

HyFlex ESOL 1312: Research and Critical Writing for Speakers of English as a Second Language

Spring 2024

Instructor: **Dr. Laura E. Mendoza**

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Office hours: **Constantly available via Microsoft Teams (lemendoza2@utep.edu¹) During Working Hours**

Mondays 12:00 - 2:00 PM

Class Meetings: **Monday 9:00 AM (CRN: 26956) & Tuesday 9:00 AM (CRN: 21853)**

Course description

Students in this class conduct reading, writing, and research activities that promote critical and analytical thinking by exploring specific issues or topics through genre-based assignments, group discussions, and in-class presentations. Through these tasks, students improve their understanding of text genres, discourse communities, academic written discourse (including analysis, evaluation, and argumentation), as well as basic research procedures and college-level writing conventions. Major assignments include a genre analysis paper, a research proposal, a review of literature, a research project report, and an in-class project presentation. Students also engage in journal writing, generate progress reports, and take an in-class essay writing exam to demonstrate their competency in both academic discourse and standard written English.

***Note:** The course being Hyflex means that students have the flexibility to choose their mode of attendance. They can opt for in-person classes, participate through Zoom, or engage asynchronously online. Blackboard has our class Zoom meeting link.

HYFLEX (Hybrid Flexible) COURSE DELIVERY

This course is delivered in the Hybrid-Flexible "HyFlex" format. Students can choose to take the class online, in the classroom, or both. (This is the *Flexibility* part of *HyFlex*.) However, if students decide to take the class online synchronously, they must secure an excellent internet connection to participate in all class activities and follow through. **Equally important, they are required to have their microphone and a camera on when taking the class synchronously online.** Thus, no matter which mode they choose, they are responsible to follow through with each weekly learning module.

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However, if students decide to take the class online synchronously on Zoom, they must secure an excellent internet connection to participate in all class activities and follow through.

If for some reason they decide to join the class via Zoom Live Synchronous Class Meeting, they need to go to Blackboard and click on the Zoom link but they need to make **sure to log in with their official UTEP name and not any nickname or they will miss attendance. Equally important, they are required to have their microphone and a camera on.**

HyFlex classes demand that students develop good organizational and time-management skills, that they interact with instructors and classmates via computer-mediated communication as needed or required, and that students develop the ability to work independently. As with any other class, it is important to attend all sessions and it is crucial to devote the necessary computer time to the class (see attendance policy below).

Objectives

At the end of the course, students will be able to:

- **Understand the relationships that exist among genres, texts, writers, readers, and context.** Different genres, text types, and types of arguments are discussed and analyzed, individually and in groups, focusing on both implicit and explicit information, in order to conduct a rhetorical analysis of texts (audience, goals, claims, language, images, format, etc.).
- **Analyze and evaluate arguments in various texts and compose argumentative/persuasive essays.** Academic texts and logical argumentation constitute the focus of the analyses, although some examples of non-academic arguments may also be used to illustrate the nature of argumentation across genres and discourse communities. Text and discourse features to be identified and used include claims, warrants, supporting information, and counterarguments.
- **Collect, evaluate, and summarize information from various sources relevant to a particular topic.** In order to prepare a feasible research proposal, and to gain knowledge about the topic selected, students will read, summarize, and evaluate texts from various sources and will synthesize this information in a review paper (using APA citation style).
- **Conduct a research project to explore specific aspects or issues related to a particular topic.** Research guiding questions will be investigated mainly through secondary sources (library research), although some primary data may be obtained (if feasible). Projects will be explored objectively and thoughtfully, and the resulting reports (written/oral) will be composed following academic conventions relevant to college writing.

Why Get Involved?

Whether you are a new, transfer, or returning student, being involved is one of the most important aspects of your college education. Not only will you increase your likelihood of graduation, but you will also strengthen your skills and develop your **Edge Advantage**, which will assist you in finding meaningful employment and pursuing graduate studies. Through the **Edge Experiences**, UTEP provides you with great opportunities to explore your potential, take risks, and try out new things and ideas.

