

English 111 - Composition and Rhetoric

Course Info

TBD

Instructor Info

Instructor Name: Mr. Thomas Gurinskas (he/him)

Instructor Email:

Note: I try to answer emails within 24 hours Mon-Fri. If it's been 48 hours and you haven't heard from me, please check in again as it's possible your email got buried in my inbox.

Exceptions to this include holidays and weekends.

Office Hours/Location: TBD on [Zoom](#). Grab a time slot on my [Google Calendar office hours page linked here](#). If none of the times listed here work, and you want to meet, please email me.

Course Description and Outcomes

English 111 - Composition and Rhetoric is a writing course focused on principles and practices of rhetoric and composition useful for producing writing that is effective for its purpose, audience, and context. Early in the semester, you will create and choose one research topic that you will then research, develop, and write about throughout the entire semester. Engagement with this singular research topic will help you practice effective research and argumentative practices. By sustaining your engagement with one topic, you will gain insights into the nuances of the arguments, audiences, contexts, and rhetorics of the situation you will write about.

This one research topic you choose to write about will have several stipulations. It must be about a local community you are involved in, and you will be building a proposal argument. Basically, a proposal argument is an argument where you explain an issue and propose a solution to that issue. Therefore, this semester, you will be creating, developing, researching, and writing about an issue facing a local community and proposing a solution to that issue throughout several different types of writing projects.

As a Miami Plan course, English 111 helps you develop your competencies in writing,

critical thinking, information literacy, and problem solving, as well as the Four Pillars of the Miami Plan:

- **Civic-Mindedness and Social Engagement:** as you investigate and develop solutions to real-world problems, ENG 111 will help you develop the knowledge, skills, and attitudes necessary for communicating your concerns to various audiences in informed, effective, and ethical ways.
- **Critical and Integrative Thinking:** as you analyze various rhetorical approaches and the complexity of real-world problems and compose projects to address these problems, ENG 111 enhances your critical and integrative thinking skills.
- **Communication and Expression:** in this course, you study and apply various rhetorical strategies that you use to communicate in situations in and beyond college classrooms.
- **Collaboration and Innovation:** ENG 111 stresses that composition is a social act. You will collaborate with other class members as well as your instructor to generate ideas relevant to your projects and shape those projects in ways that effectively address their audience.

By the end of English 111, you should be able to meet the following student learning outcomes:

- **Rhetorical Knowledge:** You will demonstrate an ability to write effectively for different contexts, audiences, purposes, and genres, developing an understanding of how rhetorical devices and moves can shape compositions in specific communicative situations.
- **Composing Processes:** You will develop effective strategies for developing ideas, researching topics, producing drafts, revising, peer responding, editing, and proofreading. Applying these skills, you will also practice delivering your writing via both print and digital media.
- **Inquiry, Invention, and Research:** You will learn to ask critical questions, conduct research-based inquiries, and use invention techniques effectively to create ideas, evaluate differing perspectives, and synthesize findings into sustained arguments or narratives. You will also learn to locate, evaluate, integrate, and cite secondary sources of information effectively and ethically.
- **Writing Technologies:** You will demonstrate a critical awareness of the affordances and limitations of the diverse writing technologies and modalities of communication, both digital and non-digital. Meanwhile, you will learn to

effectively produce, share, and publish your writing by using appropriate technologies of production, editing, commenting, delivery, and sharing.

- **Reflection and Meta-Cognitive Awareness:** You will apply concepts and terms from the field of rhetoric and composition to analyze your own composing practices and rhetorical decisions, especially how your writing is shaped by and shaping your communities/identities, audiences, and the writing technologies in use.

Required Textbook or Other Readings

- *Rhethawks*
 - Please make sure you have the correct edition, as the content changes every year.
- Other readings provided via our course Canvas site

List of Assignments

The following list of assignments is broken up into large writing projects and small writing projects. All assignments will help you in developing your topic, research, pre-writing, final drafts, or general writing objectives for the course. Assignments that will require you to revise and submit multiple drafts are marked “(revised)” in the title.

