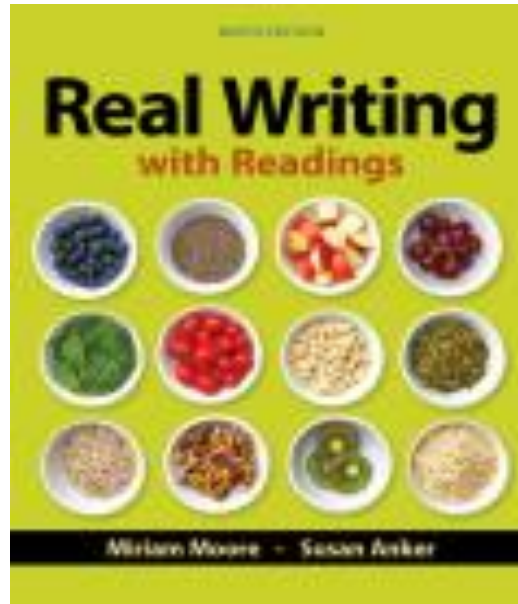
#### **Student Learning Outcomes:**

1. Analyze academic texts for acclimation and understanding of writing genres.
2. Communicate confidently during presentations and in-class discussions.
3. Identify and incorporate American English idioms in speaking and texts.
4. Demonstrate advanced skills in reading, writing and listening abilities.
5. Leverage cultural competency to engage American English cultural practices.

#### **Critical Thinking Skills:**

Throughout this entire course, students are to exercise their critical thinking skills. Critical thinking requires going beyond what is known, said and read. Critical thinking skills demand finding nuances through greater analysis (understanding why or how it may impact you and/or others), explanation (providing reason and elaboration), interpretation (identifying and clarifying knowledge), logical reasoning (forming statements based on facts and consistency), and problem solving (interpreting, clarifying, and explaining an issue) both within texts and classroom discussions.

#### **Required texts, supplies, skills**



Moore, Miriam, and Susan Anker. *Real Writing with Readings*. (9th Edition). Macmillan Higher Education, 2022.

- ◆ Microsoft (Word & Power-Point) knowledge
- ◆ Access to Canvas / Additional readings will be shared to Canvas
- ◆ Computer/internet access w/Chrome or Firefox as the recommended browsers

### Course requirements & grading (Refer to Canvas for additional details)

#### 1. Attendance & Active Participation (15%):

To earn points for attendance and active participation, students are required to show up to class on time and fully participate - engage and discuss with classmates the assigned readings, lead a class discussion and/or warm-up activities, write on the board if needed, respond to classmates online, etc.

#### 2. Homework (10%):

Students are expected to attend class prepared each day. To ensure students are prepared, homework is occasionally requested as a means of determining your level of involvement in the course. Homework is an extension of attendance and active participation that may consist of bringing in supportive readings and texts, handing in printed homework, and completing tasks from the assigned textbook.

#### 3. Syllabus Quiz (2.5%):

A short, multiple-choice, open-book assessment to gauge your knowledge and comprehension of this course's expectations.

**4. American Idiom Tests (10%):**

Two (2) tests will be administered to assess students' knowledge of American idioms and usage.

**5. Student-Teacher Conference (2.5%):**

To ensure that all students are grasping the material, having a sense of belonging, and understanding their progress in the course, student-teacher conferences are held mandatorily in my office. These conferences last for approximately 15 minutes and allow opportunities for teacher-student rapport development and students to get feedback on their essay.

**6. Collaborative Group Activities with AI Tools (10%):**

Students will participate in structured group activities designed to practice with AI-appropriate tools (e.g., brainstorming prompts, evaluating outputs, ethical reflection). These activities will occur during class or via collaborative platforms. Full points require active engagement and submission of group deliverables.

**7. Writing Center Visits (5%):**

At least two (2) writing center visits are required to receive full points in this area. I highly recommend visiting the writing center whenever feasible, but you will need to show documentation on how visiting the writing center improved your writing skills and supported your essays.

**8. Definition Essay (10%):**

In **4-5 pages**, write a definition essay regarding something significant about you, your culture and/or your community. Provide enough details for readers who are unfamiliar with your background and/or may commonly confuse it with something else. MLA formatting and academic sources are required.