Here are some other reasons to get involved:

- It will make your college experience a valuable and enjoyable one.
- You will be part of the campus community and make new friends.
- You will build better relationships with other students, staff, and faculty.
- You will build a support network.
- It will enhance your interpersonal and leadership skills that are necessary for driving change.
- You will fulfill your civic and social awareness and responsibilities.

How Do I Get Involved?

- As a college student, determining how to invest your time and energy will have a great impact on your college experience. To determine what sparks your interest, consider the following questions:
- What activities have you been involved with in the past that you have enjoyed? Some examples include student organizations, part-time employment, academic competitions, and community service.
- What are some new things you want to do while you are in college? For example, meet new friends, step out of your shell, and build leadership skills.
- What are your strengths? These may include listening to others, making others feel included, maintaining an active social media presence, and meeting people of different cultures and backgrounds.

Learning Modules

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, discussion posts are in one area for a given week.

Optional materials:

- Hacker, D., & Sommers, N. (2015). *A writer’s reference (with resources for multilingual writers and ESL)*, 8th Edition. Bedford/St. Martins.

- Any current monolingual collegiate dictionary such as Merriam-Webster's, Oxford, or Longman.

Grading

The final course grade is calculated as follows:

Genre analysis: 10% Grades are assigned on this scale:

| | | | |
|----------------------------|-----|---|---------|
| Literature review: | 10% | A | 90-100% |
| Research Proposal & Paper: | 20% | B | 80-89% |
| Oral presentation: | 10% | C | 70-79% |
| Homework/assignments | 10% | D | 60-69% |
| In-class writing exam 1: | 5% | F | 0-59% |
| In-class writing exam 2: | 5% | | |
| ESOL Lab | 5% | | |
| Departmental writing exam: | 25% | | |

In order to pass the course, a grade of “C” or higher must be obtained. If a lower grade is obtained, the course must be re-taken.

Major course assignments and exams

The following is an overview of assignments for this course. Specific guidelines, instructions, and recommendations for each assignment will be provided in class and/or through Blackboard by the instructor.

- **Genre analysis** - Students will select two texts (on the same general topic) reflecting different genre characteristics and write a comparative essay focusing on rhetorical features.
- **Literature review** - Students will conduct secondary (library) research on a social, political, cultural, or ethical issue to become well-informed about the issue in question. Students will then write a literature review to summarize, evaluate, and synthesize the main arguments and ideas found in these sources.
- **Research proposal** - Students will write a research proposal that will focus on a specific aspect of the general topic investigated (see above). This may include the research question(s) to be explored, the thesis statement to guide the research, working outline or mapping of areas to be investigated or developed, annotated bibliography, etc.

NOTE: Some modifications or adjustments may be made to the assignments described above according to the needs of students in each section.

- **Research report** – Students will develop a research project that includes a written report with a summary of the relevant literature and a thorough discussion of the main issues related to the topic selected. The report may include visual information, such as graphs, diagrams, or tables. Students may complement their report with other texts (e.g., mini-poster, brochure, video, pod-cast) in which different aspects of

the topic may be highlighted and different purposes achieved (persuasion, quick information delivery, awareness-raising, etc.)

- **Project presentation** – Students will create an oral presentation to be delivered in class in order to share the information learned throughout the course of their research.
- **Writing Exam (1)**: This timed writing exam will focus on argumentative writing and APA documenting style. Students are required to take this exam with Respondus Monitor Lockdown browser.
- **Homework and other assignments**: In addition to the assignments described above, the course may include a variety of homework assignments and other writing tasks such as journal writing, brief analytical reports, quick in-progress reports, etc.

NOTE: Some modifications or adjustments may be made to the assignments described above according to the needs of students in each section.

ESOL Language Lab

In addition to regular classroom sessions, students are required to complete **8 hours** in the ESOL lab (located in Liberal Arts 238). The lab offers writing tutoring, computer-assisted language learning (CALL)

activities, conversation practice, and a reading improvement program. These activities provide extended opportunities to review the topics covered in class and to engage in individual practice.

