



Business Communication

BUSAD 127-02 | 103054 | Fall 2021
Tu/Th 3:00pm–4:45pm | Garaventa 140

Dr. **Jake Cowan** (he/him)
Email: jac50@stmarys-ca.edu
Twitter: [@interjaketion](https://twitter.com/interjaketion)

Zoom: bit.ly/3sDAGms | Passcode: BUSAD127
Campus Office: **GAL 325** | Virtual Office Hours:
Monday 2–4pm & by appointment

As every textbook on the subject will no doubt reiterate, persuasive and polished communication skills are paramount in modern business environments. Employers in every industry routinely report that the most successful people are those who can articulate important ideas efficiently and clearly, whether in writing, visually, or verbally. Because so much of the typical workday is devoted to communicating, professionals practiced and proficient in writing and speaking are more likely to be hired and more likely to rise in the ranks, regardless their line of work.

Be that as it may, while it is true that everyone communicates, not everyone communicates effectively. Although people today write more words and spend more time speaking with one another than at any point in history, and while college courses can help to hone those skills for academic purposes, communicating persuasively within complex organizations like a business demands special attention and requires particular knowledge. This course will help to familiarize students with the various genres of communication that they will likely encounter in the workplace and facilitate the rhetorical skillset necessary for future success in their careers.

Because we will position business communication as a practical sort of know-how rather than an abstractly theoretical field of study, the practical way of learning the expected nuances and conventions will be through practice. Simulating something like the bustling operations in modern workplaces, students will have to juggle many different sorts of deliverables throughout the semester, adapting themselves to several modes of communication with diverse ends and audiences in mind. By learning to use tips, tricks, tools, and techniques for persuasive communication both ancient and modern, from classical rhetoric to digital media, students at the end of this course will have become empowered writers and speakers better prepared to navigate and negotiate the complexities of contemporary business environments.

Learning Outcomes

By the end of this course, students will be able to:

- Understand fundamental concepts in communication and persuasion.
- Organize, assess, and revise language for specific genres and audiences.
- Exemplify both effective oral presentation and strong written language skills.
- Utilize and integrate multiple media to create effective and informative messaging.
- Work well in teams and relate interpersonally with others in complex organizations.
- Write thoughtfully and think rightly about what makes for impactful communication.

Course Requirements

Prerequisite: English 4 & 5 (earned at minimum a C– grade)

Textbooks: You will be responsible for acquiring a copy of the following texts; note that Canavor’s book is available digitally through [the Sage website](#). All other readings will be provided through your class Moodle.

- Canavor, Natalie. *Business Writing Today: A Practical Guide*. Third Edition. Sage, 2019.
- Eckhouse, Barry. *Competitive Communication: A Rhetoric for Modern Business*. OUP, 1999.

Technology: We will meet virtually throughout the semester, so participation in class will obviously require a computer or other device that can run Zoom and allow you to take part in the chat function, as well as to stream your own AV and share your screen on occasion. On top of the hardware, you will also need a stable Internet connection and a quiet, cozy, private space where you can attend class. You can use any standard writing software (Word, Google Docs, Pages) to complete assignments, so long as you always submit work as a .doc(x) file, but at various points in the semester, you will need to be comfortable using Google Docs for collaborative work. Likewise, because email has become the accepted standard for modern business communication, you will be expected to check your inbox everyday and respond professionally to any messages within a typical timeframe (weekends excepted) of one business day.

Furthermore, ensuring accessibility is a core value of this class, which means that all assignments, initiatives, and discussions aspire to fully accommodate each student beginning with the very first day of class. If any technology is challenging for you to use, no matter how large or small the issue, please communicate this however you feel comfortable and I will make every effort to ensure your success.

						Grading
Press Release	5%	Social Strategy	10%	Persuasive Pre-Read	10%	
Hiring Materials	15%	Mechanics Exercises (2)	10%	Rhetoric Slide Deck	15%	
Job Interview	15%	Email Chain (5)	15%	Meeting Minutes	5%	

For an in-depth explanation, including specific expectations, complete assignment descriptions are available online.