**9. Comparison and Contrast Essay (10%):**

In **4-5 pages**, write a comparison and contrast essay that shows similarities and differences you have noticed and/or experienced in American culture/language versus your own. MLA formatting and academic sources are required.

**10. International Conversation Partner/Presentation (10%):**

The purpose of this assignment is to provide international students an opportunity to immerse with a student who is from the U.S.A. or someone who has been living in the U.S.A. for a considerable amount of time. You will be paired with a person or two to learn about their culture and vice versa. We will read texts from the comparison and contrast chapter to understand how to analyze our experiences. Expect to meet at least twice with your partner and provide a presentation about your experience.

**11. American Cultural Digital Portfolio (15%):**

This is a participant observer assignment that requires you to develop a digital portfolio, preferably using Sway or Canva, to demonstrate your practice and understanding of American culture and values. You must focus on at least three themes (e.g., American history, foods, language, education, entertainment, sports, etc.). More information shared in class.

*Tentative Course Outline \*Subject to Change\**

Weeks/Theme	Dates	Class Topic/Discussions	Homework Assignments Due Before Next Class
<b>Week One</b>  <b>Critical Thinking, Reading, and Writing: Making Connections</b>	Tuesday - 1/6	<ul style="list-style-type: none"> <li>• Orientations &amp; Introductions</li> <li>• Syllabus Review &amp; AI ethics discussion</li> <li>• Write: Dear Future-Self Journal</li> </ul>	
	Thursday – 1/8	<ul style="list-style-type: none"> <li>• <b>#2 - Syllabus Quiz</b></li> <li>• Creating classroom norms and warm-up guidelines</li> <li>• Getting to know you more</li> </ul>	<b>H/W:</b> Read Chapter 1 & Complete “Student Preparedness Quiz: Are you ready for success in college?” on p. 4.
<b>Week Two</b>	Tuesday - 1/13	<ul style="list-style-type: none"> <li>• Review homework results</li> <li>• Preparing for student success activities w/ in class discussions</li> </ul>	
	Thursday – 1/15	<ul style="list-style-type: none"> <li>• Discuss and analyze the Reading</li> <li>• Review Chapter 1: Writing Critically about Visuals and Problems</li> </ul>	Read Chapter 12 pp. 220 - 228.
<b>Week Three</b>  <b>Definition: Writing that tells what something means</b>	Tuesday – 1/20	<ul style="list-style-type: none"> <li>• <b>Chapter 12: Definition Essay #1</b></li> <li>• Understanding What Definition is</li> <li>• Practice 12.1 – 12.3</li> </ul>	<b>H/W:</b> Read “Student Definition: To All the Boys I’ve Ghosted Before” by Amanda Martinez starting on p. 231 w/ questions.
	Thursday – 1/22	<ul style="list-style-type: none"> <li>• Reviewing and analyzing the reading</li> <li>• Vocabulary and comprehension review</li> <li>• Evaluating student definition paragraph</li> </ul>	<b>H/W:</b> Read “Workplace Definition: Email to Clients” by Moses Maddox starting on p. 234 w/ questions.
<b>Week Four</b>  <b>Definition: Writing that tells what something means</b>	Tuesday – 1/27	<ul style="list-style-type: none"> <li>• Reviewing and analyzing the reading</li> <li>• Vocabulary and comprehension review</li> <li>• Outlining the Definition essay</li> </ul>	<b>H/W:</b> Read “Professional Definition: A Special Brand of Patriotism” by Eugene Robinson starting on p. 236 w/ questions.
	Thursday – 1/29	<ul style="list-style-type: none"> <li>• Reviewing and analyzing the reading</li> <li>• Vocabulary and comprehension review</li> </ul>	<b>H/W: Collaborative group activity -</b> Bring in your own text to lead the discussion as it pertains to Definition

