

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

**CURRICULUM TRANSMITTAL COVER PAGE**

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

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


**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  |
- Change in Program Learning Outcomes
- 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: 

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: 



TO: Curriculum Committee

FROM: Ann Del Principe, Department of English

DATE: April 11, 2024

RE: Change in Course Description and Learning Outcomes

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The Department of English is proposing a change in course description and learning outcomes for ENG 2400, Composition II.

**Change Course Description:**

**FROM:**

Multidisciplinary reading, writing and research focusing on the various ways knowledge is produced and articulated within the academy. Through a multidisciplinary process of inquiry, several required projects will emphasize different modes of research and information literacy.

**TO:**

The course extends the work of Composition I, requiring students to apply rhetorical concepts as they read and compose texts in both academic and public genres. Students engage in primary and secondary research in order to develop writing projects that integrate their own ideas, observations, and material from relevant textual sources. Through these projects, students continue to develop their understanding of effective written communication and the various processes involved in research-based writing.

**Change Learning Outcomes:**

## **FROM:**

### **Writing:**

Students in Eng 24 engage in several different research projects that culminate in written texts. They become familiar with different modes of academic research and different types of evidence and analysis through these different research projects. Via exposure to different disciplines and perspectives, students will cultivate greater open-mindedness towards viewpoints other than their own.

- Use informal writing like prewriting, freewriting, brainstorming, journals, notes, lists, concept maps and outlines to help generate ideas.
- Use quotation, paraphrase, and summary by way of analyzing others' ideas and developing/elucidating one's own ideas; incorporate quotation, paraphrase, and summary smoothly, accurately and appropriately.
- Frame one's view in light of other perspectives and positions, including those of peers in the course.
- Utilize feedback from instructor and peer reviewers; engage in active, significant revision of earlier drafts of research projects.
- Communicate clearly, correctly, fluently, and effectively, according to appropriate language conventions.
- Become familiar with formal documentation styles (MLA and APA) and why they are used.

### **Reading:**

Students read extensively and critically across genres and disciplines to expand their range of proficiency and awareness. Through reading, students gather information, encounter others' arguments, discover what they don't yet know, and begin to frame their own perspective. This type of reading requires students to maintain focus and attention.

- Become familiar with genres typical of different disciplines and approaches to reading them.
- Distinguish between primary and secondary sources and their uses in research writing.
- Critique arguments encountered in readings: uncover key assumptions, find logical inconsistencies, examine evidence, and analyze conclusions.

### **Information Literacy:**

Students become more skillful in finding appropriate texts, data, and information needed for the specific projects they are researching. Strong Information literacy skills require the patience to find, evaluate, and document sources.

- Access information helpful for a given research agenda, drawing on both library and internet sources. Increase fluency in selecting databases and using search terms in CUNY library holdings, both print and electronic.
- Evaluate sources for reliability, relevance, and bias.
- Document research sources fully and accurately, using academic conventions; avoid unintentional plagiarism; produce a Works Cited page and/or References list according to a formal documentation style (MLA or APA)

## **TO:**

I. Rhetorical knowledge | Students in Composition 2 will learn to:

1. Apply rhetorical concepts in reading and composing texts. Commonly considered essential concepts include text, author, audience, purpose, situation/exigence.
2. Compose in several genres, including academic and public genres, in order to understand how conventions shape readers' and writers' practices, purposes, and expectations.
3. Apply citation conventions in one's own writing, and reflect on why these conventions exist and how they are used in different genres and contexts.

II. Critical writing & reading | Students in Composition 2 will learn to:

1. Identify, through careful reading and listening, the relationships between assertion and evidence, patterns of organization, and strategic language choices, across academic and public genres.
2. Develop a question or line of inquiry and locate and evaluate relevant primary and secondary materials.
3. Compose texts that integrate the writer's ideas with those from other texts.

