



College of Humanities and Social Sciences
Department of Liberal Studies
LBST 301: Inquiry and Composition in Liberal Studies

Location: WEB/ONLINE

Instructor: Ángeles Sancho-Velázquez, Ph.D.

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Synchronous class meetings: Zoom, Tuesdays,
10:00-11:15 PM

Office hours: T, Th 11:30-12:30 PM, and by
appointment

COURSE CATALOG DESCRIPTION

Selected thematic interconnections between the arts and humanities, sciences, and social sciences through reading, discussion, and composition. Satisfies the upper-division writing course requirement for majors in Liberal Studies.

UNIVERSITY INTENSIVE WRITING COURSE REQUIREMENT

This course is designated by the University Writing Proficiency Committee as a writing-Intensive course. Earning a "C" (2.0) or higher may be used by Liberal Studies majors to fulfill the University's upper-division writing requirement (UDWR).

MAJOR REQUIREMENT

Passing this course with a C or better satisfies a requirement of the Liberal Studies major.

COURSE PREREQUISITES/COREQUISITES

Prerequisites: Completion of G.E. Category A

COURSE OBJECTIVES

The course is designed to help students improve their skills in academic writing, critical reading, and oral communication. The semester is structured in four modules, which reflect the main four objectives of the course: 1) Writing clearly and concisely, 2) Reading closely and critically, 3) Arguing cogently and convincingly, and 4) Researching carefully and curiously. The unifying theme is the essay as genre.

ONLINE LEARNING

This online course is mostly based on synchronous instruction. As most of us have experienced in recent years, online learning is different from in-person traditional learning. In order to succeed as online learners, students need to have basic technological requirements, as detailed below, and to show continuous engagement with the class. Many of the marks of successful learning in traditional education remain the same online: completing homework, submitting work as required, collaborating with other students, being attentive to lectures, asking and answering questions, and participating in discussions, among others. However, the online environment makes active engagement with the course even more necessary. In addition to attending the synchronous meetings with camera on, unless an exemption is granted, students must check Canvas regularly, respond promptly to messages, and interact with instructor and peers as often as required. It is also important to have backup plans in case some of the technology becomes unavailable. Below are links to university technical support for students.

Student Technical support: (657) 278-8888

- StudentITHelpDesk@fullerton.edu
- <http://www.fullerton.edu/it/students/helpdesk/index.php>
- Chat with IT: <http://my.fullerton.edu/> and Click **Online IT Help** Click on **Live Chat**
- Canvas Support Hotline: 855-302-7528
- [Canvas Support Chat Faculty](#) / [Canvas Support Chat Student](#)

COURSE LEARNING GOALS

By meeting all course requirements, students will be able to

1. analyze and respond critically to a variety of texts.
2. distinguish between facts, opinions, and inferences.
3. understand the connection between linguistic diversity and social justice.
4. recognize the value of good argumentation supported by evidence.
5. compose texts in English with attention to grammar, syntax, punctuation, style, and usage.
6. write structured academic prose, edit and revise works in progress, and proofread for errors in writing.
7. seek and utilize secondary source materials to support a general idea or thesis.
8. improve oral communication.
9. practice effective collaboration with peers.

REQUIRED TEXT

Andrea Lunsford, *Easy Writer*. Bedford/St. Martin's, 8th edition, ISBN 9781319521462.

OTHER REQUIRED MATERIALS

You will need appropriate technology to fully participate in synchronous meetings and to use Canvas. In addition to reliable internet connection, basic hardware requirements are computer with

camera, and basic software: word processing and Zoom. A complete list is in the Technical Requirements section below. For support with technological requirements, visit www.fullerton.edu/it/titanware/

[IMPORTANT UNIVERSITY INFORMATION AND STUDENT POLICY WEBSITE](#)

This link provides access to the following important information and policies:

- Students with Special Needs**
- Academic Dishonesty Policy**
- Emergency Preparedness**
- Undergraduate Student Learning Goals**
- Student Learning Outcomes by Degree Programs**
- Library Support**
- Final Exams Schedule**

RESPONSE TIME

I reply to emails and Canvas Inbox messages within 48 hours, Monday-Friday. For questions that require an elaborate response, office hours are recommended. I post feedback for assignments and grading within two weeks after the work is due. You are always welcome to visit during office hours for more detailed feedback, help with assignments, or just chat!