Attending ESOL lab sessions constitutes an important and required part of the course. Lab attendance should be ongoing throughout the semester. By the middle of the semester, you need to have completed at least 4 hours. You may attend the lab as much as you would like, but only 2 hours per week will count toward the requirement. In some cases your instructor may assign an activity in the lab. The rest of the time you can choose your own activity.

Failure to complete the 8 hours will significantly lower the course grade. The class instructor will monitor students' attendance and work and assign a grade for weekly lab assignments. ESOL lab absences count the same as classroom absences.

In some cases your instructor may assign an activity in the lab.

Some Important ESOL Lab Policies*

- Students should follow all lab rules and procedures established by the Department of Languages and Linguistics.
- All students must bring their own headphones when working in the lab. The lab does not provide headphones.
- Only ESOL course-related work is allowed in the lab. Any activity unrelated to class may lead to suspension of lab privileges and/or failing the course.
 - Food, drinks, chewing gum, and chatting or loud conversations are not allowed in the lab.
 - Any disruptions or violation of lab rules will be reported to appropriate university authorities.

NOTE* The above is a partial list of ESOL lab rules and policies. An orientation to review additional rules and regulations is provided at the beginning of the semester. Rules and policies established for all UTEP computer labs also apply to the ESOL lab. It is the responsibility of the student to be aware of all relevant policies and regulations.

EXTRA CREDIT

You have the option of earning up to a maximum of 2% extra credit towards your final grade in this course. You can do this by completing extra credit assignments towards the end of the course or by participating in one or more research studies (approved by the ESOL Director) if they are offered to your class. Each assignment or study participation is worth 1% extra credit.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. You will need:

- A computer, webcam and microphone
- A working UTEP email account
- Stable internet access
- Access to Blackboard (Bb). This tool will be used for most handouts, messages and announcements. Accordingly, all work will only be transmitted and submitted online.
- A Blackboard-friendly browser—Google Chrome & Mozilla Firefox are the best. Software including: MS Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) **for free** via UTEP's Microsoft Office Portal. Click the following link for more information about **Microsoft Office 365**² and follow the instructions.
- Respondus Lockdown Browser (free download from Blackboard)

IMPORTANT: Check that your computer hardware and software are up-to-date and able to access all parts of the course. If your browser is not equipped to navigate the new Blackboard environment, then you may contact the technology “help” desk. You will also need to check the functionality of your sound drivers and flash and java plugins for participation in Collaborate sessions. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP **Help Desk**³ (helpdesk@utep.edu⁴) **as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!**

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.

²https://www.utep.edu/technologysupport/ServiceCatalog/SOFTWARE_PAGES/soft_microsoffice365.html

³<https://www.utep.edu/irp/technologysupport/>

⁴<mailto:helpdesk@utep.edu>

- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

ATTENDANCE AND PARTICIPATION IN HYFLEX ESOL COURSES

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging in discussion with your peers on the discussion boards (grading rubric provided in the “grading information” area of each forum)
- **Accessing Blackboard and engaging with the posted materials weekly**
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed. Since this is a Hybrid Flexible (Hyflex) course, students aren’t penalized for not attending class in person or not attending live class Zoom meetings. **However, if they choose to take the class online asynchronously, students are required to watch the class meeting video recordings to get credit for their class participation.** It’s highly recommended that they keep good time management skills and always stay attentive to our homepage on blackboard announcements.

However, if they choose to take the class online asynchronously, students are required to watch the class meeting video recordings to get credit for their class participation.

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the **Registrar’s Office**⁵ to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

NOTE: Students who are sick and may be contagious should NOT come to class. If you do not have medical documentation that you are too sick to come to class, your two allowable unexcused absences can be used without penalty, and you may make up the classwork. It is therefore important that you do not miss class unless absolutely necessary, so you have the allowable absences available in case of illness.

⁵<https://www.utep.edu/student-affairs/registrar/students/registration.html>

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the **Office of Student Conduct and Conflict Resolution (OSCCR)** for possible disciplinary action. To learn more, please visit **HOOP: Student Conduct and Discipline**⁶.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

WHAT IS ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGY?