Grades will be determined on the basis of the following rubric, and will not be rounded up or down:

	B+	87–89	C+	77–79	D+	67–69		
A		94–100	B		84–86	C		74–76
	D							64–66
A–		90–93	B–		80–83	C–		70–73
	D–							60–63
							F	00–60

Late Work

All assignments should be submitted the appropriate way by the start of class the day they are due in order to receive full credit. The grade of any assignment turned in late (excepting group projects, which will only be accepted on time) will drop a letter for each successive day after the original due date, beginning as soon as class ends, for no longer than 48-hours after the initial deadline. For example, a paper that would have earned a B turned in an hour after class will instead be given a C, and the following day a D; and if the paper was due on Tuesday at 1pm, you have until Thursday at 1pm to receive partial credit. But emergencies do arise, and I am merely human, so should you message me with ample time long before the morning of class (hence at least the night before), we might just come to an understanding; but if you get and then forget an extension, the original grading scheme will apply and you will not receive another after that.

Tardiness & Absences

Please show your peers respect by arriving to class or logging into Zoom on time, at least a minute before we are set to begin. If you arrive within five minutes after the beginning of class, you will be considered tardy but allowed to participate. Any later and you will be marked absent regardless of whether you show up or not. If you do need to miss a meeting period for whatever reason, please send a professional email to let me know just the same as if you were to miss a shift at work.

Professionalism

Whether in class, in office hours, or in simply communicating with me, please try to hold yourself to a fully professional comportment. Simply put, because this is a course on professional communication standards, you are expected to put the ideas and lessons discussed in class into practice, and so you should always act as if our classroom is a typical business environment, virtual or not. This will be reflected in how you email with me, approach your assignments, speak to your colleagues, and manage any challenges under pressure; in turn, I will treat you as young professionals with the same level of respect I expect of you. This also includes academic integrity, as outlined in the Saint Mary's College Academic Honor Code (more information is available from the Student Handbook). Regardless whether intentional or not, plagiarism is a serious academic violation, one to which I take great personal offense, and depending on the egregiousness of the transgression, stealing or copying another's work may cost you a failing grade for the assignment, the entire course, and perhaps even worse.

Netiquette

Apart from the expectation that students (and their professor) will respond promptly and professionally to any emails, please ensure that whenever you log into Zoom for class, unless otherwise instructed, your camera is on and your microphone is muted. If, for some reason, your camera does need to be off, let me know before class begins and demonstrate participation through the chat feature, instead. For everyone's benefit, display the name and pronouns you prefer to be called by, and at the bare minimum, wear a shirt. Moreover, while I generally prefer that you raise your voice rather than raise your hand to raise an issue or ask a question, please try to keep your contributions on topic and to the point—it demonstrates maturity when you know what to say at the opportune moment rather than simply and always saying what you know.

On Cursing & Questions

You can curse an idea or embellish an expression, but do not curse your fellow classmates. While I invite all kinds of commendable questions and questionable comments, this ultimately is a course focused on persuasive strategies and effective communication within a business context, not a debate class centered on back-and-forth agonism. The readings and lectures in this course will ask you to consider radically counterintuitive and sometimes provocative theories that may challenge many of your preconceived notions about the world, and approaching novel ideas by merely reciting talking points or repeating rigid sloganeering is less a respectable sign of someone's prior learning than a signal that they aren't presently engaging in learning whatsoever. Because your work will be evaluated on how well you can reflect an understanding of these concepts in what you produce rather than how much you personally agree with them, or with your instructor, our aim at bottom should be to have amiable conversations instead of contentious arguments. Should anyone, however, attempt to goad their peers or professor into a debate at the expense of dialogue, they will be muted (and should remain silent in chat) upon a first offense and removed from class thereafter, for the remainder of the semester if deemed necessary.