COURSE COMMUNICATION

Course announcements and individual messages are sent through Canvas, our Learning Management System (LMS), which only uses CSUF email accounts. It is important, therefore, that you check your CSUF email on a regular basis (several times a week) for the duration of the course.

In addition to office hours and class meetings, I will be available 15 minutes before and after each synchronous class. If internet connection becomes unavailable, we will communicate via phone about what to do. We will establish a phone chain so that the entire class can be reached promptly.

GRADING

Grading standards

In this course plus/minus grades are used.

A-, A, and A+ indicate outstanding performance; B-, B, B+: good performance; C, C+: acceptable performance. Note that Liberal Studies majors need a minimum of a C (365 points) to pass this course and that C- (C minus) is not a passing grade. Final grades will be assigned according to the points accumulated throughout the semester out of 500 possible ones. The grade breakdown in points and percentages is as follows (passing grades are highlighted):

A+	485-500	B+	435-449	C+	385-399	D+	335-349
A	465-484	B	415-434	C	365-384	D	315-334
A-	450-464	B-	400-414	C-	350-364	D-	300-314
						F	299 and below

Grading Policy

In addition to grading assignments according to guidelines and rubrics, I also consider the frequency and quality of participation, engagement with the Canvas site, and collaboration with peers. See Canvas document with detailed guidelines for each assignment.

I will not record synchronous Zoom meetings, but I will keep records of attendance and chat comments.

All submitted work will be checked for plagiarism by Turnitin.

Check due dates for each assignment on syllabus, Canvas weekly modules and posted guidelines.

Canvas will keep records of all assignment submissions and my feedback, but it is advisable that you also save all assignments and exams returned to you so that any discrepancies can be easily and fairly straightened out in case of technical problems.

Penalty for Academic Dishonesty

Plagiarism and other forms of academic misconduct seriously undermine the university's mission and the educational goals of this course. Make sure you understand what constitutes plagiarism by carefully reading the guidelines for each paper and the CSUF Academic Dishonesty Policy, <http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf>. If you have doubts, consult with me before submitting your work. All submitted work for this course will be automatically checked by Turnitin and other detection tools.

A word about AI—In this writing course, we will discuss and sometimes use Generative AI as a tool to improve our writing and critical skills. However, any undisclosed use of AI that I have not prompted or approved will have the same consequences as plagiarism.

Course policy on plagiarism and AI-generated or assisted work that is not approved in advance by the instructor: 0 points for that assignment, ineligibility for extra-credit opportunities, and report to the Department Chair and the CSUF Dean of Students.

Attendance Policy

There is an allowance of two absences, no justification needed. After two missed classes, every absence will deduct 2 points, except in the case of extended illness. Perfect on-camera attendance will be rewarded with 2 extra-credit points. Attentiveness, collaboration, and contribution to class and group discussions are expected of all students.

Late Assignments and make up exams

I will accept late submissions for up to seven days, with a reduction of 3% of the grade per day. However, submitting the first drafts of papers after the deadline will result in the exclusion from the peer review cycle and a significant loss of points.

Quizzes can be made up in case of documented special circumstances.

Extra Credit Policy

Essays 1 and 2 may be revised for 5 extra points each.

Perfect attendance with the camera on will be rewarded with 2 points.

ASSIGNMENT DESCRIPTIONS

Attendance and Participation (50 points, 10% of final grade). Attendance with the camera on is required, with some exceptions. See Attendance Policy above and document on Canvas for details. Participation will be assessed based on attentiveness, collaboration, and contribution to class and group discussions.

Essay 1 (75 points). Personal essay. See guidelines and deadlines for the three required drafts on the schedule below and on Canvas.

Essay 2 (100 points). Analytical essay (summary and analysis of texts). See guidelines and deadlines for the three required drafts on the schedule below and on Canvas.