Artificial Intelligence (AI) technology refers to the development and implementation of computational systems that possess the ability to perform tasks that typically require human intelligence. Ideally, these tasks enable individuals to engage in a wide range of activities including learning, reasoning, problem-solving, perception, language understanding, and decision-making. Within educational contexts, understanding what AI tools exist to support these activities and developing individuals' AI literacy (their ability to comprehend, critically evaluate, and apply AI output) is of essential importance.

EXAMPLES OF AI TOOLS IN HIGHER EDUCATION

Generative AI Tools

Generative AI refers to a class of AI models and systems that has the ability to generate new content, data, or outputs that resemble and, in some cases, are indistinguishable from human-created content. These systems are designed to identify patterns and structures from existing data and then use that knowledge to create novel outputs.

Examples:

- ChatGPT is a conversational AI model developed by OpenAI, based on the GPT-3.5 architecture. It excels in natural language understanding and generation, allowing it to engage in dynamic and

⁶<https://admin.utep.edu/LinkClick.aspx?link=HOOP-Section%2BII.pdf&tabid=30181&mid=63285>

contextually-relevant conversations. Trained on diverse Internet text, ChatGPT can provide information, answer questions, and generate human-like responses across a wide range of topics.

- Grammarly is a writing assistance tool that helps users improve the quality and correctness of their written content. It employs advanced algorithms to identify and correct grammar, spelling, punctuation, and style issues in real time, providing users with suggestions to enhance the clarity and coherence of their writing. Grammarly is available as a browser extension, desktop application, and mobile app, making it a versatile tool for individuals seeking to enhance their writing proficiency.
- DALL-E is an artificial intelligence model created by OpenAI that specializes in image generation. It is a variant of the GPT-3 architecture and is capable of creating unique and diverse images based on textual descriptions. DALL-E can generate images from textual prompts, demonstrating the ability to create imaginative and novel visuals by extrapolating from the patterns it learned during training.

USING AI IN THIS ESOL CLASS

Some AI technologies or automated tools, particularly generative AI such as ChatGPT or Grammarly, can be beneficial for some class activities, and your instructor will inform you when it is applicable and permitted in this class and guide you as to its use. However, keep in mind that AI-generated ideas are not your own and may delay your ability to think critically and creatively about a problem. Furthermore, inappropriate use of AI can delay your English language development, an important objective of this course.

AI cannot reproduce critical thought, reflection, or personal insights, and it is also important to remember that these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete—even providing false citations for use.

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, ***is only allowed with approval from the instructor BEFORE being used***. Without permission, you will be expected to think creatively and critically to complete assignments without assistance from these tools.

If you use any information or materials created by AI technology with the permission of your instructor, you must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

Chat-GPT(version). Date of query (year/month/day). “Text of your query.” Generated using OpenAI.
<https://chat.openai.com/>

Consider how this will affect your credibility as a writer and scholar before doing so. **Any direct use of AI generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).**

REMEMBER: You are responsible for any and all work that you put your name to, regardless of whether or not you used AI to complete it.

NOTE: The allowance of AI is dependent on the individual class and instructor. In some classes AI may be 100% prohibited.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for⁷ Accommodations and Support Services⁸ (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu⁹, or apply for accommodations online via the CASS portal^{10, 11}.

New Student Pregnancy and Parenting Nondiscrimination Policy:

- The University will offer reasonable accommodations to pregnant students, in accordance with state and federal law. Accommodations may include but are not limited to excused absences, additional assignment time, and safe distance from hazardous activities. Rather than granting accommodations directly, **faculty should direct students to the Center for Accommodations and Support Services (CASS) at cass@utep.edu¹² (915) 747-5148 to request accommodations.**
- Leave of Absence: Pregnant or parenting students can take a leave of absence, as defined in the policy, for a reasonable duration, and students may return without needing to reapply for admission if in good academic standing at the time of leave.
- Additional Services: Parenting students have access to early course registration along with a Parenting Student Liaison who provides information on support services. UTEP's Parenting Student Liaison is Cynthia Aguilar, Associate Vice President and Dean of Students (caguilar23@utep.edu¹³).

