

**KINGSBOROUGH COMMUNITY COLLEGE**  
**The City University of New York**

**CURRICULUM TRANSMITTAL COVER PAGE**

Department: \_\_\_\_\_ Date: \_\_\_\_\_

Title Of Course/Degree/Concentration/Certificate: \_\_\_\_\_

ENG 5300

**Change(s) Initiated:** (Please check)

- |  |   |
|--|---|
| <input type="checkbox"/> Closing of Degree                   | <input type="checkbox"/> Change in Degree or Certificate                              |
| <input type="checkbox"/> Closing of Certificate              | <input type="checkbox"/> Change in Degree: Adding Concentration                       |
| <input type="checkbox"/> New Certificate Proposal            | <input type="checkbox"/> Change in Degree: Deleting Concentration                     |
| <input type="checkbox"/> New Degree Proposal                 | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course                          | <input type="checkbox"/> Change in Course Designation                                 |
| <input type="checkbox"/> New 82 Course (Pilot Course)        | <input type="checkbox"/> Change in Course Description                                 |
| <input type="checkbox"/> Deletion of Course(s)               | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours         |
|  | <input type="checkbox"/> Change in Academic Policy                                    |
|  | <input type="checkbox"/> Pathways Submission:   |
|  | <input type="checkbox"/> Life and Physical Science                                    |
|  | <input type="checkbox"/> Math and Quantitative Reasoning                              |
|  | <input type="checkbox"/> A. World Cultures and Global Issues                          |
|  | <input type="checkbox"/> B. U.S. Experience in its Diversity                          |
|  | <input type="checkbox"/> C. Creative Expression                                       |
|  | <input type="checkbox"/> D. Individual and Society                                    |
|  | <input type="checkbox"/> E. Scientific World  |
| <input type="checkbox"/> Change in Program Learning Outcomes |   |
| <input type="checkbox"/> Other (please describe): _____      |   |

**PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES**

**DEPARTMENTAL ACTION**

Action by Department and/or Departmental Committee, if required:

Date Approved: \_\_\_\_\_ Signature, Committee Chairperson: Sara Rutkowski

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: \_\_\_\_\_ Signature, Department Chairperson: \_\_\_\_\_

Date Approved: \_\_\_\_\_ Signature, Department Chairperson: \_\_\_\_\_

I have reviewed the attached material/proposal

Signature, Department Chairperson: 



### New Course Proposal Form\*

\*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.

\*For Assignment of New Course Number, contact **Academic Scheduling**.

<b>Department:</b>	English
<b>Course Designation/Prefix:</b>	ENG
<b>*Course Number:</b>	5300
<b>Course Title:</b>	Introduction to Professional Writing
<b>Course Description:</b> (Note: Description should include language similar to Course Learning Outcomes.)	Introduction to Professional Writing focuses on teaching students how to respond to rhetorical situations in the professional world. Students will strategize how to communicate rhetorically with diverse audiences across a variety of workplace and professional settings. Students will produce work by analyzing audiences and genres, researching solutions to communication problems, and composing both individually and in collaborative teams. This course emphasizes the preparation of documents in many genres, including emails, white papers, proposals, memos, and presentations.
<b>Prerequisite(s):</b>	Composition 1 (Eng 12 or 12A0)
<b>Corequisite(s):</b>	
<b>Pre-/Co-requisite(s):</b>	
<b>Open ONLY to Select students (Specify Population):</b>	<b>Not Open to Business Administration Majors</b>
<b>Frequency course is to be offered (Select All that Apply)</b>	X Fall <input type="checkbox"/> Winter    X Spring <input type="checkbox"/> Summer
<b>Suggested Class Limit:</b>	27
<b>Indicate if a special space, such as a lab, and/or special equipment will be required:</b>	Computer lab required for in-person class meetings.