Essay 3 (125 points). Argumentative essay (thesis-guided position on a debatable issue supported by research). See guidelines and deadlines for each required draft on the schedule below and on Canvas.

Peer Reviews (50 points: 14 for the first essay, 16 for the second essay, and 20 for the third essay). Students will review drafts written by two peers for each of the three required essays. See guidelines document on Canvas. Reviews will be anonymous.

In-class writing (50 points). Five times throughout the semester we will practice timed writing in class. Prompts and instructions will be presented in the same class.

Quizzes (50 points). Each of the four modules of the course culminates with a quiz (weeks 4, 8, 12, and 15). Quizzes will be taken on Canvas during regular class times.

Further information and rubrics for each assignment are posted on Canvas module *Requirements information and guidelines*.

ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

In case of technical difficulties with Canvas, I will communicate with students directly through CSUF email. Assignments could also be submitted through email. In the case internet connection is unavailable, we will communicate by phone. To that end, we will organize a phone chain for quick transmission of messages among all students. In special circumstances, work may also be mailed to me to the Liberal Studies office, Humanities 230, 800 N. State College Blvd., Fullerton, CA 92831. The mailing needs to indicate the course and be postmarked by the assignment due date.

POLICY ON RETENTION OF STUDENT WORK

Student work submitted for this course shall be retained by the University or its academic employees for one semester after the course is completed.

TECHNICAL REQUIREMENTS

Students are expected to

1. Have basic computer competency which includes:
 - a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox;
 - b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;
 - c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and

- d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access web sites in the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments
3. Utilize a recent version of Microsoft® Office 2019 (for P.C.) or 2020 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments or Microsoft Office 365
4. Maintain and access at least three times weekly their CSUF student email account
5. Use Internet search and retrieval skills to complete assignment
6. Apply educational technology skills to complete expected competencies
7. Utilize other software applications as course requirements dictate
8. Utilize the class LMS (Canvas), to access course materials and complete assignments

Software for Students

As an active CSUF you can get FREE and low-cost software from the university. Software downloads and request forms can be found on the [CSUF Student Software website](#).

SYNCHRONOUS INSTRUCTION

This is a fully online course mostly based on synchronous instruction that will take place Tuesdays and Thursdays from 10:00 to 11:15 AM. I will not record class Zoom meetings, but I will take attendance and keep chat comments.

ONLINE ETIQUETTE (NETIQUETTE)

Students are expected to conduct themselves in a professional manner during class. Netiquette refers to a set of behaviors that are appropriate for online activity. The core rules of netiquette can be found at the [Netiquette website](#). Please read through these rules and familiarize yourself with appropriate behavior for online courses. All students are expected to adhere to proper netiquette and to take full advantage of all the learning opportunities this course offers.

Learning Management System (LMS): Canvas

This course will use Canvas, a Learning Management System (LMS). As a registered student you are enrolled in this system. You may access Canvas for all your classes by clicking on your student portal, found on the CSUF website. Here is a link to the [student resource guides for Canvas](#). If you need assistance, contact the student help desk at (657) 278-8888 or email StudentITHelpDesk@fullerton.edu.

University Learning Center

The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The ULC staff work with all students from diverse backgrounds in most undergraduate general education courses, assisting them with academic assignments, general study skills, and computer user needs. They offer one-on-one peer tutoring and online writing review, among other services. More information can be found on the [University Learning Center website](#).

Writing Center

The Writing Center offers 30-minute, one-on-one peer tutoring sessions and workshops, aimed at providing assistance for all written assignments and student writing concerns. Writing Center

services are available to students from all disciplines. Registration and appointment schedules are available at the [Writing Center Appointment Scheduling System](#). Walk-in appointments are also available on a first come, first served basis to students who have registered online. More information can be found at the [Writing Center webpage](#). The Writing Center is located on the first floor of the [Pollak Library](#) their phone number is (657) 278-3650.