<b>Week Five</b> <b>Drafting &amp; Peer-Review Workshop</b>	Tuesday – 2/3	<ul style="list-style-type: none"> <li>• Drafting the Definition essay</li> <li>• Student-led discussions w/in-class activities</li> <li>• Locating and including sources</li> </ul>	<i>Visit Writing Center - Continue drafting &amp; bring in hard copy to class</i>
	Thursday – 2/5	<ul style="list-style-type: none"> <li>• <u>Peer-Review Workshop</u></li> <li>• Utilizing AI tools – <b>Collaborative Group Activity</b></li> </ul>	<b>Due to Canvas: Definition Essay</b>
<b>Week Six</b> <b>Comparison and contrasting</b>	Tuesday – 2/10	<ul style="list-style-type: none"> <li>• Utilizing AI tools – <b>Collaborative Group Activity presentations</b></li> </ul>	<b>Due to Canvas: Collaborative Group Activity</b>
	Thursday – 2/12	<ul style="list-style-type: none"> <li>• <b>Chapter 13: Comparison and Contrast Essay #2</b></li> <li>• Understand What Comparison and Contrast Are</li> </ul>	<b>H/W:</b> Read Student Comparison and Contrast Essay: “Indonesian and U.S. School Systems” by Rita Rantung starting on p. 255.
<b>Week Seven</b> <b>Comparison and contrasting</b>	Tuesday – 2/17	<ul style="list-style-type: none"> <li>• Discuss and analyze the Reading</li> <li>• Explore word choice, vocabulary, tone, style, and events</li> <li>• Drafting the essay &amp; effective thesis</li> </ul>	<b>H/W:</b> Read Workplace Comparison and Contrast Essay: “Dylexia and ADHD” by Dr. Garth Vaz starting on p. 258.
	Thursday – 2/19	<ul style="list-style-type: none"> <li>• Discuss and analyze the Reading</li> <li>• Vocabulary and comprehension review</li> <li>• Outlining the Essay</li> </ul>	<b>H/W:</b> Read Professional Comparison and Contrast Essay: “Stuffing vs. Dressing: What you call it can reveal where you from” by Nneka M. Okona starting on p. 262.

<b>Week Eight</b>  <b>Comparison and contrasting</b>	Tuesday – 2/24	<ul style="list-style-type: none"> <li>• Reviewing and analyzing the reading</li> <li>• Vocabulary and comprehension review</li> <li>• Drafting the Definition essay</li> </ul>	<b>H/W: Collaborative group activity -</b> Bring in your own text to lead the discussion as it pertains to comparison and contrast
	Thursday - 2/26	<ul style="list-style-type: none"> <li>• Student-led discussions w/in-class activities</li> <li>• Locating and including sources</li> </ul>	<b>H/W:</b> Continue drafting & bring in hard copy of draft to class
<b>Week Nine</b>  <b>Drafting &amp; Peer-Review Workshop</b>	Tuesday – 3/3	<ul style="list-style-type: none"> <li>• <u>Peer-Review workshop</u></li> <li>• Utilizing AI tools – <b>Collaborative Group Activity</b></li> </ul>	<b>Due to Canvas: Collaborative Group Activity</b>
	Thursday – 3/5	<ul style="list-style-type: none"> <li>• Utilizing AI tools – <b>Collaborative Group Activity presentations</b></li> <li>• <b>International Conversational Partner (ICP) #3</b></li> </ul>	<i>Visit Writing Center</i>  <b>Due to Canvas: Comparison and Contrast Essay</b>
<b>Week Ten (SPRING BREAK)</b>	<b>NO CLASS – SPRING BREAK</b>		
<b>Week Eleven</b>  <b>Student Conferences</b>	Tuesday – 3/17	<ul style="list-style-type: none"> <li>• Student Conferences in Teacher’s Office <b>- No Class</b></li> </ul>	Contact ICP to get acquainted, schedule events, etc.
	Thursday – 3/19	<ul style="list-style-type: none"> <li>• Student Conferences in Teacher’s Office <b>- No Class</b></li> </ul>	Contact ICP to get acquainted, schedule events, etc.
<b>Week Twelve</b>  <b>American Idiom Test</b>	Tuesday - 3/24	<ul style="list-style-type: none"> <li>• Professional Teacher Conference - <b>No Class</b></li> </ul>	<i>Study for Idiom Test #1</i>
	Thursday - 3/26	<ul style="list-style-type: none"> <li>• <b>American Idiom Test #1</b></li> </ul>	<b>Due to Canvas: ICP Presentation</b>
<b>Week Thirteen</b>	Tuesday -3/31	<ul style="list-style-type: none"> <li>• <b>American Culture Digital Portfolio #4</b></li> </ul>	<b>H/W:</b> Read: “Remove Confederate Monuments: Confederate Memorials