⁷<https://www.utep.edu/student-affairs/cass/ada-policies/accommodations-for-individuals-with-disabilities%20.html>

⁸<https://www.utep.edu/student-affairs/cass/ada-policies/accommodations-for-individuals-with-disabilities%20.html>

⁹<mailto:cass@utep.edu>

¹⁰<https://www.utep.edu/student-affairs/cass/aim/index.html>

¹¹<https://www.utep.edu/student-affairs/cass/aim/index.html>

¹²<mailto:cass@utep.edu>

¹³<mailto:caguilar23@utep.edu>

TEST PROCTORING SOFTWARE

Two course assessments (1 exam during the semester and a final exam) will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote

academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- The assessments will only be available at the times identified on Blackboard.
- A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

ESOL SEQUENCE OF COURSES:

Students enrolled in ESOL courses are required to take courses in sequence according to their placement into the program. The sequence of courses in the ESOL program is as follows:

Level 1) ESOL 1610

Level 2) ESOL 1406 & ESOL 1309 (both must be completed before enrolling in the next courses)

Level 3) ESOL 1311 & ESOL 1310 (both must be completed before enrolling in the next course)

Level 4) ESOL 1312

Note 1: ESOL 1311 and ESOL 1312 are credit-bearing courses with credits that count toward graduation, as they are equivalent to ENGL 1311 and ENGL 1312 (required first year composition courses at UTEP).

Note 2: All ESOL courses must be passed with a “C” or better before enrolling in the next course. Students who receive a D or F must retake the course and pass with a C or better before enrolling in the next level.

HELPFUL INFORMATION

- **Academic Advising Center** – University Library, Suite 310, 747-5290; <https://www.utep.edu/advising/>
- **Department of Latin-US and Linguistics** – Graham Hall 202, 747-5767; <https://www.utep.edu/liberalarts/languages-and-linguistics/>
- **ESOL Lab and Tutoring Services**-Liberal Arts 238
- **ESOL Program information** <https://www.utep.edu/liberalarts/languages-and-linguistics/academic-programs/esol-program/>
- **Campus Resources** https://www.utep.edu/advising/student_resources/index.html
- **Financial Aid** <https://www.utep.edu/student-affairs/financialaid/contact-us/index.html>
- **International Programs** -Union East 203, 747-5664 <https://www.utep.edu/student-affairs/oipsa/>
- **Student Life** - Union West 102, 747-5648 <https://www.utep.edu/student-affairs/dean-of-students-office/>
- **Registration & Records** –Academic Services 123, 747-5544 <https://www.utep.edu/student-affairs/registrar/>
- **Student Health Center** – Union East 100, 747-5624; <https://www.utep.edu/chs/shc/>
- **Scholarships** - Academic Services 202, 747-5478; <https://www.utep.edu/student-affairs/scholarships/>
- **Counseling and Psychological Services (CAPS)** - Union West 202, 747-5302; <https://www.utep.edu/student-affairs/counsel/>
- **University Career Center**, Union West 103, 747-5640; www.utep.edu/careers¹⁴
- **Utep Library** - 1900 Wiggins Way 747-5672; <https://www.utep.edu/library/>
- **MLA & APA Documentation Style**; <https://owl.purdue.edu/>
- **University Writing Center** – University Library 227; <https://www.utep.edu/uwc/>

¹⁴<http://www.utep.edu/careers>

ADDITIONAL RESOURCES

- **RefWorks**¹⁵: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- UTEP Edge¹⁶: UTEP's cross-campus framework for student success and empowerment
- Student Success Help Desk (SSHD)¹⁷: Provides assistance to students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources
- **Military Student Success Center**¹⁸: Assists personnel in any branch of service to reach their educational goals.
- UTEP Food Pantry¹⁹: Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

¹⁵<http://www.refworks.com/refworks2/?groupcode=RWUTElPaso>

¹⁶<https://www.utep.edu/edge/>

¹⁷https://www.utep.edu/advising/student_resources/student-success-helpdesk.html

¹⁸<https://www.utep.edu/student-affairs/mssc/>

¹⁹<https://www.utep.edu/student-affairs/foodpantry/>