Syllabus for FNR 31

Course Information

Semester & Year: Fall 2020
Course ID & Section #: FNR 31-EO246
Instructor's name: Mia Wapner
Course units: 3

Instructor Contact Information

Office hours: By appointment
Email address: Mia-Wapner@redwoods.edu

Catalog Description

An introduction to geospatial concepts. Students will learn the theory and application of GPS technology, cartography, GIS software, and remote sensing techniques.

Course Student Learning Outcomes

1. Discuss acquisition and utilization of geospatial data from various sources and integration into geographic information systems.
2. Discuss common geospatial characteristics of maps including projection systems, landmarks and features, scales, and frame of reference.
3. Analyze strengths and weaknesses of global positioning system (GPS) data and discuss basic operational parameters of the various systems in current use.
4. Lab Specific Outcome: Use software to develop maps from data acquired from various sources.

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.
College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or Disability Services and Programs for Students (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Welcome to Intro to Geospatial Concepts!

Geospatial Concepts serves as a gateway course for the remainder of the Geospatial Curriculum, particularly, Geographic Information Systems, Mobile Mapping, and Remote Sensing. As such, we will cover the history and fundamental concepts common among all the geospatial sciences, including scale, coordinate systems, geographic data acquisition and use, global positioning systems (GPS), geodesy, cartography, remote sensing and geographic information systems (GIS). The course also covers the introductory material and practices unique to each geospatial discipline that follows. The result is an information-dense course that establishes a secure footing moving forward. We will work through these topics from both a historical and cultural context, as well as contemporary applications, to develop a strong foundation in spatial science.

About the Course

Course Format: FNR31 is offered as a 16-week course though College of the Redwoods (CR). This course was adapted from the Humboldt State University (HSU) GSP 101 Geospatial Concepts course. This partnership between CR and HSU creates a streamline path for students who plan on transferring to a four year institution. In addition to easy transferability, the skills learned in this course will prepare any student to move forward with their education in Geographic Information Systems.

This semester FNR31 is fully online, and will be mostly asynchronous. An asynchronous course means that there will be no set times that you need to be online, but you will still have due dates, and should make a work plan that suits your schedule in order to meet course deadlines. There are elements of this course that will be synchronous, but optional. For example, each week there will be an 'open lab' scheduled through zoom where the instructor will be conducting a lab demo if necessary and be available to help with lab assignments. Additionally, there will be periodic guest lecturers. These guest lectures will be scheduled on Tuesdays from 6pm-7pm via zoom. The instructor will give two weeks advanced notice of these guest lectures so students will have ample time to prepare to be available during that time frame. If you are not able to attend, you must contact the instructor in advance of your absence.

The modules are divided into two week blocks with each week covering a chapter in the textbook. The modules are cumulative and will need to be completed before the next module will be open. This means you must complete each module before you can move forward in the class. It is extremely important to manage your time and not be late, because it is easy to fall behind. The class is set up in a way to discourage tardiness and provide incentive to stay on top of your assignments. Some students might think they can work through multiple labs at a time, trying to catch up, and this is just not an option for this course.

Expected Work Load: The expected workload at is calculated at 3 hours per week for each unit in a standard 16-week course. For the combined lecture and lab, this amounts to nine hours per

week. Everyone learns differently and some lab assignments are more difficult that others. From past teaching and learning experience I typically estimate around 8-12 hours per week depending on each individual students learning style.

U.S. Department of Labor Geospatial Competency Model

Students are expected to have a sound basis of academic, and personal effectiveness competencies outlined in the U.S. Department of Labor Geospatial Technology Competency Model, including:

- Interpersonal Skills
- Integrity
- Professionalism
- Initiative
- Lifelong Learning
- Reading
- Writing
- Mathematics
- Basic Computer Skills
- Communication
- Core Geospatial Abilities and Knowledge
- Working with Tools & Technology
- Planning and Organizing
- Critical & Analytical Thinking
- Creative Thinking
- Problem-solving

This course includes components related to fieldwork and data collection. The hallmark of this course is a geospatial mapping project that you will plan and execute from start to finish.

Required Materials

Geospatial Concepts: The Fundamentals of Geospatial Science, by Nicolas Malloy and Amy Rock.

The preferred platform for this text is the e-book provided through Kindle, as the canvas course is linked to this version. The other ebooks will be just as good and easy to navigate to the readings and activities on your own. The ebook versions allow for more of an interactive experience where the students are able to read through course material, watch videos, and follow class lab assignments. There are other beneficial features such as highlight and note taking. The e-books are around $9.99 and very affordable; though there is a free PDF version that can be used, but wont have the same quality of inter-activeness as the e-book. If you decide to purchase the paperback, you would still need access to the videos and lab activities.