Triggers & Safe Spaces

This class will aspire to be a welcoming safe space for all sorts of divergent thoughts, bodies, thoughts about bodies, and bodies of thought. We will, each of us, strive to encourage an open exchange of opinions and information without prejudging them; likewise, we will welcome honest and good-natured criticism, remaining always open to new ideas. Good communication, it should be remembered, is as much about cultivating your listening skills as it is about learning what to write or say. While in the end you will not be required to agree with me or with one another, you are not allowed to simply dismiss challenges to your perspective, but must be able to articulate and defend your thinking (that's rhetoric, after all) without presuming that you know better than the next person or even that you know in advance what they might be thinking at all. There will be no place for the spreading of willful ignorance, of malicious conspiracy, of small-hearted vitriol, or of small-minded falsehoods, and we will instead adopt as our governing motto the Augustinian maxim: *Dilige et quod vis fac*.

Attitude & Afterwardsness

While there are of course a number of different reasons for earning a bachelor's degree—perhaps you just want a piece of arbitrary paper to help advance your career prospects, or maybe you're unsure about your future path & merely felt social or familial pressure to attend college—many of your professors (including the one writing this) believe that academic success at a tertiary level ultimately depends on an attitude of intellectual humility, curiosity, & openness that characterizes a willingness to ask questions to which you do not already presume to know the answer. (Jacques Lacan, a thinker who, if you're lucky, you won't hear about again during the next four years, once quipped that *you can't ask question if you already know the answer*.) The assumption of many teachers, then, is that you're taking classes in order to learn what you did not already know before, & that includes pedagogical decisions professors make about the direction, pace, style, & content of the course. If, however, you act as though you understand already what a subject should entail, then there is necessarily no reason for you to be there & you might justifiably lose participation points.

COVID-19

These are strange days, indeed, and yet during such trying times, for one reason or another, you decided to enroll in a course on Business Communication, perhaps in order to improve your writing and speaking in preparation for a future career, or maybe to set yourself apart from other similarly-qualified applicants for competitive jobs. Whatever the reason, what you certainly did not sign up for is a global pandemic. If you are facing extraordinary circumstances in your life at point this semester, within or beyond this course and within or beyond COVID-19, please reach out to me. Adjustments can always be made, and I will make every effort to be flexible. The pandemic is impacting all of us, and is likely to continue doing so long after the conclusion of this semester. If you face a challenge, problem, or difficulty of whatever kind during the duration of this course, and if you think I can help in some way, please communicate this to me, and I will try to institute changes that work for all parties involved. Keep in mind, though, that while I will do all I can to accommodate your needs, whether due to the pandemic or some other reason like a disability, it is ultimately *your* responsibility to raise the issue in a timely and clear manner.

F.A.Q.

How would you describe your teaching style? Generally speaking, I am of the belief that pedagogy is not a top-down, hierarchical process of knowledge transfer, where the professor is the subject-supposed-to-know and students are empty vessels waiting to be filled with new information and rote memorization; rather, I see each of you as co-participants in our classroom, bringing your own knowledge, histories, and interests to bear on this material. Likewise, I do not believe that learning only happens in the classroom, or

that it stops when class does, but that learning occurs when we aren't looking, often unconsciously and after the fact, when it suddenly dawns on us later that we are thinking differently than before. To that end, I try to facilitate a classroom that is open to freewheeling, digressive discussions, using everything at my disposal—from humor to music to writing prompts—to keep the conversation not only interesting, but to encourage seeing issues from new perspectives. Specifically, I am interested in *your* unique perspectives, which is why I rarely will come to class with a full lecture planned, preferring instead to use our shared readings as a means of honing real questions without clear answers for us to work through together.

How much will we read and write in this course? While the syllabus may at first seem daunting, especially when you are taking a number of other difficult courses, I can assure you that there is a method to the madness and that the assignments work in a way that, when put together, end up lightening the overall workload. Roughly speaking, you can expect to do about an hour or two of reading for each class, and about the same amount of time for writing each week, with more texts to read in the first half of the semester and more text to write in the latter part.