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -\*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits: <input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below)  <div style="display: flex; justify-content: space-around; width: 100%;"> <span>____ Lecture</span> <span>____ Lab</span> </div> Explanation: _____	

3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	<b>List Degree Program(s)/Certificate(s):</b> 1. Associate of Arts 2.
<input type="checkbox"/> General Education/Pathways	<b>Select ONE of the following:</b> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

<input type="checkbox"/> <b>82XX Pilot/Experimental Course</b>	<p><b>If proposed as a “real” course, where will this course fit? Select from the following:</b></p> <p><b>List Degree Program(s)/Certificate(s):</b></p> <p>1.</p> <p>2.</p> <p><b>Select ONE of the following:</b></p> <p><input type="checkbox"/> Life and Physical Science (LPS)</p> <p><input type="checkbox"/> Math and Quantitative Reasoning (MQR)</p> <p><input type="checkbox"/> World Cultures and Global Issues (Group A)</p> <p><input type="checkbox"/> U.S. Experience in its Diversity (Group B)</p> <p><input type="checkbox"/> Creative Expression (Group C)</p> <p><input type="checkbox"/> Individual and Society (Group D)</p> <p><input type="checkbox"/> Scientific World (Group E)</p>
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**\*If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, [Amanda.Kalin@kbcc.cuny.edu](mailto:Amanda.Kalin@kbcc.cuny.edu)

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)  
 30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)  
 20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

**Additional Separate Submissions Required:**

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, [Amanda.Kalin@kbcc.cuny.edu](mailto:Amanda.Kalin@kbcc.cuny.edu)

**If General Education/Pathways is Selected:**

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “real” course.

**Additional Separate Submissions Required:**

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measureable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes	
1.	Identify audiences and stakeholders impacted by professional writing situations, including workplace, client, and public audiences.
2.	Analyze rhetorical situations of professional communication in order to address their problems using appropriate genres.
3.	Produce documents that are readable and accessible to a range of users in a range of professional fields, including appropriate and genre-specific use of text and page formatting, data, graphics, and visuals.
4.	Employ all elements of the writing process, including strategizing communication approaches and researching; deploying research and data in writing; and drafting, editing, and revising professional documents, in individual and collaborative contexts.
5.	Evaluate the ethical dimensions of writing to a range of diverse audiences in a range of professional fields, and communicate accordingly.
6.	

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for any qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Identify audiences and stakeholders impacted by professional writing situations, including workplace, client, and public audiences.	10%	Writing Studio Activities Formal Memo Client Email Funding Proposal Stakeholder Analysis
2. Analyze rhetorical situations of professional communication in order to address their problems using appropriate genres.	8%	Writing Studio Activities White Paper Client Email Stakeholder Analysis

		Semester Learning Reflection
3. Produce documents that are readable and accessible to a range of users in a range of professional fields, including appropriate and genre-specific use of text and page formatting, data, graphics, and visuals.	25%	White Paper Formal Memo Client Email Funding Proposal Stakeholder Analysis Stakeholder Presentation
4. Employ all elements of the writing process, including strategizing communication approaches and researching; deploying research and data in writing; and drafting, editing, and revising professional documents, in individual and collaborative contexts.	35%	White Paper Formal Memo Client Email Funding Proposal Stakeholder Analysis Stakeholder Presentation Revised Deliverable
5. Evaluate the ethical dimensions of writing to a range of diverse audiences in a range of professional fields, and communicate accordingly.	22%	White Paper Funding Proposal Stakeholder Analysis Stakeholder Presentation Semester Learning Reflection
6.		

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

Both degree-seeking and non-degree-seeking students could select this English course. Degree-seeking students could apply it toward the Literature & Writing requirement for the A.A. degree in Liberal Arts. Non-degree-seeking students could choose to take "Introduction to Professional Writing" to help them develop writing skills needed to succeed in future career contexts and workplaces they may enter after graduating. At this time, there is no L.A. concentration where this course will fit. However, we are in the process of developing a Liberal Arts concentration in Professional Writing that will articulate with parallel programs at Medgar Evers College and New York City College of Technology. Introduction to Professional Writing will be one of the courses we include in that concentration.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course's role within the selected Pathways Group or Degree program – How does this course meet the Program Learning

Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

Surveys of business leaders and hiring managers repeatedly stress the essential nature of strong written communication skills to workplace success. “Introduction to Professional Writing” offers Liberal Arts students the opportunity to develop and hone the rhetorical skill and genre awareness necessary to communicate effectively in writing in a variety of workplace contexts, including awareness of the different situations of professional communication, the different genres expected in various workplaces (including memos, emails, funding proposals, and formal presentations), and to consider the different audiences they will communicate to, such as communicating within workplaces, to clients, or to public-facing stakeholders. Students are asked to analyze the rhetorical situations of professional communication and their audiences. Students are also asked to develop and employ strategies for communicating accessibly and ethically. All this is done in service of meeting the complex needs of written communication in contemporary workplaces.