To purchase this book, choose one of the links below:

- HSU Press (Free PDF)
- Paperback (Amazon)
- Kindle (eBook)
- Google (eBook)
- Apple (eBook)

Additional readings may be provided or assigned, in the form of materials available freely online or through the CR library.

Technical Requirements

As this is an online course, you already know you need reliable internet access (broadband or DSL) and a browser installed on your computer. If students encounter problems with their internet connection while working on this course, it is their responsibility to find an alternative internet access point. The **Chrome** browser is the recommended browser for interacting with the course. Note: Cookies and JavaScript must be enabled. Pop-up blockers should be configured to permit new windows from the Geospatial Institute and HSU websites. Other browsers, such as Safari, Edge, and Microsoft Explorer are **not recommended for** this course.

If you do not have a personal computer that please refer to the College of the redwoods online support page. Additionally if your computer is not compatible with the GIS software there is potential virtual lab access. The instructor will announce how to access the virtual lab for those students who require it. The virtual lab has limited space and will be reserved for students who do not have access to a personal computer that is capable of handling course software and materials. ***If you think that you may need access to the CR virtual lab, please contact the professor during the first week of the course.***

Students working from personal computers that do not need the CR virtual lab are required to install or have access to the following software:

- **ArcGIS Desktop Student Edition** (ArcGIS student licenses are available for all students currently enrolled in a geospatial class.) YOU MUST EMAIL THE INSTRUCTOR OF THE COURSE WITHING THE FIRST WEEK OF CLASS TO RECEIVE YOUR PERSONAL ACTIVATION CODE. This is extremely important because currently CR has an extremely limited virtual lab, and students will need to run the ArcGIS software from their personal computers to be able to participate in this course. IT IS REQUIRED.

- **7-Zip** (7-Zip is a free, open-source file compression/decompression utility) Installing 7zip on Windows 10)
- Microsoft Office

- Adobe Acrobat Reader
- Zoom

Additional requirements for your personal computer:

Operating System	Windows 7, Windows 8/8.1, 10 or higher
Processor	2 GHz or higher
Memory	8 GB of RAM
Graphics Card	NVIDIA or AMD is required to work properly with some of the ESRI ArcGIS extensions.
Hard Drive Space	60GB free disk space
Plug-ins	Adobe Reader [Download from Adobe]
Additional Software	Java 1.7 or later (https://java.com/en/download/), Adobe Acrobat Reader
Speakers	Required (or headphones)
Monitor	Capable of at least 1024 x 768 resolution

Accessing the Software

Because of the transition to online instruction, access to software is the responsibility of individual students. If you will be working in the field, or other environment with intermittent internet access, please contact your instructor about other methods for acquiring the requisite course software.

Computers on Campus

Because of the need for social distancing and safety, lab policies and access have changed. Watch for announcements on the canvas course page for updates. There is potential virtual lab access, and the instructor will announce how to access the virtual lab for those students who require it. The virtual lab has limited space and will be reserved for students who do not have access to a personal computer that is capable of handling course software and materials. If you think that you may need access to the CR virtual lab, please contact the professor during the first week of the course.

Admissions deadlines & enrollment policies

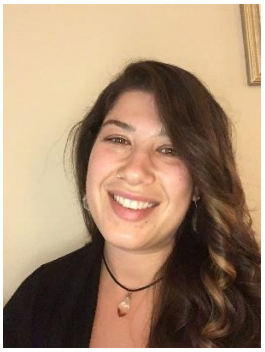
Fall 2020 Dates

- *Classes begin: 8/22/20*
- *Last day to add a class: 8/28/20*
- *Last day to drop without a W and receive a refund: 9/4/20*
- *Labor Day (all-college holiday): 9/7/20*
- *Census date: 9/8/20 or 20% into class duration*
- *Last day to petition to file P/NP option: 9/18/20*
- *Last day to petition to graduate or apply for certificate: 10/29/20*
- *Last day for student-initiated W (no refund): 10/30/20*

- *Last day for faculty initiated W (no refund): 10/30/20*
- *Veteran's Day (all-college holiday): 11/11/20*
- *Fall break (no classes): 11/23/20-11/28/20*
- *Thanksgiving (all-college holiday): 11/25/20-11/27/20*
- *Final examinations: 12/12/20-12/18/20*
- *Semester ends: 12/18/20*
- *Grades available for transcript release: approximately 1/8/21*

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Your Instructor



Course Instructor:

Mia Wapner
Department of Forestry and Natural Resources
Associate Faculty
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Eureka, CA 95501
Mia-Wapner@redwoods.edu

Mia Wapner is a longtime resident of Humboldt County where she teaches Intro to Geopspatial Concepts at College of the Redwoods within the Forestry and Natural Resources department. She also is a Farmers Market manager for the North Coast Growers Association.

