



# FLORIDA GATEWAY COLLEGE

ENC1101 016 – Freshman Composition

CRN: 20077

Spring 2026 – A16

Online

Canvas

## Instructor Information

**Name:** Dr. Brittany Hirth

**Email:** [Brittany.Hirth@fgc.edu](mailto:Brittany.Hirth@fgc.edu) or through Canvas messaging. I should respond to your correspondence within one business day. Generally, I answer emails during working hours, M-F. If you use Canvas messaging, please use the same tone and style as an email.

**Office Hours:** R 12-5 PM

---

## Course Information

**Credits:** 3

**Requirements Met:** AATR, GE, GEC, GR

**General Education Area:** Group 1 Communications

**Prerequisites:** Completion of ENC0025 and REA0017 with a grade of C or better, or ENC0027C with a grade of C or better, or score out on an accepted placement test.

## Course Description

This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication.

## Required Texts/Learning Resources

Lunsford, Andrea, et al.: *Everyone's an Author (with Readings)*. 4<sup>th</sup> edition. W.W. Norton & Company, 2023. ISBN-13: 9781324045274.

## General Learning Outcomes

- **Communication:** Students will effectively communicate through oral or written skills.
- **Critical Thinking:** Students will logically evaluate, analyze, and synthesize information.

## Course Learning Outcomes

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

- Apply rhetorical knowledge to communicate for a range of audiences and purposes.
- Employ critical thinking to analyze forms of communication.
- Engage in writing processes that involve drafting, revising, and reflecting.
- Develop essays with a focused and logical structure

- Construct essays using standard academic conventions
- Connect arguments to larger rhetorical context
- Demonstrate ethical use of information

### **Critical Dates – Spring 2026**

| <b>Date</b>                        | <b>Event</b>                                     |
|------------------------------------|--------------------------------------------------|
| Wednesday, December 10             | Spring H Term start                              |
| Wednesday – Friday, December 10-12 | Add/Drop period for Spring H                     |
| Monday, December 29                | Deadline for student-initiated withdrawals – H   |
| Tuesday, January 6                 | Course End Date – H                              |
| Monday, January 12                 | Spring A16 and A8 classes start                  |
| Monday – Wednesday, January 12-14  | Add/Drop period for Spring A8                    |
| Monday – Friday, January 12-16     | Add/Drop period for Spring A16                   |
| Monday, January 19                 | Martin Luther King, Jr. Day – No Classes         |
| Monday, February 9                 | Spring B12 classes start                         |
| Monday – Wednesday, February 9-11  | Add/Drop period for Spring B12                   |
| Monday, February 16                | President’s Day – No Classes                     |
| Friday, February 20                | Deadline for student-initiated withdrawals – A8  |
| Monday, February 23                | Spring B10 classes start                         |
| Monday – Thursday, February 23-25  | Add/Drop period for Spring B10                   |
| Friday, March 6                    | Course End Date – A8                             |
| Monday, March 9                    | Spring B8 classes start                          |
| Monday – Wednesday, March 9-11     | Add/Drop period for Spring B8                    |
| Friday – Friday, March 20-27       | Spring Break                                     |
| Friday, April 10                   | Deadline for student-initiated withdrawals – A16 |
| Friday, April 17                   | Deadline for student-initiated withdrawals – B12 |
| Monday, April 20                   | Deadline for student-initiated withdrawals – B10 |
| Friday, April 24                   | Deadline for student-initiated withdrawals – B8  |
| Wednesday, May 6                   | Course End Date – A16, B12, B10, B8              |

### **Schedule of Class Events**

Please, be aware of all due dates and do not ask me to open closed links. You already have an embedded extension for most assignments for emergencies. Please do not ask for further extensions for minor illness, accident, or other work obligations.