Pollak Library “Guidelines for Online Instruction Students”:

<http://www.library.fullerton.edu/about/guidelines/online-instruction-guidelines.php>

SCHEDULE

(Subject to minor changes to be announced in advance through Canvas)

PART I: WRITING CLEARLY AND CONCISELY

“Writing is an act of faith, not a trick of grammar.” (E.B. White)

Week 1

Tuesday, August 27: Synchronous class. Zoom link on Canvas.

Topic

Introduction to the course. Course goals, requirements, organization, and expectations.

No assignments

Thursday, August 29: Synchronous class. Use the same Zoom link throughout the semester.

Topic

The essay as genre. Importance of good *human* writing.

Assignments

Read: Sections 1 (“A Writer’s Opportunities”) and 2 (“A Writer’s Choices”) of the required textbook, *Easy Writer*. If you have not been able to acquire the book yet, you may read these sections later.

Week 2

Tuesday, September 3: Synchronous class (Zoom)

Topic

The writing process: drafting, reviewing, rewriting

Assignments (due before class; see reading on Canvas Week 2 module)

Read: Annie Dillard’s “Living like Weasels”

Thursday, September 5: No synchronous class (but you need to complete work during the class time)

Peer reviews of Essay 1 drafts. We are not meeting on Zoom, but you need to use the class

time to review drafts from two of your peers (sent to you randomly and anonymously), and to submit your reviews. You will receive links to the two drafts at 10:05 AM. Save them in your computer, review them and submit your reviews by 11:30 AM.

Assignments (important: due before 10:00 AM)

Read: *Easy Writer*, chapter 5 (“Reviewing, Revising, and Editing”).

Submit: First draft of Essay 1. It needs to be submitted by 10:00 AM to assignment link *Essay 1* in Canvas module *Submissions and Grades*. See guidelines for Essay 1 in Canvas module *Requirements information and guidelines*.

Week 3

Tuesday, September 10: Synchronous class (Zoom)

Topic

Library Instruction with librarian Michaela Bettez.

Assignments (as usual, due before class)

Read: *EW (Easy Writer)*, pages 60-73 (section 7, “Verbs,” and section 8, “Subject-Verb Agreement”). Recommended for multilingual speakers and future teachers of multilingual students: browse pp. 158-174 (“Multilingual Writers”).

Thursday, September 12: Synchronous class (Zoom)

Topic

Language, diversity, and inclusion

Assignments (see reading on Canvas *Week 3* module)

Read: Amy Tan’s “Mother Tongue”

Due this Friday, September 13, 11:55 PM: Second draft of Essay 1 (revised after feedback from your peers). Submit to the same assignment link where you submitted the first draft. I will grade this draft.

Week 4

Tuesday, September 17: Synchronous class (Zoom)

Topic

Writing rules; why they matter and when they don’t.

Assignments (see reading on Canvas *Week 4* module)

Read: E. B. White, “Once More to the Lake”

Thursday, September 19: Synchronous class (Zoom).

Quiz #1 (to prepare: review all sections assigned from *EW*, class powerpoints, and assigned reading).

In-class writing #1 (based on the assigned reading; see below.)

Assignments (see reading on Canvas *Week 4* module)

Read: Judith Ortiz Cofer's "Casa: A Partial Remembrance of a Puerto Rican Childhood."

PART II: READING CLOSELY AND CRITICALLY

"The more I read, the more I was led to abhor and detest my enslavers." (Frederick Douglass)

Week 5

Tuesday, September 24: Synchronous class (Zoom)

Topic

The importance of reading closely

Assignments (due before class; see reading on Canvas *Week 5* module)

Read: Francis Bacon's "Of Studies"

TThursday, September 26: Synchronous class (Zoom)

Topic

The importance of reading closely (cont.)

Assignments (due before class)

Read: *EW*, pp. 73-90 (sections 9, 10, 11, 12, and 13).

Due this Saturday, September 28, 11:55 PM: Final draft of Essay 1. (This deadline will be postponed in the case you receive my feedback less than one week earlier).

Week 6

Tuesday, October 1: Synchronous class (Zoom)

Topic

Reading critically: analysis and context

Assignments (due before class; see reading on Canvas *Week 6* module)

Read: Mary Wollstonecraft's "A Vindication of the Rights of Woman" (Introduction)

Thursday, October 3: Synchronous class (Zoom)

Topic

Reading critically: analysis and context (cont.)