Professor Wapner encourages her students to become engaged in their communities and think critically about politics, economic and community development and the role of nonprofit organizations in our society. She is also passionate about food systems and sustainable foraging. If she isn't geeking out on mapping, or chatting up the local farmers, most likely she is out with her dog looking for edible plants and mushrooms.

Email: Mia-Wapner@redwoods.edu (Pro tip: Always use your CR email account to contact me, as our spam filters often block Gmail accounts with names similar to university accounts. Also make sure your Canvas inbox is linked to your email.)

- **Office Hours:** By appointment. If you need help with a lab assignment I will be available during 'open lab' hours that will be held every Thursday from 6pm-8pm via zoom. General questions about the course format and content should be posted to the Question and Answer discussion forum. Personal matters should be restricted to direct email.

NOTE: I will read and respond to e-mail and Q&A forum posts Monday through Friday between normal working hours of 9am-5pm.

Online Etiquette and Course Communication

Both hybrid and online courses at CR will have a high degree of online content and interaction. College of the Redwoods and the instructor of this course are committed to educational access for everyone. This commitment includes creating a welcoming environment for students from all walks of life. Students are expected to maintain a respectful and professional level of discourse when communicating on discussion boards, email, and assignments. Students should also use caution and good judgment when choosing to disclose any personal information with persons they do not know.

All official communications from the instructor are sent to the students **College of the Redwoods email accounts**. Be sure to check your CR email account regularly so that you do not miss any critical information.

Canvas Announcements

From time to time, class announcements will be sent out via the CR Canvas Learning Management System. It is your responsibility to make sure your **personal settings** in Canvas **are set to receive email notifications** about these announcements.

Using Zoom

In this course we will be conducting all face to face interactions through Zoom. If you've never used Zoom before, it might be a little confusing at first. Here's a short video on how to use it from your phone or computer, from Prof. Arroyo in ESM. https://youtu.be/gvf0-Z5QHE4

Some pro tips:

1. Always make sure you're dressed. Even if your camera is off, malfunctions happen, and we don't want things to get awkward.

2. If you are sharing your screen (e.g. to get help with something), remember that your other tabs will be visible. Close anything you don't want to share with your instructor and the class before sharing.

3. If you're in a group chat, mute your mic when you're not speaking to minimize background noise for everyone.

4. Feel free to use the reactions or text chat to interact with the session, particularly if you're not comfortable with speaking to the group.

5. Add a profile picture, especially if you plan to keep your camera off - it helps your instructors get to know you, and it's weird for us to talk to a list of names on a screen.

How to Write an Email to Your Professor

Understanding how to write an email to your professor may sound obvious. However, with the prevalence of social media and text messaging, many students are unaware of the shift in etiquette that becomes necessary when communicating in a professional manner. When writing an email to professors, it can be disrespectful to send short, cryptic messages that you might use while texting or on social media.

Emails to your professors should include the following:

1. A descriptive subject line that includes your name and your class
2. A proper greeting
3. A detailed explanation of your needs
4. Use appropriate punctuation, capitalization, and grammar (for example: never use a lower case "i" as a personal pronoun).
5. A proper sign-off
6. Suitable self-identification (Your full name).

If you are using a mobile device, such as an iPhone, be sure to change the default settings on your signature line. Remove default signatures such as, "sent from my iPhone," and replace it with your name and major or something more meaningful. To many instructors who see this signature line, coupled with a very terse message, it might give the impression that you are sending them a text message rather than composing a thoughtful email.

Please take the time to read the following article to understand what is and what is not appropriate:

- Advice for students so they don't sound silly in emails

Online Communication and Etiquette Expectations

The following are the guidelines modeled after the Humboldt State University Online Communication and Etiquette Expectations.

Be Professional, Clear and Respectful

Clean and efficient writing translates into clear and useful communication. Writing the way you would speak is a good rule of thumb. Use a positive tone and adhere to the same rules you would follow in face-to-face communications. Use proper grammar, spelling, and formatting - checking all communications before sending. Check messages and respond in a prompt manner.