Every professor grades writing differently, so how should I write in this class? That's up to you: Every professor *does* grade writing differently, but then again, every person *writes* differently, as well; and as far as I see it, every person should be graded differently, in turn. Throughout the semester, we will work together to set *my* expectations as to how you want to grow as a writer and as a thinker, and I will do my best to judge you according to the terms you both implicitly and explicitly set for yourself. The aim is to help you develop your own unique writerly voice, not to get your writing or thinking to be like mine.

If you want us to think freely, does that mean there are no dumb questions? There may not be any *dumb* questions, but there are certainly *bad* ones. For instance, *never email me to ask whether you have reading due for the next week*—that just sounds like you're lazily asking whether or not you really need to do the homework. Or if you miss class, *never ask if you missed something important*—everything your peers have to say is important. Or if you need an extension on a paper, you can absolutely ask for one—but if class starts within the next few hours, the answer will be a resounding *no*. Or if you are feeling uncertain about how to approach a given prompt, while I will readily answer whatever clarifying questions you may have, I will ignore any requests to double check your work (which amounts to pre-grading) before you submit it.

What if I'm utterly inept with tech? That might sometimes be an advantage: As you will come to learn, being a whiz at tech doesn't mean much without the sort of critical thinking and rhetorical skills we will try to develop throughout this course. Just please extend to me that same flexibility and patience as we navigate the complexities and contingencies of our virtual learning environment together.

What if I'm utterly inept as a writer or speaker, how can I pass this course? Again, that might sometimes be an advantage: What would be the point of taking a communication course if you were already a good writer or persuasive speaker? Ultimately, the objective here is to *try*—by that I don't merely mean *try to get an A*, but rather, you should try to understand the material and issues at hand, because the only way you'll fail is if you don't try.

Hold on, I still have questions. Good, because I have some, too. The only way to take away something meaningful from this course, something that can help you achieve what you couldn't already, is to let go of conditioned presuppositions and forget previous assumptions so as to discover not just novel answers but, more importantly still, unexpected questions you never would have thought to ask in the first place.

Fall 2021
Course Schedule

complete assignment descriptions are available via Moodle

Date	Discussion Topics	Homework To Do & Due
Week 1: Introductions		
Tues 8/31	Welcome to the Working Week	
Thurs 9/2	<i>Dilige Et Quod Vis Fac</i> (w/r/t DFW's SWE)	Read: Wallace
Week 2: Foundations		
Tues 9/7	Business Communications & Rhetorical Theories	Read: Eckhouse Intro & Ch. 1
Thurs 9/9	Models of Communication & Business Models	Read: Corbett Read: Aristotle I.1–3
Week 3: Invention		
Tues 9/14	Competitive Communication in an Attention Economy	Read: Lanham
Thurs 9/16	Oblique Strategies for Working Out	Read: Canavor Ch. 1 Listen: Omnibus Ep. 194
Week 4: Ethos		
Tues 9/21	Pitch Deck: Product Election	→ Due: Press Release
Thurs 9/23	Where <i>Ethos</i> Meets Logos: Branding & Résumés	Read: Canavor Chs. 10 & 12 Read: Žižek
Week 5: Audience		
Tues 9/28	Different Ends, Different Ends: <i>Che vuoi?</i>	Read: Aristotle II.1–17 Read: Burke
Thurs 9/30	Split Ends & the Metaphysics of Web Presence	Read: Canavor Chs. 2–3 → Due: Hiring Materials
Week 6: Telos		
Tues 10/5	Mock Job Interviews: Day 1	<i>Do: Impromptu Interviews</i>
Thurs 10/7	Mock Job Interviews: Day 2	<i>Do: Impromptu Interviews</i> Watch: Agbonkhese Interview
Week 7: Pathos		
Tues 10/12	Mock Job Interviews: Day 3	<i>Do: Impromptu Interviews</i>
Thurs 10/14	Mock Job Interviews: Day 4	<i>Do: Impromptu Interviews</i> Watch: Welsh Interview