| <b>Module</b> | <b>Dates</b> | <b>Topic(s)</b>                            | <b>Coursework</b>                                                                                                                                                                                                                                                                                                                                                                  |
|---------------|--------------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>      | 1/7 – 1/11   | Welcome and Introduction                   | <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Complete introduction discussion board</li> <li>• Register for InQuizitive</li> <li>• Complete InQuizitive exercise</li> </ul> <p>Be sure that you know how to navigate the course shell and read all posted materials.</p>                                                                                           |
| <b>2</b>      | 1/12 – 1/18  | Pre-writing Strategies and Topic Selection | <b>Reading:</b> <ul style="list-style-type: none"> <li>• Chapter 1: Thinking Rhetorically</li> <li>• Chapter 14: Writing a Narrative</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Complete topic selection discussion board</li> <li>• Complete prewriting activity</li> <li>• Complete quizzes (2)</li> <li>• Complete InQuizitive exercise</li> </ul> |
| <b>3</b>      | 1/19 – 1/25  | Narrative                                  | <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Complete introduction and body paragraph activities (2)</li> <li>• Complete InQuizitive exercise</li> </ul>                                                                                                                                                                                                           |
| <b>4</b>      | 1/26 – 2/1   | Writing for Audience and Genre             | <b>Reading:</b> <ul style="list-style-type: none"> <li>• Ch.6: Reading Rhetorically</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Complete narrative discussion board</li> <li>• Complete audience and genre activity</li> <li>• Complete quiz</li> <li>• Complete InQuizitive exercise</li> </ul>                                                       |

| Module | Dates       | Topic(s)              | Coursework                                                                                                                                                                                                                                                                                                                                                                                            |
|--------|-------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5      | 2/2 – 2/8   | Modeling and Drafting | <b>Reading:</b> <ul style="list-style-type: none"> <li>Barry, “The Sanctuary of School”</li> <li>Lehna, “The Look”</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>Complete narrative discussion board</li> <li>Complete models critique</li> <li>Complete quizzes (2)</li> <li>Complete InQuizitive exercise</li> <li><b>Submit narrative draft (NO EXTENSIONS)</b></li> </ul> |
| 6      | 2/9 – 2/15  | Review and Reflection | <b>Reading:</b> <ul style="list-style-type: none"> <li>Ch. 9: Managing the Writing Process</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li><b>Complete peer review (NO EXTENSIONS)</b></li> <li>Complete quiz</li> </ul>                                                                                                                                                        |
| 7      | 2/16 – 2/22 | Analysis              | <b>Reading:</b> <ul style="list-style-type: none"> <li>Ch. 15: Writing Analytically</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>Complete feedback and beginning analysis activities (3)</li> <li>Library Skills Assessment</li> <li><b>Submit Paper 1</b></li> <li>Complete quiz</li> <li>Complete InQuizitive exercise</li> </ul>                                          |

| Module | Dates       | Topic(s)                        | Coursework                                                                                                                                                                                                                                                                                                                                                      |
|--------|-------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8      | 2/23 – 3/1  | Modeling and Drafting           | <b>Reading:</b> <ul style="list-style-type: none"> <li>Sachdev, “The Key to Beyonce’s Lasting Success”</li> <li>Rubin, “Advertisements R Us”</li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>Complete model activity</li> <li>Complete outline for Paper 2</li> <li>Complete quizzes (2)</li> <li>Complete InQuizitive exercise</li> </ul> |
| 9      | 3/2 – 3/8   | Drafting and Reviewing          | <b>Reading:</b> <ul style="list-style-type: none"> <li>Ch. 29: Giving Credit</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>Complete Paper 2 draft</li> <li>(NO EXTENSIONS)</li> <li>Complete quiz</li> </ul>                                                                                                                            |
| 10     | 3/9 – 3/15  | Argument                        | <b>Assignments:</b> <ul style="list-style-type: none"> <li>Complete peer review</li> <li>(NO EXTENSIONS)</li> <li>Complete analysis reflection</li> </ul>                                                                                                                                                                                                       |
| 11     | 3/16 – 3/22 | Pre-Writing and Topic Selection | <b>Reading:</b> <ul style="list-style-type: none"> <li>Ch.13: Arguing a Position</li> <li>Honore, “Work is a Blessing”</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>Complete model review</li> <li>Prewriting for Paper 3</li> <li>Complete quizzes (2)</li> <li>Submit Paper 2</li> </ul>                                             |
| 12     | 3/23 – 3/29 |                                 | <b>Spring Break</b>                                                                                                                                                                                                                                                                                                                                             |