Major Writing Assignments (each major assignment must be submitted in order to pass the course)

- 1 **Rhetorical analysis + Reflection** (this assignment has multiple drafts and will be revised)
 - At the beginning of the semester, you will practice rhetorical analysis of a cultural artifact from a local community. When you turn in your graded draft of this assignment, you will also turn in a writer’s reflection in which you reflect on how you understood rhetoric in the past, how you understand it now, and how you might use it in your future major or career (1000–1500 words).
- 2 **Topic Proposals**
 - This is the assignment where you will begin developing your research topic for the semester. You will write two short proposals (250–500 words each) which propose two different possible topics for your semester-long

research topic. You will choose *one* of these topics after receiving instructor comments on your two choices. This assignment will not be revised.

3 Annotated Bibliography

- After you have chosen one topic to focus on this semester, you will begin researching that topic via the annotated bibliography assignment. In this assignment, you will find eight credible sources you are considering using for your Research-Based Proposal Argument project (explained further in the next section). Some of these sources should be scholarly/peer-reviewed, and credible websites are acceptable as long as the majority of sources are not websites. Primary sources (interviews, a well-designed survey, etc.) are also acceptable, but again, you should use academic databases and annotate some sources found there.
- The annotated bibliography should not only summarize the source, but also critically evaluate the source and reflect on how it may—or may not—be used in the proposal argument. Each annotation should be approximately 100–150 words.

4 Research-based proposal argument + Reflection (this assignment has multiple drafts and will be revised)

- Your chosen semester-long topic and the sources you have gathered in your research all build towards this assignment. Using that topic and some, if not all, of the research sources you have gathered up to this point, you will compose a written proposal argument in which you identify and define the issue concerning a local community you are a part of and propose a solution to that issue. In your writer's reflection, you will reflect on your past uses and understandings of information literacy and argumentation, how your understanding of both terms has changed, and how you foresee re-contextualizing these conceptions in your future majors or careers (1500–2000 words).

5 Remediated argument + Reflection (this assignment has multiple drafts and will be revised)

- After completing the research-based proposal argument, you will remediate that argument, composing it in a different genre. For this assignment, you will revise your proposal argument using digital, multimodal tools, remediating the argument in a new genre for a specific audience and purpose. You will write a proposal for your remediated

argument that details the new audience you are reaching, how your argument will change within the new genre, and what technology you will need to complete the project. This short, informal proposal will not be revised, but the remediated argument project will be.

- In your writer's reflection (750-1250 words), you will reflect on the process of composing your remediation, including your rhetorical choices (namely genre, audience, and purpose). You will consider your past uses and understandings of multimodality, how your understanding of the term has changed, and how you foresee re-contextualizing this conception in your future major or career.

Building Writing Assignments

- 1 **Peer Review:** Three major assignments (Rhetorical Analysis, RBPA, and Remediated Argument) have a peer review component.
- 2 **Rough Drafts:** All of the major assignments have a rough draft requirement in order in some shape or form. Rough drafts ensure that I am able to give you feedback.
- 3 **Research Journals:**
 - You will write short research journals (150–200 words) that explore your knowledge of your selected research topic and encourage reflection of sources and overall information literacy. Each journal will focus on a different question:
 - Research Journal #1: What Artifact in Your Community Do You Want to Write About? What Rhetorical Analysis Do You Want to Conduct on the Artifact? (Due Week 2)
 - Research Journal #2: What Do You Want to Learn About Your Topic? What Questions Do You Want to Answer? (Due Week 6)
 - Research Journal #3: What Have You Learned from Your Topic So Far? Why Is Your Topic Important? (Due Week 8)
 - Research Journal #4: How Has Your Stance on Your Topic Changed as a Result of Your Research? What Elements of Your Topic Are Unknowable? (Due Week 10)
 - Research Journal #5: Who Are the Stakeholders in Your Topic? What Are the Multiple Perspectives You Will Address? (Due Week 11)

- Research Journal #6 (Students choose their own topic for this journal from the list of instructions in the journal assignment) (Due Week 13)

Informal Writing Assignments

- You will have writing due every day in this class. This informal writing, or homework, may include personal journals, short writing assignments, discussion board posts, and other activities, including:
 - Reading Journals
 - Personal Journals
 - In-class Writing

Grading Contract

In most learning situations outside of school, grades are never given. The learning that occurs in martial arts dojos, cooking, dance, or yoga studios do not use any grading. Why? In these “studio” cases, it seems meaningless to give students grades, right? And yet without any grades, those students get better at martial arts, better at dance, and better at cooking. I know that we can’t radically change our institution’s grading culture in one semester, but these studio learning situations should prompt us to ask some big questions: Why are grades meaningless in those settings but seem so important in a university setting? How do grades affect learning in classrooms? What social dynamics do the presence of grades create? In both the classroom and in the “studio,” instructors provide students/participants with evaluative feedback from time to time, pointing out where, say, they’ve done well and where the improvement is possible. In the studio situation, many students help each other, even rely on each other for this feedback. Why is that rare in the classroom?