Your professional image is an important part of credibility and all of your communications will factor into the big picture.

Read and Formulate Communications Carefully

Take the time to think about the information contained in all of your online communications. This time will allow you to consider all points thoughtfully, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated within your communications. This practice promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional statements and or "all capital letter" text and keep communications meaningful and to the point.

Be Tolerant and Cooperative

Bear in mind that every student is participating in learning. Anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - *learning*. When adverse conditions arise, and communications get strained - try to help rather than hinder. Real cooperation means working together to the same end - everyone wants to be successful in any given course.

Keep it PG-13 and Confidential

Unless the subject matter calls for the use of topics/language that would otherwise override this tip, all online communications should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Keeping your content PG-13 and confidential will ensure that this is the case. Never use private information about other individuals and be sensitive to the information you share about yourself. Avoid the use of slang, jargon or sarcasm - as they can confuse your recipient.

Remember This Course is Online

If you are taking an online course, your instructor and fellow students may be located around the world or have very different schedules than you do. You may not always receive an immediate response, especially on weekends. Make sure you plan for this and don’t put things off until the last moment.

Use Proper Headings and Subject Lines

Emails and Discussion Forum topics should have subject lines that reflect the content of your message.

"My Week 1 Reflections" is better than "submission" and "Week 3 Reading is Missing" is better than "Help!"

Provide context for your responses. If you are sending a reply to a message or a posting, be sure you summarize the original at the top of the message. Include just enough text of the original to give a context. This practice will make sure readers understand when they start to read your response. Giving context helps everyone.

Provide Enough Detail in Your Messages

When asking for help, either from your instructor or technical support, be sure to provide as much information as possible to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser/version information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time up-front to compose your question, but it can help to eliminate some of the back and forth communication.

Getting Help

The instructor will address questions **Monday through Friday between normal working hours of 9am-5pm**

Students are expected to seek answers to questions regularly throughout the semester. Understanding where to post questions or look for existing answers is important.

Typically, there are two ways to obtain answers to questions:

Email

It may be tempting to send your instructor an email as soon as you have questions. However, this is not always appropriate. If an issue is related to a **personal or confidential matter**, such as grades, emailing the instructor using your **CR email** is appropriate. If the question is **not confidential**, students should use the **discussion forums**.

Students who consistently ask general questions using email, and not the discussion forums, will be gently reminded to do so by the instructor.

Discussion forums (Q&A)

If the question is **general or related to the course content**, such as assignments, quizzes, class schedule, etc., students are required to use the Q&A discussion forums to post questions, rather than emailing the instructor directly. This step is the equivalent of raising your hand in a face-to-face class. It will save time, and every student in the course will have a chance to hear both the question and answer.

Student Support Services

The following online resources are available to support your success as a student:

- CR-Online (Comprehensive information for online students)
- Library Articles & Databases
- Canvas help and tutorials
- Online Student Handbook

Counseling offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- Academic Support Center for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- Library Services to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center

Special programs are also available for eligible students include

- Extended Opportunity Programs & Services (EOPS) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in Eureka or in Del Norte
- The Veteran's Resource Center supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Evaluation and Grading

Examinations and assignments are listed in Canvas, and in the course outline below, and are **subject to change**. Changes will be announced in class, and posted in Canvas – due dates in Canvas should be considered the most current. Additional assignment due dates will be

announced when the assignments are given. You are responsible for knowing when your work is due.

Your grade will be composed of online discussions (20%), quizzes (10%), lab activities (40%) and exams (20%). The remaining 10% will be a participation/professionalism component. This component will be based on your level of engagement and interaction with your instructors and peers during the course. Assignments will be graded typically within one week of submission, depending on instructor workload. You will be able to track your grade throughout the course via the Grades section in Canvas.

Grading Scale	
A/A-	90-100%
B-/B/B+	80-89%
C-/C/C+	70-79 %
D-/D/D+	60-69 %
F	<60%

Late Policy

Deadlines are a necessary part of life, and as the information in this course is foundational and cumulative, it is important to complete your assignments on time. so that you're ready for what comes next. Because of the amount of work necessary in this course and that the work is cumulative, each module needs to be completed in order for the next module to open up. This means if you have not completed everthing in module one, the upcoming module two will remained locked until all the work is submitted. Each week, you will typically have a quiz, a discussion, a pre-lab and a lab assignment due. Be sure to check the Canvas calendar or the bottom of the Syllabus page for due dates. Canvas also has options for setting reminders for your to-do list.