In-class writing #2 (based on the assigned readings for the week)

Assignments (due before class; see reading on Canvas *Week 6* module)

Read: Gretel Ehrlich's "About Men"

Week 7

Tuesday, October 8: Synchronous class (Zoom)

Topic

Literacy and freedom

Assignments (due before class; see reading on Canvas *Week 7* module)

Read: Frederick Douglass, "Learning to Read and Write."

Thursday, October 10: No synchronous class (but you need to complete work during the class time)

Topic

Peer reviews of Essay 2 (first draft). We are not meeting, but you need to use the class time to review drafts from two of your classmates (sent to you randomly and anonymously), and to submit your reviews. You will receive links to the two drafts at 10:05 AM. Save the papers in your computer, review them and submit your reviews by 11:30 AM.

Assignments (important: due before 10:00 AM; see guidelines on Canvas module *Requirements information and guidelines* module)

Submit: **First draft of Essay 2**. It is important that Canvas receives it by or before 10:00 AM. Submit in assignment link *Essay 2* in the Canvas module *Submissions and Grades*. To reiterate: you need to meet this deadline for your draft to be included in the peer review pool and for you two receive two drafts to review.

Week 8

Tuesday, October 15: Synchronous class (Zoom)

Topic

The importance of reading critically and thinking critically in the era of GenAI tools.

Assignments (due before class)

See Canvas module *Week 8*

Thursday, October 17:

Quiz #2 - to prepare: review assigned readings and class powerpoints.

Assignments (due before class)

Read: *EW* pp. 25-27 and beginning of p. 28 (“Critical Thinking and Argument”)

Due this Saturday, October 19, 11:55 PM: Second draft of Essay 2. (This is the draft that you write after your peers’ feedback and that I grade).

PART III: ARGUING COGENTLY AND CONVINCINGLY

“I shall be employed about things, not words!” (Mary Wollstonecraft)

Week 9

Tuesday, October 22: Synchronous class (Zoom)

Topic

What is convincing? The importance of good argumentation

Assignments (due before class)

Read: *EW* pp. 28-35 (“Critical Thinking and Argument”)

Thursday, October 24: Synchronous class (Zoom)

Topic

Words and action

In-class writing #3 (based on the assigned reading)

Assignments (due before class; see reading on Canvas *Week 9* module)

Read: Martin Luther King’s “Letter from a Birmingham Jail.”

Week 10

Tuesday, October 29: Synchronous class (Zoom)

Topic

The argumentative essay

Assignments (due before class; see reading on Canvas *Week 10* module)

Read: Booth’s “The Argumentative Essay” (pp. 110-115)

Thursday, October 31: Synchronous class (Zoom)

Topic

Interpretation

Assignments (due before class; see reading on Canvas *Week 10* module)

Read: Virginia Woolf’s “The Death of the Moth”

Due this Saturday, November 2*, 11:55 PM: Essay 2, final version. (*This date might be postponed to allow every student a full week after receiving my feedback.)

Week 11

Tuesday, November 5: Synchronous class (Zoom)

Topic

The power of style

Assignments (due before class; see reading on Canvas *Week 11* module)

Read Langston Hughes' "Salvation"

Tuesday, November 7: Synchronous class (Zoom)

Topic

The power of style (cont.)

Assignments (due before class)

Read: *EW*, pp. 142-147 and 150-155 (from the section "Language"; skipped pages, pp. 148-149, were previously assigned, but are also relevant to this topic)

In-class writing #4 (based on assigned readings)

Week 12

Tuesday, November 12: Synchronous class (Zoom)

Topic

Counterarguments and dialectical thinking

Assignments (due before class; see reading on Canvas *Week 12* module)

Read Booth, pp. 9-15 and *EW*, pp. 176-197 ("Conducting Research")

Thursday, November 14

Quiz #3

In-class writing #5

Assignments

Review all assigned sections from *EW* and class exercises.