Here’s one of the biggest hurdles I’m trying to overcome: Using conventional grading structures to compute course grades often lead students to think more about their “A” or their “C” than about their writing and learning; to worry more about pleasing a teacher or fooling one than about figuring out what they really want to learn, or how they want to communicate something to someone for some purpose. Additionally, conventional grading may cause you to be reluctant to take risks with your writing and ideas. It doesn’t allow you to fail in spectacular ways, which many folks suggest is a primary way in which people learn. Sometimes grades even lead to the feeling that you are working against your teacher, or that you cannot make a mistake, or that you have to hide part of yourself from your teacher and peers. This

kind of thing sucks and doesn't help us learn. The psychological research in education, over thirty years of it, has shown over and over that letter grades not only do not help students learn, but they actually harm your learning, even keep you from learning.

For these reasons, I am incorporating a contract for grading in our class, which avoids the use of letter grades when it comes to your projects and assignments. What this means is that you will receive a "complete" or "incomplete" grade on each of your assignments.

Assignments will be marked as "incomplete" if they are not turned in or if they don't meet the minimum requirements for the particular assignment. **The contract is about the labor you do for this course.** That is to say, I'm using a form of evaluation that I think will help you focus on the ways in which you engage your own learning. I'm convinced that such a contract fits better with a course that is built on the idea that a great deal of learning can occur alongside production— alongside the making and the working through of cool projects. Ultimately, I'm interested in giving my attention, my concern, and my care to your labor—the work you actually do. **That's what I hope you care about too. Of course, when you give all your attention, concern, and care to the ways in which you work, I believe, you'll produce high quality projects that you and I can both be proud of.**

What we're going to try to do together, then, is *approximate* the evaluative conditions of a studio course. So if you're looking to game the system, and do the least amount of work to get the highest possible course grade, you're going to really struggle here. You'll only be frustrated, even angry. But if you wish to learn and improve yourself as a maker, a writer, a reader, and a rhetorician, and are willing to do a lot of work, even taking some risks to reach those goals, then this is the class for you. Again, the idea is that I reward and concentrate on your labor. Although we will discuss quality and how it is important to your success, but not important to your course grade.

My hope is that this contract system will encourage you to take risks in your writing and to work harder in class than you might be used to, knowing I am trying to value both risk and hard work. Failing or missing the mark is healthy for learners. Good, deep, important learning often happens because of failure—so it's really not failure at all. **Failure really only happens in our class when you do not do the work.** Most importantly, what looks like failure in this class can show us our weaknesses, misunderstandings, and opportunities for growing and changing. This will help you build strategies of self-assessment that function apart from some teacher's approval.

So how do I get the grade I want in 111?

To receive an A in this class, you will need to do all of the work lined out in this course, but with some wiggle room. The chart below outlines how many of each type of assignment you can miss and still receive that particular letter grade.

Grades	Max # of missing or incomplete informal assignments; incomplete “major assignments”; incomplete building assignments”;unexcused absences	Max number of missing “building assignments”	Max number of missing “major assignments”
A	5	0	0
A-	6	0	0
B+	7	0	0
B	8	0	0
B-	9	1	0
C+	10	1	0
C	11	1	0
C-	12	1	0
D+	13	2	0
D	14	2	0
D-	15	2	0
F	16+	2+	1+

What do I mean by “major assignment”?

It is the policy of Miami’s Composition Program that **you must submit all of the major writing assignments to pass the course**. These assignments include the Topic Proposals, the Rhetorical Analysis, the Annotated Bibliography, the Research-Based Proposal Argument, and the Remediated Argument. If one or more of these major assignments are not submitted, it will result in automatic failure of the course,

regardless of what your grade might have been throughout the semester.

What do I mean by “building assignments”?