III. The craft of writing & reading | Students in Composition 2 will learn to:

1. Develop a writing project that includes primary and/or secondary research, through multiple versions and document one's thinking and choices between those iterations/changes.
2. Select and use appropriate strategies and writing processes for research-based writing.
3. Reflect on one's emerging knowledge about the craft of writing, language choices, and language conventions in academic and other public writing contexts.

### **Rationale for Change:**

### **Description:**

The revised course description is better aligned with our revised English 1200/Comp I course description, which draws upon current scholarship and pedagogy in the field of Writing Studies. According to the [“Executive Summary” of \*Framework for Success in Post-Secondary Writing \(2011\)\*](#) (which was developed collaboratively by the Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project), to succeed in college, students need to develop the following:

- Rhetorical knowledge – the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts;
- Critical thinking – the ability to analyze a situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research;
- Writing processes – multiple strategies to approach and undertake writing and research;

- Knowledge of conventions – the formal and informal guidelines that define what is considered to be correct and appropriate, or incorrect and inappropriate, in a piece of writing; and
- Abilities to compose in multiple environments – from using traditional pen and paper to electronic technologies.

The ideas articulated in this “Executive Summary” represents a shift in emphasis, away from a notion of discrete “academic” writing skills that can be acquired in first-year writing classes and easily transferred to new contexts, and toward a more nuanced and sophisticated understanding that readers and writers need to be flexible and self-aware in adapting literacy strategies to various writing contexts and situations.

In addition, the new Course Description moves away from the previous emphasis on disciplinary and interdisciplinary writing and reading and toward a rhetorical understanding of both academic and public writing as rhetorically situated, sensitive to imagined audience, and informed by genre conventions.

### **Learning Outcomes:**

The new learning outcomes were developed by a rotating committee of full-time and part-time faculty, approved by the English Department Curriculum Committee. The new CLOs represent an improvement over the old learning outcomes for several reasons:

- They are consistent with the revised CLOs for English 1200/Comp I
- They are better aligned with current ideas about best practices in teaching writing at the college level (see above)
- They are shorter and more accessible, which is preferable for learning outcomes to communicate goals to students, encourage backward design of courses, and facilitate final assessment of student learning.
- They better represent the assignments given in English 2400, in that they show how reading, writing, and information literacy are integrated rather than discrete activities.
- They align with the CUNY Pathways outcomes (see below).

<b>KCC English 24 CLOs</b>	<b>CUNY Pathways</b>	<b>Assignments and activities targeting Pathways LOs (see sample syllabus)</b>
1.1 Apply rhetorical concepts in reading and composing texts. Commonly considered essential concepts include text, author, audience,	Read and listen critically and analytically, including identifying an argument’s major assumptions and	The essay for Unit 1 requires students to read an article that advances an argument in order to identify the author’s argument and, in their essays, explain how that argument aligns with, challenges, and/or complicates their own ideas. (Essay 1 is worth 10%)

<p>purpose, situation/exigence.</p> <p>2.1 Identify, through careful reading and listening, the relationships between assertion and evidence, patterns of organization, and strategic language choices, across academic and public genres.</p>	<p>assertions and evaluating its supporting evidence.</p>	<p>The second unit requires students to locate and read a number of articles, focusing on the information and arguments most relevant to their chosen issue. They are asked to assess the publication context of online materials in order to identify likely assumptions and biases. For texts that advance an argument, they need to show that they understand the author’s position. (Research notes are worth 20% of the final grade; approximately 10% devoted to reading analysis)</p> <p>In preparation for the third project, students engage in an informal analysis of two genres, scholarly articles (broadly defined as encompassing in a range of disciplines) and opinion pieces published in the <i>New York Times</i>. This analysis requires them to consider how writers use evidence to advance a position and how this varies across disciplines. (Counts toward participation grade, which is 40% in total)</p> <p>Students also read several other texts related to research and writing, and they need to understand the basic points being made if they are to apply them to their own work. (Counts toward the participation grade which is 40% in total)</p>
<p>3.2 Select and use appropriate strategies and writing processes for research-based writing.</p> <p>3.3 Reflect on one’s emerging knowledge about the craft of writing, language choices, and language conventions in</p>	<p>Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one’s own and others’ texts.</p>	<p>The essay that students write for Unit 1 requires them to write clearly and to engage in peer review (10%)</p> <p>The first assignment in Unit 3 asks students to compose an abbreviated version of an academic article, using standard sections and illustrations. (15%)</p> <p>Students engage in peer review and receive instructor feedback in revising both</p>