| Module | Dates       | Topic(s)                 | Coursework                                                                                                                                                                                                                                                                                                                                                                                             |
|--------|-------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13     | 3/30 – 4/5  | Description and Drafting | <b>Reading:</b> <ul style="list-style-type: none"> <li>Chapter 19: Analyzing and Constructing Arguments</li> <li>Lewis, “How Colleges Tell Student-Parents that They Don’t Belong”</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>Complete model review</li> <li>Complete half-draft of Paper 3</li> <li>Complete quizzes (2)</li> <li>Complete InQuizitive exercise</li> </ul> |
| 14     | 4/6 – 4/12  | Review and Reinforcement | <b>Assignments:</b> <ul style="list-style-type: none"> <li>Complete exemplification and self-review activities (2)</li> <li>Complete InQuizitive exercise</li> </ul>                                                                                                                                                                                                                                   |
| 15     | 4/13 – 4/19 | Field Research           | <b>Reading:</b> <ul style="list-style-type: none"> <li>Chapter 22: Finding Sources</li> <li>Ch 23: Conducting Research in the Field</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>Complete field research and source search activities (2)</li> <li>Complete quizzes (2)</li> <li>Complete InQuizitive exercise</li> </ul>                                                     |
| 16     | 4/20 – 4/26 | Reflecting on Writing    | <b>Assignments:</b> <ul style="list-style-type: none"> <li>Complete analysis activity</li> <li>Complete quizzes (2)</li> <li><b>Submit Paper 3</b></li> </ul>                                                                                                                                                                                                                                          |
| 17     | 5/1         | Finals Week              | <b>Assignment:</b> Department Essay                                                                                                                                                                                                                                                                                                                                                                    |

### Student Expectations

#### *Courtesy and Student Conduct Code*

Inappropriate, disruptive, and/or insulting behavior will not be tolerated in this class. I will remove students who cannot abide by classroom etiquette and the student code of conduct. Remember to treat your peers and professor with the respect that you wish to receive yourself.

Please properly address me in the email and sign your name.  
(You may call me Dr. or Professor Hirth and use your preferred name.)

Please also reflect on your emails and maintain a professional tone and style. Consider what you are asking me to do. If you are asking me to re-grade an assignment, is that an appropriate request? Or are you simply emotionally reacting to a disappointing grade? If you find yourself in an emotional state, you should wait at least twenty-four hours before sending the email. You cannot take back an unprofessional email once it is sent.

Emails should be for quick course clarifications or other questions. Other concerns should be addressed through a Teams meeting.

#### Clarifications about Academic Integrity:

Please do not complete assignments with other students unless the task has been designated as paired work. “Individual work” also has the expectation that you **did not use online tools** to write your assignments for you. It is inappropriate for students to use any form of AI to construct writing **for** them.

Students will receive an automatic and irreplaceable zero if the use of AI tools (without permission) is detected. A “clean” report for plagiarism does not mean that AI use will not be detected by me. We will mostly not be using any AI assistance in this course because it is a 1101 course. This is Comp I, which means that you have to learn the basics, first, before you can ethically and usefully incorporate online tools.

If you use online tools without instruction to do so, **your work will be treated as a cheating incident.** You will receive an irreplaceable zero that usually results in the student not passing the course.

You are expected to be in control of the writing process from crafting paragraphs to editing sentences. Your writing style should reflect **you**, and not AI pretending to be you.

You will be explicitly instructed when to use any online tools.

If you are not given permission, then please do not consult any online platforms for your writing.