When I say “building assignment” I mean any assignment that builds toward a major assignment and asks you to spend more time and labor on it than our informal writing assignments. I would distinguish the following assignments to fall into this category: Rough Drafts, Peer Review, and Research Journals.

What do I mean by “informal writing”?

When I say “informal writing” I mean any assignment that is labeled in Canvas as “informal writing.” This includes but is not limited to Personal Journals, Reading Journals, in-class writing, and other homework.

Definition of missing:

The assignment was never turned in or was turned in late without communication.

(Remember you can use the submission comments to let me know why you missed a submission deadline if you want).

Definition of incomplete:

Does not meet the requirements of the assignment. **Incomplete major assignments will have an opportunity to be revised.**

Policies/Behavioral Expectations

Attendance/Tardiness

Because this class is a community in which members learn from each other through in-class writing, activities, and discussions, students are expected to attend every class meeting. Attendance is of utmost importance to the success of this class and to your development as a writer; further, attendance is highly correlated with student performance (both class grades and overall GPA) at Miami. However, illness or other life circumstances—including COVID quarantine or isolation—may merit an absence.

Students are allowed to miss up to three classes for any reason without penalty. After your third absence, your grade for the course may be dropped a step (i.e., B- to C+) for each additional absence; exceptions may be made at the discretion of the instructor for

documented medical reasons, death of a close relative, religious holidays, and the like. **More than six absences is grounds for failure of the course.**

Please note that students, faculty, or staff should not come to campus when ill or under orders to isolate because of a diagnosis or quarantine due to close contact with someone who tested positive for COVID-19. However, students are ultimately responsible for material learned in class, regardless of whether the student is absent or present. If your absence is of significant duration or severity, as your instructor, I will advise you about other options that might be available, including dropping the course or requesting a medical withdrawal. Please note that students who never attend class or who miss several classes can be dropped / withdrawn from the course for non-attendance.

Tardiness is disruptive to the classroom community. Anyone coming to class after we've started will be considered tardy. You have one "free" tardy—everybody has a bad day now and then. After the "freebie," every fourth tardy will equal one absence, and the grade penalty will apply. So, make it a habit to be on time. If there are extenuating circumstances (car trouble, your previous class let out late), please talk to me.

Similarly, it is disruptive to the entire class for students to wander in and out of the room. If you're in class, I expect you to stay in class until I dismiss you, unless you've negotiated an early departure with me (**this doesn't apply to using the restroom, if you have to go you can just go, you don't have to ask**).

Masks

Please wear a mask in class or when visiting my office. Miami's composition program believes classrooms are communities, and we should all strive to care for each other. This care includes safeguarding our own and others' physical health. Given that some members of our classroom community may be high-risk for the virus, I ask that we help protect each other by wearing a mask. For more information about COVID at Miami, please visit <https://www.miamioh.edu/covid19/>. **I will have disposable masks available for your use in the classroom.**

Late Work

This class provides you support at every stage of an assignment, from brainstorming to

drafting, revising, and editing. Because you will have weeks to complete each major project, I expect all major assignments to be turned on their assigned dates. That said, I also know students sometimes struggle for many reasons. If you are struggling with a physical or mental health issue or another extenuating circumstance please talk to me before you miss a due date. **Any special considerations/extensions for major assignments will be dealt with on an individual basis.**

- **Major Assignments:** Any late major assignments must be arranged with me and approved, at minimum, 3 days in advance. Requests for extensions after the deadline are not likely to be granted. If for any reason you are unable to turn in your project by the due date and you have not received an extension in writing from me, your grade will be docked a half of a letter grade for each day it is late. This includes weekend days.
- **Building Assignments:** Building assignments must be turned in prior to their associated major assignment. Rough drafts and peer review assignments cannot be turned in after the final draft deadline has passed.
- **Informal Writing:** Homework and in-class writing assignments will always be related to what we are doing in class on a given day and therefore cannot be accepted late. Exceptions will be made on an individual basis.

Note: I am not a stickler for a perfectly exact deadline. If I have a deadline set at 11:59pm, you will not be penalized for turning the assignment in at 12:05 or even 12:15am.

Access and Accommodations

We all have different learning styles and needs and I will do my best to ensure that all students' learning needs are met. Please let me know how I can best help meet your needs.