Week 8: Karios		
Tues 10/19	The Rhetorical Situation	Read: Bitzer & Vatz → Due by: Feedback Exercise
Thurs 10/21	Midterm Holiday: No Class	<i>Do: Stay Home</i>
Week 9: Arrangement		
Tues 10/26	Making Arrangements	Read: Eckhouse Ch. 2
Thurs 10/28	Our @rs Dictaminis	Read: Canavor Ch. 7 → Due: Social Strategy
Week 10: Style		
Tues 11/2	Simplicity, Simplicity, Simplicity: Editing	Listen: Omnibus Ep. 183 Read: Canavor Ch. 4
Thurs 11/4	Unlearning Your ABCs: Argot, Buzzwords, Clichés	Read: Canavor Ch. 5
Week 11: Medium		
Tues 11/9	The Medium is the Message	Read: McLuhan <i>nb: pass/fail/withdrawal deadline</i>
Thurs 11/11	Sound & Vision: The Electric Slide Deck	Read: Canavor Ch. 11 Listen: Freenoter, Slides Ep.
Week 12: Delivery		
Tues 11/16	Rhetorical Reports: Day 1	<i>Do: Slide Deck Presentations</i> → Due: Pre-Read
Thurs 11/18	Rhetorical Reports: Day 2	<i>Do: Slide Deck Presentations</i> Watch: Wells Interview
Week 13: Memory		
Tues 11/23	Rhetorical Reports: Day 3	<i>Do: Slide Deck Presentations</i> Watch: Strobeck Interview
Thurs 11/25	Thanksgiving Recess: No Class	<i>Do: Give Thanks & Stuff Face</i>
Week 14: Rhetoricity		
Tues 11/30	Getting Technical Writing (Technically) Right	Read: Wachter-Boettcher → Due by: Voice Exercise
Thurs 12/2	New Beginnings & Wrap-Up	Read: Canavor Ch. 9 → Due by: Emails & Minutes

Assignments at a Glance

Meeting Minutes (5%) Using a shared Google Doc and unified format to collaborate on a record of our discussions, every student at one point or another during the semester must volunteer to take down meeting minutes for that particular lecture, reciting a short summary of the minutes at the beginning of the following class period, whether that same week or the next.

Email Chain (15%) At four points during the semester, on an individual and self-motivated basis, students will practice composing typical genres of email essential for day-to-day operations in a modern workplace, writing brief business communiqués based on provided prompts, sending no more than one message to their instructor per week in an order of their choice.

Press Release Product Pitch (5%) Near the beginning of the semester, students will write creative and convincing press releases for a pretend product that they themselves will invent based on some random abstract constraints provided for them; in class, students will then recite their press releases aloud and as a group elect a product/company that will help to structure assignments for the remainder of the course.

Hiring Materials (15%) Just prior to the mock job interviews, students will write original cover letters and personal résumés based on their real experience in order to apply for a job running the social media accounts of the imaginary product/company elected during the press release assignment (see above).

Mock Job Interview (15%) Working together in small group sessions, students will experience both sides of the job interview process, practicing their persuasive oral communication skills to land the social media position they applied to previously (see above) as well as assessing the performance of a partner.

Mechanics Exercises (10%) Twice during the semester, at any point during the two-week spans that constitute the mock job interviews and oral reports (see below), students will continue to hone their writing skills by completing exercise worksheets, one of which will require students to edit an imagined colleague's résumé using Google Docs and a second which focuses on writing mechanics like voice.

Social Media Strategy Proposal (10%) Collaborating with a different partner than during the mock interviews, students will submit an easy-to-follow and clearly formatted month-long social media strategy proposal to promote the imaginary class product, supported by some original research.

Persuasive Pre-Read (10%) In conjunction with your upcoming oral report and slide deck, you will have to email a concise pre-read of your forthcoming remarks to the whole class, explaining what your qualifications are, what you plan on discussing, and any key terms you will be introducing, all in an effort to persuade your peers to show up and pay attention to what you have to say.