Behaving with academic integrity also means that you do not ask to make up work without documentation, and you do not ask me round up grades.

It is a violation of academic integrity to ask me to round up or dismiss grades just for you and not all of your classmates.

Some students can struggle with the concepts in this course, but the grading must remain the same for everyone. All students have access to the same materials and instruction that can lead to success.

#### **Classroom Expectations/Participation**

If you rush through assignments, you should not be surprised by your course grade.

If you do not appropriately manage your time, you cannot expect me to change the course expectations for you.

You must **earn your grades** through consistent effort and on-time submission.

Your overall grade is influenced by effort and engagement in the class.

### **Grading**

All students are held to the same expectations of college-level reading and writing. If you have learning accommodations, you must document them.

Students who are taking this class as dual-enrolled high school students will be held to the same standards of introductory college-level work.

In other words, high school students will not be graded “easier” because they are still enrolled in high school. Every student who enrolls in this course is working toward earning *college credit*.

The rubric and grading system is the same for every student who enrolls in a college course.

The grading scale is A-F and is based on process and product (and not just completion). Submitting a paper and meeting the assignment minimum guidelines does not mean that the paper will receive an automatic A. The essay will be assessed with a rubric that has clearly defined criteria.

### **Assignment Submissions**

I do not have a way to tell who is honest about technical difficulties and who simply forgot about assignments. As a result, all missed submissions are treated as the same non-submissions (0). Any corrupted files or incorrect submissions are treated as non-submissions, too (0).

**You** are responsible for ensuring that submissions are successful and are on time. You are also responsible for ensuring that the correct assignment is in the right assignment link.

Be prepared to submit documentation for any extenuating circumstances if emergencies have prevented you from submitting the weekly work. Personal circumstances, such as employment or vacation, are not considered to be emergencies. You must ensure that your work schedule fits with your school schedule or accept the consequences for late work.

### **Late Work**

**Please do not ask me to open closed links.** The assignment closed for a reason.

Students cannot submit classwork on their own timelines because we need to stick together to follow the writing process.

- All assignments have a grace period of one week, except for a few exercises that are time sensitive.
- The drafts and peer reviews cannot be submitted a week late.
- **Further extensions will not be granted; they have already been generously given.** Modules are usually open early, so students can work ahead.
- If you work close to the deadline, then you will have to accept that some work may not be submitted if you run out of time.



- I suggest you follow all the original due dates because you will consistently be a week behind and may not finish the course if you treat the extensions as the due dates.

Please pay attention to the “NO EXTENSIONS” warning on assignments.

### **Assignment Submission Policy**

All assignments should be submitted in the appropriate assignment links in Canvas.

For each essay assignment, all drafts will be submitted in a file format.

All electronic files should be submitted in MS Word format (.doc or .docx) or PDF format.

**(NO .odt, .PAGES or .GDOC files—if you use OpenOffice, Pages, or Google Docs, make sure to save it to one of the appropriate formats. PDFs are not preferred.**

Specifically name your files, so you can easily locate drafts and final versions of the different projects.

**You must submit a rough draft or you will receive a ten-point deduction on the final paper.**

**Failure to revise rough draft(s) also results in a ten-point deduction on the final paper.**

### **Student Support and Tech Needs**

This course requires students to have access to a computer and the Internet. Computer labs are available on the FGC campus and in public libraries. Students without Internet can come to the FGC campus, go to local public libraries, coffee shops, or other places that offer free Internet.

Last-minute Internet loss is not an acceptable excuse to submit work late, and losing the use of your computer is also not an acceptable excuse. If you are in a situation without a computer or the Internet, be sure to visit the FGC campus or other places, such as a public library, to use their resources.

You are responsible for solving all your technological issues.

Minimal technical skills required for this course include the ability to use Microsoft Office products and navigate the Internet.

If you have any additional questions, please contact IT at 386-754-4408. You can also email the Florida Gateway College helpdesk at [helpdesk@fgc.edu](mailto:helpdesk@fgc.edu).