<p>academic and other public writing contexts.</p>		<p>assignments in Unit 3. (Counts toward the participation grade which is 40% in total and is also reflected in the final two grades for these assignments, which are worth 15% each)</p>
<p>2.2 Develop a question or line of inquiry and locate and evaluate relevant primary and secondary materials.</p> <p>3.1 Develop a writing project that includes primary and/or secondary research, through multiple versions and document one’s thinking and choices between those iterations/changes.</p>	<p>Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</p>	<p>Unit 2 involves a series of guided research activities and informal writing assignments designed to hone students’ skills in gathering and evaluating both primary and secondary sources. (Counts toward the participation grade which is 40% in total)</p> <p>The two assignments that make up the final project require students to synthesize this research material in two different ways with an eye to genre and audience. (15% each)</p>
<p>1.2 Compose in several genres, including academic and public genres, in order to understand how conventions shape readers’ and writers’ practices, purposes, and expectations.</p>	<p>Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</p>	<p>The essay for Unit 1 requires students to advance an argument about how engaging with other texts (student-generated and published writing) reinforces and/or complicates their initial ideas about “community.” (Essay 1 is worth 10%)</p> <p>The two assignments that make up Unit 3 both advance arguments but in different ways. The opinion piece is argumentative and persuasive. The academic essay indirectly advances a position about the relevance of the subject of inquiry and data. It may also conclude with an argument for how this information should be understood, particular steps that should be taken, and/or the need for further research. (15% each)</p>

<p>2.3 Compose texts that integrate the writer's ideas with those from other texts.</p> <p>1.3 Apply citation conventions in one's own writing, and reflect on why these conventions exist and how they are used in different genres and contexts.</p>	<p>Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</p>	<p>The essay in Unit 1 requires students to connect their ideas to those of others and to use MLA style citation to credit authors. (10%)</p> <p>Both projects in Unit 3 require students to use citation methods appropriate to the genre they are writing in: hyperlinks for opinion pieces and a formal APA-style list of references for the academic article. (15% each)</p>
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# Kingsborough Community College | Department of English

## Composition II: English 2400

### Writing Community

Section XX/ CF# XXXXX; 3 credits/4 hours

Class meeting days; Class times; Room: TBD

Professor Name; [lastname.firstname@kbcc.cuny.edu](mailto:lastname.firstname@kbcc.cuny.edu); 718-368-XXXX

Office hours: time and location

#### Course Description:

The course extends the work of Composition I, requiring students to apply rhetorical concepts as they read and compose texts in both academic and public genres. Students engage in primary and secondary research in order to develop writing projects that integrate their own ideas, observations, and material from relevant textual sources. Through these projects, students continue to develop their understanding of effective written communication and the various processes involved in research-based writing.

**Course Materials:** Course readings and materials will be supplied by the instructor and located by students through online and library research. We will also reference selections from the textbook and online citation guide listed below:

- Booth, Wayne C., Gregory C. Colomb, and Joseph M. Williams. *The Craft of Research*, U of Chicago P, 2008.  
<http://course.sdu.edu.cn/G2S/eWebEditor/uploadfile/20140306165625006.pdf>
- “MLA General Format.” Purdue Online Writing Lab,  
[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html)
- *Writing Spaces: Readings on Writing*, Vol. 1-4. WAC Clearinghouse.  
<https://wac.colostate.edu/books/writingspaces/>

#### Course Learning Outcomes

**I. Rhetorical knowledge | Students in Composition 2 will learn to:**

1. Apply rhetorical concepts in reading and composing texts. Commonly considered essential concepts include text, author, audience, purpose, situation/exigence.
2. Compose in several genres, including academic and public genres, in order to understand how conventions shape readers' and writers' practices, purposes, and expectations.
3. Apply citation conventions in one's own writing, and reflect on why these conventions exist and how they are used in different genres and contexts.