PART IV: RESEARCHING CAREFULLY AND CURIOUSLY

"If we want to solve a problem that we have never solved before, we must leave the door to the unknown ajar." (Richard Feynman)

Week 13

Tuesday, November 19: Synchronous class (Zoom)

Topic

Researching, writing, documenting

Assignments (due before class)

Read: *EW*, pp. 197-204 (“Integrating Sources and Avoiding Plagiarism”) and browse pp. 206-245 (MLA section; browse as needed).

Thursday, November 21: No synchronous class (but you need to complete work during the class time)

Topic

Peer reviews of essay 3 (first drafts). We are not meeting, but as with previous essays, you will use the class time to review drafts from two of your peers (sent to you randomly and anonymously), and to submit your reviews. You will receive links to the two drafts at 10:05 AM. Save them in your computer, review them and submit your reviews by 11:30 AM.

Assignments (important: due before 10:00 AM; see guidelines on Canvas module *Requirements information and guidelines* module)

Submit: before 10:00 AM your first draft of Essay 3 to assignment link *Essay 3* in the Canvas module *Submissions and Grades*. Again: meeting this deadline is essential for your draft to be included in the peer review pool and for you to receive two drafts to review.

Fall Recess: November 26-29: no classes

Week 14

Tuesday, December 3: Synchronous class (Zoom)

Topic

Confirmation bias and other fallacies

Assignments (due before class; see reading on Canvas *Week 14* module)

Read Stephen Jay Gould’s “Women’s Brains”

Tuesday, December 5: Synchronous class (Zoom)

Topic

Documenting research

Assignments (due before class)

Read: *EW*, pp. 246-252 (“Sample Student Research Essay, MLA Style”)

Due this Friday, December 6, 11:55 PM: second draft of Essay 3. This is your paper revised after peer reviews. Submit in the same assignment link where you submitted your first draft of Essay 3 (*Essay 3*, in *Submissions and Grades* module). I will grade this draft.

Week 15

Tuesday, December 10: Synchronous class (Zoom)

Topic

Conclusion . . . so what?

Assignments (due before class)

Read (or browse as needed): *EW*, pp. 319-330 (“Glossary of Terms”).

Thursday, December 12: Synchronous class (Zoom)

Quiz #4

Assignments (due before class)

Read (or browse as needed): *EW*, pp. 331-341 (“Glossary of Usage”).

Finals Week

No synchronous meetings

Due on Thursday, December 19 before midnight: final version of Essay 3

End of the course

Check Canvas for information on grades and feedback for Essay 3

SEE IMPORTANT INFORMATION BELOW ABOUT EMERGENCY PREPAREDNESS

Although this is a fully online course, it is important to familiarize ourselves with the University Emergency Preparedness guidelines, as stated below.

Classroom Emergency Preparedness Guide

Information provided by the University Police Emergency Management Coordinator

ON THE FIRST DAY OF EVERY SEMESTER

- Know the emergency exits and evacuation areas for every classroom.
- Devise "buddy systems" so that everyone is accounted for in an evacuation.
- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- [Personal Preparation website](#)

EMERGENCY COMMUNICATION

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information. [A guide to update your personal information](#)

EVACUATIONS – DRILLS OR REAL

- You may not know if this is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know where the evacuation area is for every building. [A map of all campus evacuation areas](#)
- Re-enter buildings only when directed by Building Marshals or other campus authority.
- Leave the campus only if instructed.

For this class, the closest 2 exits are: N/A, this is a fully online course

We will meet at: N/A, this is a fully online course

Earthquake

As soon as you feel shaking, **DROP, COVER and HOLD ON**: Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

Fire

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.

Shelter in Place or Dangerous Situation

- If directed, or you feel it is best to do so, seek shelter in a room with a lock.
- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See [some helpful videos on sheltering in place](#)

WHEN YOU NEED HELP IMMEDIATELY OR TO REPORT A DANGEROUS SITUATION, CALL 911.

University Police non-emergency line: (657) 278-2515

FOR MORE INFORMATION

Ask your instructor, or go to [Campus Preparedness website](#)