---

## **Florida Gateway College Policies and Statements**

### **The Library**

The Wilson S. Rivers Library is located in Building 200 and also includes millions of ebooks and articles at <https://www.fgc.edu/academics/library/>. The library has more than 70 computers with 50 pages daily of free B&W printing for students. There are also small and large study rooms available for two hours at a time. Click the link above for more information. Librarians are available to assist with research help, and there are helpful videos on library searching and citation help here:

<https://www.fgc.edu/academics/library/research-help-and-guides/>.

Phone- 386-754-4401

Email- [library@fgc.edu](mailto:library@fgc.edu)

[Ask-A-Librarian](#) text and chat

### **Fall & Spring Semester Library Hours**

Monday- Thursday 7:30 am – 7:30 pm

Friday- 9:00 am – 4:00 pm

Saturday- 1:30 pm – 5:30 pm

Sunday- CLOSED

### **Summer Semester Library Hours**

Monday- Thursday 7:30 am – 6:30 pm

Friday- CLOSED

Saturday & Sunday- CLOSED

### **The Student Success Center (SSC)**

The Student Success Center (SSC) is located in Building 008. The SSC offers a variety of resources for students and faculty. Access to computers and limited printing is available. Copies of reference books, textbooks, access to course specific software, and access to tutors for all levels of math and writing are available in the SSC. Tutoring in other subjects is also offered. The SSC provides space for students to study in subject specific learning groups. Stop by or call the Student Success Center to request the most current tutor schedule (386-754-4554).

The SSC also partners with Brainfuse, an online service that provides live on-demand one-to-one tutoring, skills building, and expert writing assistance in a variety of college subjects. The system is easily accessed directly through the Canvas dashboard.

The TRiO program is also housed in the SSC. It offers coaching to enhance, navigate, and simplify the college experience. Qualified students may participate in workshops, travel, individualized tutoring sessions and other educational experiences.

The SSC is open during the following hours:

- Monday – Thursday      8 am to 6 pm (All year)
- Friday                      9 am to 4:30 pm (Fall/Spring)
- Saturday                  10 am to 2 pm (Fall/Spring)

If you have any questions, you may contact the center by phone at 386-754-4437, 386-754-4305, or 386-754-4307, or by emailing Christina Slater at [christina.slater@fgc.edu](mailto:christina.slater@fgc.edu).

### **EAB Navigate**

The SSC initiates student progress reports to the entire campus through EAB Navigate. EAB Navigate is an early-alert tool designed to identify students who may be susceptible to falling behind in their course before they actually do.

Twice during the semester, we provide instructors with the opportunity to ALERT students of their course progress. This is done through the FGC Wolves email account. Students may receive an email stating their success may be at risk in a specific course. If you receive this email, DO NOT PANIC.

Please contact your instructor directly, your academic advisor, and the SSC. Your instructor's information is provided in the email.

Navigate Student is a mobile app designed to support students during their academic careers at FGC. Navigate Student is the ultimate student resource that acts as a personal advisor and provides students with the information they need, when they need it. Additionally, students may make an appointment with an advisor, view campus events, be alerted on important to-do's, view class schedules, explore their major, and much more.

Please do not allow yourself to struggle. We are here to help you achieve success. The mission of the SSC is to help encourage and promote your educational journey here at FGC and beyond.

### **Class Recording**

A student shall not make a recording in class unless the recording is limited to the class lecture, and

1. the recording is made for the student's personal educational use,
2. in connection with a complaint to the college, **or**
3. as evidence in or in preparation for a criminal or civil proceeding.

Students are not permitted to record in class, through any means over any medium, any academic or other activity that is not a class lecture. A recording of any meeting or conversation between students, or between students and faculty, is strictly prohibited unless all parties have consented to such recording. A recording of a class lecture may not be published without the prior express written consent of the recorded faculty member.