<b>American Culture Digital Portfolio</b>		<ul style="list-style-type: none"> <li>• Discuss the Reading w/focus on American cultural and language practice</li> <li>• Develop a strategic outline and themes for ACD portfolio</li> </ul>	Have No Place in American Society. Good Riddance.” by Steven Thrasher starting on p. 317.
	Thursday - 4/2	<ul style="list-style-type: none"> <li>• Discuss the Reading w/focus on American values</li> <li>• Listening, reading, and responding to texts both orally and in writing</li> <li>• Drafting ACD portfolio</li> </ul>	<b>H/W:</b> Read: “Do Not Remove Confederate Monuments: Why the Case for the Removal of Confederate Memorials Isn’t So Clear-cut” by Alfred Brophy starting on p. 320.
<b>Week Fourteen American Culture Digital Portfolio</b>	Tuesday - 4/7	<ul style="list-style-type: none"> <li>• Analyze the Reading w/focus on American values</li> <li>• Listening, reading, and responding to texts both orally and in writing</li> <li>• Integrating images and sources into portfolio</li> </ul>	<b>H/W:</b> Read: “The Backdraft of Technology” by Stephanie Alaimo and Mark Koester starting on p. 282.
	Thursday - 4/9	<ul style="list-style-type: none"> <li>• Discuss the Reading w/focus on American cultural and language practices</li> <li>• Listening, reading, and responding to texts both orally and in writing</li> <li>• Drafting ACD portfolio</li> </ul>	<b>H/W: Collaborative group activity -</b> Bring in your own text to lead the discussion as it pertains to American cultural context.
<b>Week Fifteen American Culture Digital Portfolio</b>	Tuesday - 4/14	<ul style="list-style-type: none"> <li>• Student-led discussions w/in-class activities</li> <li>• Integrating images and sources into portfolio</li> </ul>	<i>Study for Idiom Test #2</i>

<b>American Idiom Exam</b>	Thursday - 4/16	<ul style="list-style-type: none"> <li>• <b>American Idiom Test #2</b></li> <li>• Peer-review workshop: Revising and perfecting your digital portfolio.</li> <li>• Finalize edits &amp; images</li> </ul>	Continue drafting portfolio <b>Due to Canvas: ICP Presentations</b>
<b>Week Sixteen</b>	Tuesday - 4/21	<ul style="list-style-type: none"> <li>• <i>International Conversational Partner Presentations</i></li> </ul>	
<b>American Culture Digital Portfolio Presentation</b>	Thursday - 4/23	<ul style="list-style-type: none"> <li>• <i>International Conversational Partner Presentations</i></li> </ul>	<b>Due to Canvas: American Culture Digital Portfolio</b>
<b>Drafting &amp; Edits</b>			
<b>FINALS WEEK</b>	<b>Tuesday – 4/28 10:30pm – 12:30pm</b>	<ul style="list-style-type: none"> <li>• <b>American Culture Digital Portfolio Presentations</b></li> </ul>	

### Use of Canvas and other technology

Canvas is very important. You will need access to Canvas to complete the course, communicate with peers, access your projects, access announcements, access course syllabus, engage collaborate sessions, and any relevant course instructions. Assignments, readings, and class handouts will also be provided on Canvas for your convenience. All written assignments and papers by students must be uploaded to Canvas for grading.

### Course Policies:

Students will participate in structured group activities designed to practice with AI-appropriate tools (e.g., brainstorming prompts, evaluating outputs, ethical reflection). These activities will replace discussion boards and will occur during class or via collaborative platforms. Full points require active engagement and submission of group deliverables.

**Email Etiquettes:** When addressing the professor (me), please call me by my title “Dr. Charles” unless stated otherwise. Out of respect, remember to provide an appropriate salutation, e.g., Good Afternoon, Greetings, etc. prior to delving into a question, comment, or concern. Failing to remember this etiquette may lead to no response or a delayed response because: 1) I do not feel respected and 2) I’m not sure if the email was sent by mistake or whether I was the intended recipient.