If you are a student with a disability and feel you may need a reasonable accommodation to fulfill the essential functions of this course, you are encouraged to contact Student Disability Services (SDS). SDS provides accommodations and services for students with a variety of disabilities, including physical, medical and psychiatric disabilities. You are encouraged to contact SDS at SDS@miamioh.edu to learn more about registration and procedures for requesting accommodations.

Current SDS registered students should request accommodations according to SDS

procedure. You are strongly encouraged to request and discuss your accommodation needs during the first 1-2 weeks of the semester, but accommodations can be requested at any time.

Public Nature of Work

Your work in this class is almost always public (especially among your classmates): Don't submit writing you can't let us all read. Over the course of the semester you will be asked to examine communities that you belong to, only share the stories you feel comfortable sharing.

Discussions

The composition program believes classrooms are communities of learners. As such, we welcome all students and value differences in race, culture, age, religion, sexual orientation, gender identity, and social class, as well as other identities and life experiences. We reject bigotry and language or actions that intimidate, harass, insult, or silence others. While we may engage in lively discussion and debate in this course, personal insults or hate speech will not be tolerated. It is essential that we treat each other in a professional, civil manner. **In other words, treat your classmates and your professor the way you'd like to be treated.** This doesn't mean that you will like everyone or will agree with everyone's opinions, but I do expect you to treat your peers and me with civility.

Use of Technology

During our class sessions, please limit the use of electronic devices to tasks pertinent to the work we're doing. Do not use class time to text, play games, post to or browse social media, etc. I am aware that you may need to use your phone or another electronic device for adaptive purposes, to use Duo to log into Canvas/MyMiami/your email, or monitor an urgent situation. If I catch you doing something not class related, I will ask you to put your phone away.

You will be required to submit all work via Canvas, and we will make heavy use of Google Drive. Make sure you are backing up all relevant versions of rough and final drafts, and related materials in at least two places—for example, your laptop AND Google Drive, not just one or the other. It's important to save all of your digital work in multiple places in case of computer failure. Please make sure to save all of the writing

you complete for class.

Academic Integrity

Integrity is the cornerstone of all academic writing. Academic integrity includes composing your own assignments, crediting others when drawing on their ideas, carefully and correctly citing a variety of sources, and using evidence and data in honest ways. Demonstrating academic integrity means you will not engage in practices including, but not limited to, plagiarism, ghostwriting, fabricating information, or submitting work for this class you've done for other classes. Here are some additional explanations:

- **Plagiarism** is the representation of another's words or ideas as one's own. It includes unattributed, word-for-word use and/or paraphrasing of another person's work, and/or unattributed use of another person's ideas.
- **Ghostwriting** occurs when someone or something else creates an assignment for you. Work you submit for this course should be your own and should not be written by another person. You may only submit text written by a text generation/ AI tool, such as ChatGPT, Quillbot, or any other AI software, if given permission by your instructor for this particular assignment. You must also use proper citation and give credit to the AI tool for its writing.
- **Fabricating information** means that you cannot make up sources or data to include in your work for this class.
- **All work you submit for this course should be original to this class.** You should not submit work for this class that you did in high school, for another college course, or for other purposes outside of English 111 without written permission of the instructor
- AI writing systems are powerful tools that can be of great help to writers, and in this class you may learn how to use AI writing tools to help you brainstorm, generate ideas, and edit your work. However, **all work you submit for this course must be written by you.** You may only use AI writing tools with your instructor's guidance and written permission, and you must clearly acknowledge any content written by AI generators, just as you would any other source or information or human assistance.

You are encouraged to seek feedback on your writing from the Howe Writing Center, a friend or roommate, or a grammar/spell checker like Grammarly or other such tools. However, the writing you produce should be your own, and you should acknowledge

the assistance you received from others as outlined by your instructor.

Potential violations of this policy will be handled under the university's Academic Integrity Policy and procedures (<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>). For more information, you may also see Part 1, Chapter 5 of the Student Handbook.

Resources

Writing Center

Seeking feedback from different readers is part of any successful writing process, for it helps ensure that others can easily understand your intended message. As part of that process, I encourage you to visit Miami's Howe Writing Center (HWC) (<https://www.miamioh.edu/hcwe/hwc/index.html>) or English Language Learner Writing Center (<https://miamioh.edu/ellwc/>).