**II. Critical writing & reading | Students in Composition 2 will learn to:**

1. Identify, through careful reading and listening, the relationships between assertion and evidence, patterns of organization, and strategic language choices, across academic and public genres.
2. Develop a question or line of inquiry and locate and evaluate relevant research materials, including material obtained through primary research.
3. Compose texts that integrate the writer's ideas with those from other texts.

**III. The craft of writing & reading | Students in Composition 2 will learn to:**

1. Develop a writing project that includes primary and/or secondary research, through multiple versions and document one's thinking and choices between those iterations/changes.
2. Select and use appropriate strategies and writing processes for research-based writing.
3. Reflect on one's emerging knowledge about the craft of writing, language choices, and language conventions in academic and other public writing contexts.

**Pathways Learning Outcomes for Required Common Core Composition Courses**

Students will:

1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
2. Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
3. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
4. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
5. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

## **Overview of the Major Assignments** *(with targeted KCC CLOs in parentheses)*

### **UNIT I: Formal exploration of “community” as concept and reality**

The initial exploratory essay offers an opportunity for you to think about your preliminary ideas about “community” as a concept and to consider how these ideas change or develop when put in conversation with writing by your peers and published writing (2.3). You will be asked to consider communities that you belong to and how these exemplify and/or complicate your ideas about community (2.1). This essay (1.2) will be revised at least once (3.1) and must include a brief MLA-style works cited page (1.3). Approximately 3 pages or 750 words.

### **UNIT 2: Research planning and notes on a community issue of your choice**

The next project is a guided series of writing tasks centered on articulating, exploring, and researching a problem or issue you identify within a community that you belong to (2.2). You will be asked to describe your chosen problem or issue and explain what you need to know to better understand this issue and advance possible solutions. You will need to develop a plan for obtaining primary data or information related to your problem and document your findings in writing. You will also need to locate three online resources, using specific online research tools and methods to evaluate their reliability and

appropriateness (3.2). Instead of simply summarizing these sources, you will be asked to explain how each source offers new insights, relevant background information, and/or possible solutions for your chosen community problem (2.1). This project will not take the shape of a thesis-driven essay but will remain a document of your research process, culminating in notes synthesizing and reflecting on what you have learned (2.3). Approximately 6 pages or 1500 words.

### **UNIT 3: Two public-facing representations of your research findings**

This final project requires you to use the material you have generated through research to create two different public-facing documents: a smaller scale version of a formal academic paper; and a shorter version of a *New York Times*-style opinion piece (1.1, 1.2, 1.3). Before composing these pieces, we will spend some time analyzing the genre conventions of each to develop common guidelines and rubrics (2.1). After completing these projects, you will be asked to document the decisions you made in adapting your research materials for each rhetorical situation (3.1, 3.3). Approximately 3 pages/750 words and 2 pages/500 words, respectively.

<b>Grade Breakdown</b>	
<b>Exploratory essay on community:</b>	<b>10%</b>
<b>Research planning and notes:</b>	<b>20%</b>
<b>Public facing writing:</b>	<b>30%</b>
• Academic essay:	15%
• Opinion piece:	15%
<b>Attendance and participation:</b>	<b>40%</b>
• Coming to class on time	
• Participating in class discussions	
• Completing homework and assignments on time	
• Completing in-class assignments	
• Participating in peer review	
• Using feedback to complete revisions	