### **Resource Information**

If you think you might benefit from the guidance of a professional counselor for any school, work, or life issue, take advantage of the **free, confidential resources of BayCare Behavioral Health**. If you would like to speak to a counselor over the phone, please call **800- 878-5470**. It is a safe and secure way to get short-term counseling (up to 3 sessions) on issues including: managing stress and school, work or life issues, relationship issues, family concerns, anxiety, depression, grief, trauma, loss, self-esteem, or substance abuse. **Counseling sessions are completely confidential**. If you are in the need of additional resources please contact the Director of Student Life, Amy Dekle, at [amy.dekle@fgc.edu](mailto:amy.dekle@fgc.edu), or by visiting Building 007.

Florida Gateway College has partnered with **BetterMynd**, (<https://www.bettermynd.com/students>) an online therapy platform for college students, to offer our students access to free video-therapy sessions with their diverse network of licensed mental health counselors.

Florida Gateway College students can now access free online therapy sessions on the BetterMynd platform with the counselor of their choice. These 50-minute, live video-sessions are private, confidential, and can take place from the convenience of your laptop, smartphone, or tablet. Sessions are available during the day, at night, and on the weekends.

To register and get started with a counselor that's a good fit for you, sign-up here.

(<https://app.bettermynd.com/register>)

If you have any questions about these services, you can email BetterMynd at [students@bettermynd.com](mailto:students@bettermynd.com)

### **Academic Appeal; Grievances; General Complaint**

If a student wishes to file an academic appeal, grievance, or general complaint, please visit the college's website. Under Students and the Complaints & Appeals section (<https://www.fgc.edu/students/complaints-and-appeals/>), information regarding policy, procedure, and forms related to these topics is provided.

### **College Course Withdrawal and Drop Process**

A course may be dropped only during the published add/drop period. After add/drop, students must withdrawal from their course. Please visit the [College Catalog](#) for more detailed information about the drop and withdrawal process.

Students are responsible for withdrawing by the published deadline. Students must allow sufficient time for the process to be completed. **The fully approved withdrawal form is due to Enrollment Services by 4:30 p.m. on the deadline posted on the [Academic Calendar](#) or it is considered late.**

To withdraw from a course, the following steps must take place:

1. The student obtains the instructor's authorization and last date of attendance in person or via email.
2. The student meets with an academic advisor, who will sign the form (Building 14). Or, if an online student, emails the advisor a statement requesting a withdrawal from the course. The email must include the instructor's email with the last date of attendance.
3. The advisor will complete a withdrawal form, attach the emails from the student and instructor in lieu of signatures and forward the form to Financial Aid.
4. A Financial Aid representative will complete and sign the form and forward the form to Enrollment Services to be processed.

Students are strongly encouraged to begin the withdrawal process the day **before** the withdrawal deadline to allow sufficient time for the process to be completed by all offices involved (Instructor, Advising Services, Financial Aid, Enrollment Services).

It is the student's responsibility to understand all financial and academic implications of the withdrawal. Students are permitted a maximum of two (2) withdrawals per course. Upon the third attempt, a student must receive a grade for the course. Absence from class or merely notifying the professor does not constitute withdrawal. A student who stops attending class without withdrawing will receive a grade from the instructor.

### **Incompletes**

Incomplete grades are reserved for students who are unable to complete a course and the withdrawal date has passed. A student should only be issued an incomplete if at least 75% of the course assignments have been submitted and the student can reasonably complete the remaining assignments **within the first three weeks** of the next term to earn a passing overall grade. Otherwise, students should be issued the earned letter grade in the course at the end of the current term. The Incomplete Grade Request Form must be completed and submitted for approval by the **FIRST** day of Final

**Exams** and BEFORE issuing the “I” grade. The instructor will describe the circumstances leading up to the requested “I” for the course, and list the missing assignments, quizzes, exams, and any other course requirement needed to satisfactorily complete the courses **within the first three weeks** of the next term. The form must be signed by the instructor, student, and the Dean/Executive Director over the program. Once all participants have signed, an approval email will be sent to the instructor for authorization to assign the “I” grade.