**Teacher Response Time to Emails:** *Emailing* me via Outlook is the best way to get in contact with me. However, I do have a two-part policy in place that helps me manage responding to students:

**Part 1)** While I make every effort to respond expeditiously to students’ emails, please do not expect to an immediate reply between Friday 5pm (CT) up until Monday, 8am (CT). I usually preserve the weekends for family time and self-care. So, if you’ve emailed me after 5pm on a Friday, then I may not reply until Monday morning.

**Part 2)** Please allow at least 24 hours (1 full day) prior to receiving a response to your email. If two days (48 hours) have passed and you still have not received an email, many apologies, please resend your message. My schedule can get quite busy, but my goal is to respond to students’ concerns as soon as possible.

**Academic Honesty:** Do your own work. Ask me if you are unsure how to document a source. [Academic Dishonesty violations](#) will follow the guidelines set forth by the college.

**Artificial Intelligence:** This course is meant for you to improve your writing skills, develop your critical thinking, and promote originality. The use of AI tools should only be used responsibly and with my permission. Transparency is an ethical approach to academic integrity. Using and not citing generative AI, inclusive of sites such as *Grammarly*, will follow the College’s policy on academic dishonesty. The MLA has created [clear guidance on citing AI](#), and [Purdue’s OWL](#) has compiled citation guides from APA and other commonly used citation styles in academic writing.

**Late Work & Make up Work:** Late work can still be submitted for grading but **ONLY** with my approval. Make up work will be accepted at my discretion. Do not expect to receive full points for submitting late and/or make-up work. All work that is to be graded must be submitted via Canvas. DO NOT EMAIL ME ASSIGNMENTS unless I have specifically requested.

**Extra Credit:** There is no extra credit offered in this course. Under conditional circumstances and at the teacher’s discretion, extra credit may be granted by submitting additional tasks. The points received for completing extra credit work are completely up to the instruction and are highly based on satisfactory performance as opposed to effort.

**Attendance and Active Participation:** Attendance and active participation is required to successfully pass the course. To be active, you must be in attendance. While in attendance, you must take part in classroom discussions, group tasks, individual assignments, and more. Just showing up to class does not count as active and does not warrant credit towards your grade. Canvas LMS will be used to track attendance, with full points administered for being on time and point deductions for being tardy. Tardy means you arrive at class after attendance is taken and were not approved for late attendance or unexcused absence.

**Unexcused Absence:** An unexcused absence is when the professor does not approve of your absence. Missing class because you overslept, had a birthday, family vacation, or something of that nature, will not be excused. Emailing or informing your professor after your absence on why you did not make it to class will not be excused. Generally, emailing the professor prior to your absence with a significant reason, e.g., car accident, on why you will not be in class will likely be excused. Please note that more than eight (8) unexcused absences will result in you failing the class.

**Religious Holidays:** If any student must be absent as a means of observing a religious holiday, please ensure that you put in your request well in advance (2 weeks is sufficient), so that you can receive the proper accommodation.

## Grading Scale

A	93-100%	4.0
A -	90-92%	3.7
B +	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C +	77-79%	2.3
C -	70-72%	1.7
D	60-69%	1.0
F	Below 60%	0

## Resources for Students

**Early Alert** North Central College cares about, and is committed to, the safety and success of all members of the College community. If you or someone you know may be struggling academically and/or personally, College resources and assistance are available. As your Professor, I may submit an [Early Alert Referral Form](#).

**Center for Student Success** The [Center for Student Success](#) is committed to ensuring all students have access, opportunities, and resources to achieve their highest level of academic achievement. Our programs, activities, and services support the educational objectives of the faculty and College by emphasizing personal and practical skill development so students become engaged, informed, and confident learners. To help you succeed in your courses, our academic success programs provide a range of support including individual tutoring, structured study groups, academic skills workshops, and supplemental peer-led instruction programs. Additional assistance is provided in our [Writing Center](#), [Speaking Center](#) and [Math Resource Center](#). See also [Online Resources for Student Success](#).