In conceiving of this course, and other future professional writing courses, we have worked closely with members of the English departments at Medgar Evers College and New York City College of Technology, both of which have programs in professional and technical writing. We have designed this course to be able to transfer into both of these programs.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

This course will transfer into New York City College of Technology’s B.S. program in Professional and Technical Writing. It will be equivalent to City Tech’s ENG 2700 Introduction to Professional & Technical Writing. ENG 2700 is a regular Liberal Arts course.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

This course does not conflict with any other course in the English department or any other department.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Last, Suzan. (2019). Technical Writing Essentials. University of Victoria Press. (Open Access.)  
<https://pressbooks.bccampus.ca/technicalwriting/>

St.Amant, Kirk, & Pavel Zemliansky (Eds.). (2024). Technical Writing Spaces: Readings on Writing, Volume 6. WritingSpaces.org; Parlor Press; The WAC Clearinghouse. (Open Access.) <https://wac.colostate.edu/books/writingspaces/writingspaces6/>

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

12. Selected Bibliography and Source materials:



# Introduction to Professional Writing

Department of English  
Kingsborough Community College, CUNY

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Course number, section, and CUNY first number  
Class meeting days, times, and location (*computer lab classroom*)  
Course Instructor:  
Contact Information:  
Office hours:

## Course Description

Introduction to Professional Writing focuses on teaching students how to respond to rhetorical situations in the professional world. Students will strategize how to communicate rhetorically with diverse audiences across a variety of workplace and professional settings. Students will produce work by analyzing audiences and genres, researching solutions to communication problems, and composing both individually and in collaborative teams. This course emphasizes the preparation of documents in many genres, including emails, white papers, proposals, memos, and presentations.

## Course Learning Outcomes

1. Identify audiences and stakeholders impacted by professional writing situations, including workplace, client, and public audiences.
2. Analyze rhetorical situations of professional communication in order to address their problems using appropriate genres.
3. Produce documents that are readable and accessible to a range of users in a range of professional fields, including appropriate and genre-specific use of text and page formatting, data, graphics, and visuals.
4. Employ all elements of the writing process, including strategizing communication approaches and researching; deploying research and data in writing; and drafting, editing, and revising professional documents, in individual and collaborative contexts
5. Evaluate the ethical dimensions of writing to a range of diverse audiences in a range of professional fields, and communicate accordingly.

## Required texts

Last, Suzan. (2019). *Technical Writing Essentials*. University of Victoria Press. (Open Access.) <https://pressbooks.bccampus.ca/technicalwriting/>

St.Amant, Kirk, & Pavel Zemliansky (Eds.). (2024). *Technical Writing Spaces: Readings on Writing, Volume 6*. WritingSpaces.org; Parlor Press; The WAC Clearinghouse. (Open Access.) <https://wac.colostate.edu/books/writingspaces/writingspaces6/>

Additional texts provided as PDFs on Brightspace.

## Overview of Units & Major Assignments

Most writing in workplaces is collaborative, and, even if a document begins with an individual, it is rarely considered complete until others have also worked on and approved it. Reflecting this, each of the three units in this class contains two deliverables, one individually-written, and one team-written.

### Unit 1: Corporate Communication Analysis

**White Paper (*individual assignment*):** Students will write a white paper analyzing a case study of corporate communication, including identifying the situation that led to the communication and exploring how the organization responded to the situation. The paper should include an evaluation of the organization's communication successes and shortcomings, and should also include at least two graphics or data visualizations. **(600 words, 10% of course final grade).**

**Formal Memo (*team assignment*):** Students will draft a formal memo, addressed to the corporate communicator, summarizing their analysis of the case study and offering formal recommendations for communications strategies in similar future scenarios. The memo should be formatted appropriately, and contain descriptions of the context of the communication as well as identifications of specific actions that will or should be taken. Students should be sure to discuss the evidence and arguments backing up their proposed recommendations. **(300 words, 10% of course final grade).**