Rhetoric Slide Deck (15%) In the final weeks of the semester, students will need to prepare a concise and compelling presentation (reserving time for Q&A) for an audience of skeptical C-Suite executives outlining the value of a workshop on rhetorical theory (as discussed in class and in readings) for a modern workplace, reciting the speech without notes but with the help of an aesthetically appealing slide deck.

SMC Policies and Resources

Academic Honor Code

Saint Mary's College expects every member of its community to abide by the Academic Honor Code. According to the Code, "academic dishonesty is a serious violation of College policy because, among other things, it undermines the bonds of trust and honesty between members of the community." Violations of the Code include but are not limited to acts of plagiarism. For more information, please consult the Student Handbook at stmarys-ca.edu/your-safety-resources/student-handbook (for undergraduates) or at stmarys-ca.edu/graduate-professional-academics/graduate-and-professional-student-handbook (for graduate and professional students). If a reasonable suspicion arises that you have violated academic honor code, you will be referred to the Academic Honor Council for further review and or necessary sanctions.

Expected Student Conduct

Saint Mary's College is dedicated not only to the advancement of knowledge and learning but is concerned with the development of responsible personal and social conduct. By enrolling at Saint Mary's College, a student assumes the responsibility for becoming familiar with and abiding by the Student Handbook. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited, unlawful, or disrespectful acts that result in disruption of a class may be directed by the faculty to leave the class. Violation of any classroom or College rules may result in disciplinary actions as specified within the Student Handbook and in consultation with the Office of Community Life in the Dean of Students Office.

Title IX Reporting

Saint Mary's College of California is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. Saint Mary's College employees are trained to support you in navigating campus life; accessing confidential, health, and counseling services; providing academic and housing accommodations; and more.

Please be aware all Saint Mary's College faculty are "responsible employees," which means that if you tell me about a situation involving sexual harassment, sexual assault, intimate partner violence, or stalking, I must share that information with a Title IX officer. Although I have to make that notification, your level of involvement in the handling of a case is up to you, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone privately, you can contact any of the following on-campus resources. (resources marked with an asterisk are considered confidential).

- Counseling and Psychological Services* | Augustine Hall, Ground Floor | 925.631.4364
- Health and Wellness Center | Augustine Hall, Ground Floor | 925.631.4254
- Director of CARE* | Sexual Assault & Violence Prevention | Augustine Hall | 925.631.4192
- CARE Hotline | Speak with an Advocate 24/7 | 925.878.9207

The CARE Center promotes a campus culture of care, safety, and respect for all persons. We empower students through education and outreach and provide a supportive, trauma-informed, and student-centered

approach in response to gender and power-based personal violence to all students. For more, you can go to: stmarys-ca.edu/faculty-development/resources-for-faculty

The Title IX website, information, and other on- and off-campus resources: stmarys-ca.edu/title-ix.

Student Disability Services (SDS)

The College strives to make all learning experiences as accessible as possible. Students who anticipate or experience academic barriers based on a disability are encouraged to contact [Student Disability Services \(SDS\)](#), a department of the [Student Success Office](#), to set up a confidential appointment to discuss available services and options. The Student Disability Services office can be reached by emailing sds@stmarys-ca.edu; calling 925.631.4358; or visiting the office located in Filippi Academic Hall (FAH190).

ADA Universal Access, reasonable and appropriate accommodations that take into account the context of the course and its essential elements, for individuals with qualifying disabilities, are extended through the office of Student Disability Services: stmarys-ca.edu/library/using-the-library/accessibility-ada

Student Technical Assistance

- ITS Services is staffed to help with IT-related questions and concerns. Their mission is to get you the support you need as quickly as possible. For Service Desk and Tech Bar location and service hours: stmarys-ca.edu/it-services/find-us
- New Student Guide to Tech: stmarys-ca.teamdynamix.com/TDClient/KB/ArticleDet?ID=75635
- The Student Service Portal: stmarys-ca.teamdynamix.com/TDClient/Home/?ID=16cc3046-536f-434d-80a5-236e4316457f