Late work will be penalized 10% for being for up to a week after it is due. Assignments are due at the set due date AND time. It does not matter if the assignment is one minute late or a week late the penalty will be applied. After a week the assignments will be closed and the student will receive a 0. In this case, the only way to receive credit is to contact the Instructor and it will be situational whether or not those points can be made up. Exams and quizzes may not be submitted late or made up without an excused absence.

If you experience computer issues, or an internet or power outages (such as from weather or a downed line in your neighborhood) while working from home, you should seek other alternatives such as a local library to complete your work. Technical difficulties do not constitute an exception to late penalties. In the case of a campus-wide or community-wide outage, deadlines will be adjusted (such as Mass outages for fire safety).

Exceptions to this policy will only be granted in the event of legitimate excused absences. An excused absence means that you have a) notified your instructor in advance and received

confirmation from them that your notice has been accepted or b) provided a written medical excuse. You must still make arrangements to take the test, and our willingness to be flexible improves with the amount of advance notice we receive. Plan your travel and personal events around your school work, not vice versa. Failure to be aware of exam dates because of class absence does not constitute an excuse – any changes will be posted on Canvas.

Meeting Minimum Requirements

Minimum requirements represent the minimum amount of work needed to earn a grade. Students who submit incomplete work, or do not meet the minimum requirements regarding length and content, will be given a zero grade for the assignment.

Meeting Minimum Word Count Requirements

Most assignments will require a minimum amount of work to receive a grade. For example, a writing assignment may require a minimum length of 500 to 600 words. Students that only submit the minimum amount of work (between 500 to 600 words in this example) should expect to receive at most a **C** grade. To receive an **A**, students should submit exemplary work that exceeds the minimum requirements by a significant amount. The **main body text** of the document determines the word count calculation. Extra elements, such as a title page, name, date, headers, footers, a table of contents, bibliography, etc., **do not count** towards the final word count calculation. The instructor will make the final determination when calculating the word count for writing assignment submissions.

Writing assignments that do not meet the minimum word count will receive a **0 grade**.

Students may be tempted to submit assignments that do not meet the minimum word count or present work that barely addresses the requirements by a narrow margin. By not meeting the requirements or by skimming the bottom edge of the word count, students risk not receiving credit for their work. To remedy this, students should always expand upon their thoughts and ideas to exceed the minimum by a **large safety margin**.

Student Work Samples

Below are some work samples completed by previous students. Reviewing work samples helps students to understand the scope, length, and quality of work related to written assignments.

Note: The examples below are not intended to represent the specific requirements or instructions. Requirements **may change over time**. Always refer to the instructions in Canvas when determining the requirements for any assignment.

- Cartographic-Social-Equality (Links to an external site.)
- Case Law Involving the Use of Maps (Links to an external site.)
- Mapping Noise Pollution Data Using GPS 01 (Links to an external site.)
- Mapping Noise Pollution Data Using GPS 02 (Links to an external site.)
- Mapping Food Deserts in Southern California Counties (Links to an external site.)

- Food Deserts in Southern California

Course Policies

Attendance Policy and Student Expectations

Online attendance will be monitored by the instructor via canvas based on module completion, open lab attendance, and discussions. Discussions in an online class are meant to enrich the knowledge of us all, and you are encouraged to ask questions, and share your perspectives and experiences. Disruptive behavior will not be tolerated. You are expected to be respectful to your instructor and your fellow classmates, in both active discussion and general demeanor.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact Admissions & Records to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the Student Information Update form.

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.
Log into Canvas at https://redwoods.instructure.com

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160
Canvas Help for students: https://www.redwoods.edu/online/Help-Student

Canvas online orientation workshop: https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources

Community College Student Health and Wellness
Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Health & Wellness website.

Wellness Central is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Inclement Weather

In case of weather-related delays at the University, online portions of this course will proceed as planned. Your instructor will inform you if there are any extenuating circumstances regarding content or activity due dates in the course due to weather delays. If you are affected by a weather-related emergency, please contact your instructor at the earliest possible time to make special arrangements.

Course Copyright

All course materials students receive, or to which students have online access, are protected by copyright laws. Students may use course materials and make copies for their use as needed, but unauthorized distribution and uploading of materials without the instructor's express permission is strictly prohibited.

Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the College of the Redwoods Code of Conduct, and liable under Federal and State laws.

Disclaimer

The specifics of this Course Syllabus can be changed at any time, and you will be responsible for abiding by any such changes. Significant changes to the syllabus will be communicated to you via Canvas announcements.