### Unit 2: Client Communications

**Client Email (*individual assignment*):** Students will write a client-facing email, aiming to respond to a case study of a client seeking to engage business services. Students should address the client's needs and develop a succinct proposal for how they intend to meet those needs through the

services offered. The email should be formatted appropriately and contain a formal salutation, subject line encapsulating the reason for the communication, brief description of the client's need and specific details for how that need will be addressed, before ending with a formal closing. **(300 words, 5% of course final grade).**

**Funding Proposal (*team assignment*):** Students will draft a funding proposal, in response to a hypothetical RFP (request for proposals), seeking funding to address the clients' needs identified in the client email assignment. Students will offer a rationale of why the funding is needed, a project narrative of how the funding will be used, and a specific plan for implementing the funding. The project will be accompanied by a budget breakdown detailing which aspects of the project will be allocated which portions of the funds requested. **(1000 words plus budget breakdown, 15% of course final grade).**

### Unit 3: Stakeholder Communications

**Stakeholder Analysis (*individual assignment*):** Students will conduct research into stakeholders affected by potential work done for a client, such as a client's customers, affected community members, or other organizations working in the same area. Students should investigate what the stakeholders' interests in the project are, issues they might raise with it, and what they would need addressed through the project. The aim is to understand the rhetorical situation of the work done for a client, with emphasis on how it affects various stakeholders. Students should gather input and synthesize these findings into a report, which should include at least two graphics or data visualizations. **(1000 words, 10% of course final grade).**

**Stakeholder Presentation (*team assignment*):** Students will deliver a formal oral presentation detailing the findings of their stakeholder analyses, describing the rhetorical situation of the work done for a client, framed through the stakeholder's interests, commitments, and concerns. The presentations should include slides that are visually-appealing and which make ample use of the visual information gathered during the stakeholder analysis process. The oral presentation should be practiced and polished, and include a speaking role for all members of the team. **(15 minute presentation, 15% of course final grade).**

### Final Portfolio

**Semester Learning Reflection (*individual assignment*):** Students will reflect on the learning they have done this semester and write about the changes in their writing and thinking processes that have resulted. Students will also address their choice of deliverable to revise as an example of their learning, explaining its audience and purpose, as well as what they chose to revise about it and why. **(1000 words).**

**Revised Deliverable (*team assignment*):** Students will choose one deliverable from any unit during the semester, individually- or team-written, to revise based on what they have learned. The

revisions made to the deliverable chosen should demonstrate the learning described in the Semester Learning Reflection. (same length as original).

Together, these elements of the final portfolio account for 25% of your course final grade.

## Low-Stakes Writing Studio Activities

In this class we will be analyzing and composing in different rhetorical genres and practicing different writing techniques. In order to best prepare you for the larger professional writing assignments, you will complete weekly low stakes studio activities. **Taken together, these weekly low-stakes activities comprise 10% of your course final grade.**

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### Weekly Schedule

Unit	Week	Focus	Writing Studio Activities & Assignments	Major Assignments
Corporate Communication Analysis	1	Introducing rhetorical situations and genres	Close in-class examination of three in-class rhetorical situations and genres of professional communication	Read Amy Devitt, "A Theory of Genre"  Read TWE: " <a href="#">1.1: Key Concept: Problem-Solving Approach to Communications Tasks</a> "
	2	The white paper genre  Data visualizations	Analysis of sample/ model white papers  Create a data visualization	Read TWE: " <a href="#">4: Teamwork and Communication</a> "  Read Candice A. Welhausen, " <a href="#">Worth a Thousand Words: Constructing Visual Arguments in Technical Communication</a> "  Write White Paper
	3	The memo genre	Analysis of sample/ model memos  Create team ground rules/working agreement	Read TWE: " <a href="#">7.5: Long Reports: Recommendation Reports and Feasibility Studies</a> "  Read K. Alex Ilyasova, " <a href="#">Last to Be Written, First</a> "