Library Assistance

Searching for a book, article, or data to inform your argument? Not sure how to cite a source in your bibliography? Ask a librarian! Research help is available in person at the Reference Desk, by phone at 925.631.4624, and during reference hours you can even text a librarian at 925.291.9699, or chat with us live via the Library's website. Check the Library's Ask Us page for details: stmarys-ca.libanswers.com

CWAC

The Center for Writing Across the Curriculum offers live videoconferencing via Zoom, Skype, Google Hangouts, or FaceTime, or audio only, via phone & document sharing. Fall hours are 4–8pm on Sunday; 9am–8pm on Monday, Tuesday, Wednesday & Thursday; and 9am–4pm Friday. To schedule a session with a Writing Adviser, email cwac@stmarys-ca.edu or use this [CWAC Session Scheduling Form](#)

Writing Advisers guide their peers toward expressing ideas clearly, always weighing audience and purpose. Writers share their assignment sheets, professor feedback, readings, and other materials in order to brainstorm ideas, revise drafts, or work on aspects of writing, such as grammar, citation, thesis development, organization, critical reading, or research methods. Writers discuss any genre, including poetry, science lab reports, argument-driven research, or scholarship application letters.

Tutoring

Tutoring is offered for a majority of courses at Saint Mary's College, through the [Center for Writing Across the Curriculum](#), [Science, Technology, Engineering, and Math Center](#), [Tutorial & Academic Skills Center](#), and [TutorMe](#) (24/7 online tutoring). Tutoring is conducted in both a one on one and group setting by peers

and is intended to supplement, not replace, coursework and assignments being reviewed in class. Information about each of these tutoring centers can be found at the hyperlinks above.

Student Success Coaching

The [Student Success Office](#) and its departments provide students with connections, opportunities and initiatives that foster: holistic learning and education; academic, personal and professional development and excellence; degree achievement; and positive post-graduate outcomes from a developmental and strengths-based perspective. In addition to an academic advisor (faculty), each student has a designated success coach (staff) from [Student Engagement and Academic Success](#) (SEAS) or the [High Potential Program](#) (HP), who supports a student holistically to build on their strengths, identifies resources to develop their skills, and ensures they achieve developmental milestones throughout college. Find your success coach here: stmarys-ca.edu/coach or call 925.631.4800 for an appointment.

Counseling and Psychological Services (CAPS)

[Counseling and Psychological Services](#) (CAPS) supports the emotional well-being of the student body and is committed to a respectful understanding and honoring of the social, emotional, and cultural contexts of each student. CAPS provides time-limited individual and group therapy, emergency and crisis intervention, and prevention-oriented outreach to students at no additional charge. More information can be found at: stmarys-ca.edu/counseling-and-psychological-services-caps, or by calling x4364. To make a confidential appointment, please stop by our office on the ground floor of Augustine Hall.

STEM Center

Saint Mary's has a new [STEM Center](#) on the second floor of Assumption Hall for students studying Science, Technology, Engineering, and Mathematics. The STEM Center will provide several services, including:

- Math and Chemistry tutoring: Monday–Thursday 12–9pm; Sunday 6–9pm
- “Pathways to Science” speaker series featuring world-class scientists
- Social events with free food
- Study space and computer workstations

If you have any questions, contact Dr. Roy Wensley (Dean, School of Science) at rwensley@stmarys-ca.edu

The Intercultural Center (IC) and Student Engagement and Academic Success (SEAS)

IC strives to create a safe and supportive learning environment that values diversity and builds an inclusive community. Through its co-curricular programs and services, the IC educates the campus for cultural competence and social justice. For more: stmarys-ca.edu/intercultural-center

Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, class dialogue will occur and advance notification will be given to the class.

Academic Contract

By enrolling and participating in this course, you tacitly agree to all of the above, acknowledging that it is your individual responsibility to ask questions or seek clarification if you have concerns about any of the course expectations as they are outlined in this syllabus.