### **Weekly Schedule of Activities and Assignments**

Week 1	<ul style="list-style-type: none"> <li>➤ Introduction to the course (syllabus annotation)</li> <li>➤ Initial writing on community</li> <li>➤ Responding to other students' writing on community <ul style="list-style-type: none"> <li>❖ KCC CLOs targeted: 2.3, 1.3</li> </ul> </li> </ul>
Week 2	<ul style="list-style-type: none"> <li>➤ Reading: Megan Garber's "What Does 'Community' Mean?" in <i>The Atlantic Monthly</i>, July 3, 2017.</li> <li>➤ Shaping your exploration and discussion of essay conventions</li> <li>➤ Peer review, feedback, and revision <ul style="list-style-type: none"> <li>❖ KCC CLOs targeted: 2.1, 1.1, 1.2, 1.3, 3.1, 3.3</li> </ul> </li> </ul>
Week 3	<ul style="list-style-type: none"> <li>➤ Identifying an issue or problem within your community</li> <li>➤ Coming up with a plan for primary research</li> <li>➤ Conducting primary research</li> <li>➤ Reading: Dana Lynn Driscoll's "Introduction to Primary Research: Observations, Surveys, and Interviews." <i>Writing Spaces 3</i>.</li> <li>❖ KCC CLO targeted: 2.2</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>➤ Primary research notes due in class</li> <li>➤ Reading: Ellen Carillo and Alice Horning's "Effectively and Efficiently Reading the Credibility of Online Sources." <i>Writing Spaces 4</i>.</li> <li>➤ Conducting Google searches and evaluating online sources</li> <li>➤ Notes on online research, including reliability analysis, and discussion how it speaks to your topic <ul style="list-style-type: none"> <li>❖ KCC CLOs targeted: 2.2, 2.3, 3.2</li> </ul> </li> </ul>
Week 5	<ul style="list-style-type: none"> <li>➤ Restricting Google search to "news" sources</li> <li>➤ Locating and writing on news source <ul style="list-style-type: none"> <li>❖ KCC CLOs targeted: 2.2, 2.1, 3.2</li> </ul> </li> </ul>
Week 6	<ul style="list-style-type: none"> <li>➤ Introduction to KCC library databases</li> <li>➤ Lesson on reading academic articles</li> <li>➤ Locating and writing on academic source <ul style="list-style-type: none"> <li>❖ KCC CLOs targeted: 2.2, 2.1, 3.2</li> </ul> </li> </ul>
Week 7	<ul style="list-style-type: none"> <li>➤ Reading: Dirk, Kerry. "Navigating Genres." <i>Writing Spaces: Readings on Writing</i>, Volume 1.</li> <li>➤ Genre analysis: academic article and opinion articles</li> <li>➤ Develop a rubric for each</li> <li>➤ Begin to draft mini academic article <ul style="list-style-type: none"> <li>❖ KCC CLOs targeted: 2.1, 1.1, 1.2, 1.3</li> </ul> </li> </ul>
Week 8	<ul style="list-style-type: none"> <li>➤ Continue drafting mini academic article <ul style="list-style-type: none"> <li>❖ KCC CLOs targeted: 3.1, 3.2</li> </ul> </li> </ul>
Week 9	<ul style="list-style-type: none"> <li>➤ Peer review of academic mini-article</li> <li>➤ Begin drafting Op Ed <ul style="list-style-type: none"> <li>❖ KCC CLO targeted: 3.1, 3.2, 2.3, 1.1, 1.2, 1.3, 2.3</li> </ul> </li> </ul>

Week 10	<ul style="list-style-type: none"> <li>➤ Continue drafting Op Ed <ul style="list-style-type: none"> <li>❖ KCC CLO targeted: 3.1, 3.2</li> </ul> </li> </ul>
Week 11	<ul style="list-style-type: none"> <li>➤ Peer review and self-assessment of Op Ed <ul style="list-style-type: none"> <li>❖ KCC CLO targeted: 3.1, 3.2</li> </ul> </li> </ul>
Week 12	<ul style="list-style-type: none"> <li>➤ Final drafts of two public-facing documents due</li> <li>➤ Final reflection on writing process <ul style="list-style-type: none"> <li>❖ KCC CLO targeted: 3.1, 3.2</li> </ul> </li> </ul>

### Additional Information

**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.

**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.

**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)

**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.