				<a href="#">to Be Read: Writing Memos, Abstracts and Executive Summaries”</a>  <b>Write</b> Formal Memo
<b>Client Communications</b>	<b>4</b>	Rhetorical understandings of audience	Close in-class examination of rhetorical audiences using examples of crisis communications	<b>Read</b> Andrea Lunsford & Lisa Ede, “Audience Addressed/Audience Invoked”  <b>Read</b> TWE: <a href="#">“7.1: Text Messages, Emails, Memos, and Letters”</a>
	<b>5</b>	Genres of email communication	Analysis of sample/ model emails  Team feedback on client emails	<b>Read</b> Emma J. Rose, <a href="#">“Who Is the User? Researching Audiences for Technical Documents”</a>  <b>Write</b> Client Email
	<b>6</b>	The funding proposal and RFP genres	Analysis of sample/ model RFPs and proposals  Create a draft budget	<b>Read</b> TWE: <a href="#">“7.2: Proposals”</a>  <b>Read</b> Birgitta Meex, <a href="#">“How to Write for Global Audiences”</a>
	<b>7</b>	Tk	Team feedback on funding proposals	<b>Write</b> Funding Proposal
<b>Stakeholder Communications</b>	<b>8</b>	Rhetorical accessibility	Practicing accessible document design through use of metadata and tagging	<b>Read</b> Lisa Melonçon, “Orienting Access in Our Business and Professional Communication Classrooms”  <b>Read</b> Cathryn Molloy, <a href="#">“Basic Approaches to Creating Accessible Documentation Projects: What Is Accessibility, and What Does It Have to do with Documentation Projects?”</a>

	<b>9</b>	Stakeholder analyses genres	Analysis of sample/ model stakeholder analyses	<b>Read</b> Anthony Paré, “Genre and Identity”  <b>Read</b> Joanna Schreiber, <a href="#">“Beyond Audience Analysis: Three Stages of User Experience Research for Technical Writers”</a>
	<b>10</b>	Genres of workplace presentations	Analysis of sample/ model presentation slides  Team feedback on stakeholder analyses	<b>Read</b> Kristen Moore, “Experience Architecture in Public Planning”  <b>Write</b> Stakeholder Analysis
	<b>11</b>	Finalizing and delivering stakeholder presentations	Team feedback on stakeholder presentations	<b>Read</b> TWE: <a href="#">“8: Oral and Visual Presentations”</a>  <b>Write/Present</b> Stakeholder Presentation
<b>Final Portfolio Work up</b>	<b>12</b>	Final revisions and reflections for professional writing portfolio	Revising, refining, and reflecting for the portfolio	<b>Write</b> Semester Learning Reflection  <b>Revise</b> Deliverable
<b>Finals week</b>	<b>13</b>			<b>Final portfolio due</b>

## Course Policies

**Absence Policy:** Attendance in college is critical for students' learning. Regular attendance ensures that you will have the opportunity to learn from your professor, learn from your peers, participate in class discussions, keep up to date with in-class work (both individual and collaborative), and take in-class quizzes and assessments that will occur throughout the semester. If at any point during the semester you simply stop attending class, you will be assigned a WU for this course.

**Academic Integrity policy:** Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work” (www.dictionary.com). Please note that this includes language, text, or material taken (without acknowledgement) from AI text-generators. If you plagiarize in any of the work you submit, you may receive a grade of 0 for the assignment. Please see Kingsborough’s website page on Academic

Integrity for more information on plagiarism.

[https://www.kbcc.cuny.edu/studentaffairs/student\\_conduct/academic\\_integrity.html](https://www.kbcc.cuny.edu/studentaffairs/student_conduct/academic_integrity.html)

**Classroom Etiquette:** Obviously, it is rude to come to class late and/or unprepared and to fail to give the class your full attention. I expect you to treat your teacher and your classmates the way you would want to be treated, by being respectful and thoughtful in your interactions with others in class. Failure to come to class prepared and failure to participate will result in a lower course work grade.

**Statement on Accessibility:** It is college policy to provide reasonable accommodations to individuals with disabilities. Any student with a documented disability who may need accommodations for this course is requested to contact AAS as early in the semester as possible. AAS can be reached by phone at 718-368-5175 or by email at [AAS@kbcc.cuny.edu](mailto:AAS@kbcc.cuny.edu). The office is in room D205. All discussions will remain confidential. For more information, please click on the link to the Access-Ability Services webpage in the Quick Links menu of the KCC homepage or at the bottom of every page on the KCC website. The AAS webpage also provides access to the AAS Student Handbook, which is a valuable introduction to the services and programs that are available.

**Statement on Preferred Pronouns:** I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me on your preferred gender pronoun or if you do not have a pronoun. The gender-neutral bathrooms are located in the following places on campus: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212. If you have any questions or concerns, please do not hesitate to contact me.