**Writing Center** The Writing Center Staffed by advanced students, the Writing Center is an excellent resource for students at all levels of writing. Consultations are free and offered in-person or online. Tutorials can happen at any stage of the writing process, from brainstorming a topic to final revision. You can make an appointment to visit the Writing Center, or you can walk into Oesterle 242 without an appointment. The Writing Center will be open Mondays-Thursdays from 10 am - 7pm. Additional questions can be emailed to [WritingCenter@noctrl.edu](mailto:WritingCenter@noctrl.edu).

**Speaking Center:** The Speaking Center, will be available both in-person and virtually, to provide students with individualized assistance in the preparation and delivery of individual and group speech assignments. Students can schedule an in-person or online 30-minute session with trained student tutors for personalized assistance at any stage of the speaking process, including brainstorming topics, developing an outline, conducting research, or developing visual aids. To make an appointment, students must create an account on <https://noctrl.mywconline.com/>, click “Schedules”, and click “Speaking Center”. Additional questions can be emailed to [SpeakingCenter@noctrl.edu](mailto:SpeakingCenter@noctrl.edu).

**Accommodations** [Student Disability Services](#) is an office within Academic Affairs, which coordinates accommodations for undergraduate and graduate students with disabilities. We view disability as an important aspect of diversity and are committed to providing equal opportunity and meaningful access for all students. We partner with students, faculty, and staff to provide accessible environments and academic accommodations. Click [here](#) to register.

**Cardinal Operation Hope & Help (COHH)** is an initiative intended to increase student success, both inside and outside the classroom, by providing emergency financial support for students with basic needs such as food, clothing, shelter, transportation and educational supplies.

**Technical Assistance** If you are encountering difficulties with your NCC email, password, network, wireless, printing, Canvas, or Box cloud storage, consult Instructional Technology [website](#) or contact the Help Desk at [helpdesk@noctrl.edu](mailto:helpdesk@noctrl.edu) or 630-637-5440.

**Title IX and Other Forms of Discrimination** North Central College faculty are committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including those resulting from pregnancy, sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX of the Education Amendments of 1972.

Please note that our Title IX and Sexual Misconduct Policy designates all faculty members as Mandated Reporters. Under this policy, all Mandated Reporters must report all disclosures of sex or gender-based discrimination or violence to Cortney Matuszak, North Central College's Title IX Coordinator. The Title IX Coordinator will reach out to provide resources, support, and information after receiving a report, but community members are not required to respond to such outreach. Reported information will remain private. The Title IX Coordinator can be reached at [cmatuszak@noctrl.edu](mailto:cmatuszak@noctrl.edu), (630) 637-5156, or by visiting her office in Old Main, Room 524.

If you have (or someone you know has) experienced any form of sex or gender-based discrimination or violence and wish to speak with someone confidentially about rights, options, and referrals, please contact our Campus Advocate Samantha Godfrey, at [skgodfrey@noctrl.edu](mailto:skgodfrey@noctrl.edu) or (630) 637-5113. For more information regarding North Central College's Title IX procedures, reporting, or supportive measures, please visit the [Title IX webpage](#).

In the event of an emergency, please call the Department of Campus Safety at 630-637-5911 and/or 911. Students may also submit an [Early Alert](#) referral if you or another member of our campus community needs assistance.

If you have witnessed or experienced a bias-related incident, please use the [Bias Incident Report form](#) in order to file a report. Any act of intolerance, regardless of severity, can be reported. Once submitted, your report will be reviewed by the North Central College Bias Incident Response Team.

### **Diversity/Inclusivity Statement**

I stand in support of compassion, dignity, value-of-life, equity, inclusion, and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more inclusive, just, and equitable for all individuals. I stand against individual and systemic racism in all its various forms.

### **Names/Pronouns**

Class rosters are provided to the instructor with the student's legal name. I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected.

### **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at NCC. For helpful resources contact the Dyson Wellness Center at [DysonWellness@noctrl.edu](mailto:DysonWellness@noctrl.edu).

### **Veterans Center**

NCC is committed to Veteran success. If you are a student veteran, please visit our [Veteran Success Services website](#) for more information regarding our Success Team and forms of support.

### **English Language Learners**

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. In addition to our Center for Student Success, we offer a [Language Resource Center \(LRC\)](#) and an [English Language Institute](#) to help you hone your skills. Please let me know if there is any additional support you would like to discuss for this class.