HWC and ELLWC writing consultants are fellow Miami students who have taken a semester-long course to prepare them to work with you. They're here to support your writing, both personal and academic, and at any stage in the writing process: from brainstorming ideas to revising a draft to final polishing. The HWC offers general help with academic, personal, and professional writing. The ELLWC offers more specialized help for students whose first language is not English and who need particular assistance with grammar, word usage, style, and punctuation.

Neither the HWC nor the ELLWC will edit your work; both will help students develop better strategies for invention, revision, and self-editing. For the 2023–2024 academic year, both HWC and ELLWC support will offer in-person support as well as synchronous live online appointments and asynchronous written online appointments. Please visit their websites for more information and to sign up for a consultation.

Affirming Resources for Miami Students

Miami University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from discrimination of any kind. Moreover, Miami is committed to offering programs, organizations, and resources that affirm students' identities and support students during times of struggle. Here is a link to resources that affirm students around a

variety of identities, including gender, sexuality, race, ethnicity, and disability, as well as resources around general safety and wellbeing: <https://www.miamioh.edu/student-life/student-diversity-inclusion/resources/>. These resources welcome all Miami students, and we hope you will share them with others who could benefit from them.

Title IX Resources and Support for Students

As an instructor, **I have a duty to report**. This means I am required to promptly report to the Deputy Title IX Coordinator (titleix@miamioh.edu or 513-529-1870) any information a student shares with me regarding harassment, discrimination, sexual misconduct and interpersonal violence, or retaliation. A report does not initiate an investigation. It engages a discussion of your resources, supportive measures, and options available. If students want to speak with someone confidentially, they can speak with Student Counseling Services, Student Health Services, and an advocate with Women Helping Women.

Speaking with a confidential resource person does not preclude students from making a formal report to the University if and when they are ready.

<https://miamioh.edu/diversity-inclusion/programs-resources/report-incident/index.html>

For more information, please visit <https://miamioh.edu/campus-safety/sexual-assault/> and <https://www.miamioh.edu/diversity-inclusion/oeo/index.html>. Sexual assault, harassment, and relationship violence are never the fault of the survivor. According to the National Sexual Violence Resource Center, 81% of women and 43% of men report experiencing sexual harassment or assault during their lifetime. You are not alone.

Rinella Learning Center

The Rinella Learning Center, located on the Oxford campus, helps students achieve their academic goals by offering tutoring, supplemental instruction, workshops, and academic coaching. Call 513-529-8741 or visit <https://miamioh.edu/academic-programs/resources-services/rinella-learning-center/index.html> to learn more.

Student Counseling Service

College can be stressful, and the pandemic has contributed to a well-documented rise in depression and anxiety. It can be very helpful to talk to a trained professional. The Student Counseling Service, located in Harris Hall, provides a wide range of counseling services. For more information, call 513-529-4634 or visit <https://miamioh.edu/student-life/student-counseling-service/index.html>.

Military Service

Are you active-duty military or a member of the reserves? Are you a veteran of military service? The composition program values your service, and I will work with you to allow you to meet your military obligations while fulfilling the course requirements. If you have special needs in this area, let me know. The Student Success Center can serve as a resource for current and former members of the military; more information can be found at <https://www.miamioh.edu/onestop/veterans-and-military/index.html>

CIM Center

The Center for Information Management (CIM) Center, located in King Library, is a great resource for multimedia and multimodal projects. There's a computer lab with staff assistance for just about any software program you could imagine, a fast scanner for making PDFs, and more; these services may be limited or altered due to the pandemic, however.

Campus Libraries

Check out the [library website](#) for more information about the library's resources. The [English 111 resource guide](#) is especially helpful!

IT Support Desk

Visit the [IT Help website](#), call 513-529-7900, or email ithelp@muohio.edu for tech support.

Your Classmates

This course may have one of the smallest class sizes of any course you take this year. Embrace the collaborative environment of this class and participate fully. Work with your classmates! Ask to follow some of your classmates on social media, text each other, whatever works for you. Now more than ever, we all need each other. Don't be afraid to reach out!

Your Professor

I am here to support you and help you grow as a learner. I want you to succeed and will do everything I can to make sure that you do. As a graduate student I understand how stressful school can get, so please come talk to me if you are feeling overwhelmed or upset. I have office hours for a reason, and if those don't work I'm more than happy to arrange to meet at alternate times over Zoom or in person. If you need a quick response, I monitor my email pretty regularly barring weekends and holidays.