### **Student Communication Standards**

You are expected to communicate in a professional and respectful tone with the instructor and fellow classmates. All written communication (in email correspondence, discussion forums, assignments, quizzes and exams, etc.) must use proper written English. Please refrain from using online and texting abbreviations and language. Oral communications, if applicable, must be made with a respectful tone and body language. Use proper [netiquette](#) throughout!

### **Academic Honesty**

At Florida Gateway College, we value the development of critical thinking, effective communication, and academic growth. To ensure fairness and uphold the principles of academic integrity, any instances of academic dishonesty (i.e., cheating, plagiarism, bribery, misrepresentation, fabrication, unauthorized use of AI technologies, etc.) are not permitted and will be dealt with severely. Students should make themselves aware of the student code of conduct found in the Student Handbook. We believe in your ability to think critically and develop your own unique perspectives. By adhering to these guidelines and committing to the principles of academic integrity, you will not only enhance your learning experience, but also foster an environment of trust and respect within our academic community.

### **Use of AI Technologies**

The use of AI technologies to generate or assist in the creation and completion of assignments is strictly prohibited, unless explicitly allowed by the instructor as described in the course syllabus. It is your responsibility to read this thoroughly and carefully at the beginning of the semester.

Your assignments should reflect your own thoughts, analysis, and original work. Florida Gateway College employs the use of AI detection tools to assess the authenticity of your assignments. These tools are designed to identify instances of cheating and plagiarism, including the use of AI technologies. Any submissions that violate this policy will be subject to disciplinary action. If you have any questions or concerns regarding the use of AI technologies in your courses, please review your course syllabus or reach out to your instructor for clarification.

### **Equity and Diversity**

Florida Gateway College does not discriminate in education or employment related decisions on the basis of race, color, ethnicity, national origin, gender, religion, disability, age, marital status, genetic information, sexual orientation, pregnancy, or any other legally protected status in accordance with the law. The equity officer is Cassie Buckles, Executive Director of Human Resources, Building 001, Room 116, 149 SE College Place, Lake City, FL 32025, and may be reached at [cassandra.buckles@fgc.edu](mailto:cassandra.buckles@fgc.edu) or by phone at 386-754-4313.

### **Disability Statement**

The Office of Accessibility Services (OAS) is a resource for both students with disabilities as well as faculty. Students with disabilities in need of academic accommodations must first be registered with the OAS to verify the disability, establish eligibility, and determine reasonable academic accommodations.

After registering with the OAS, students must request their academic accommodation letters be sent to them each semester to share with their instructors. Upon receipt of the letter, the instructor will be available during office hours or via email to discuss the accommodations a student will need during the course.

Students with disabilities who are not registered with the OAS or faculty who may have questions or concerns regarding an accommodation, please contact the office at the following:

**In person:** Building 007, Room 107

**Phone:** 386-754-4393

**Email:** [accessibility.services@fgc.edu](mailto:accessibility.services@fgc.edu)

### **FERPA Statement**

The Family Educational Rights and Privacy Act (FERPA) provides certain privacy rights to students related to educational records. This information can be found in the College Catalog, at the Office of Enrollment Services in Building 015 or on the Florida Gateway College website.

### **SACSCOC Statement**

Florida Gateway College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and associate degrees. Florida Gateway College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Florida Gateway College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

### **Honorlock Statement**

Florida Gateway College has partnered with Honorlock, an online testing proctoring service. If off-campus remote proctoring is required during any course, Honorlock will be the online proctoring service that allows you to take your exam. You **DO NOT** need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable Internet connection.

To get started, you will need to download the Honorlock Chrome Extension using Google Chrome.

You can download the extension on the Honorlock website

(<https://app.honorlock.com/install/extension>). When you are ready to test, log into the LMS, go to your course, and click on your exam. Clicking **Launch Proctoring** will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room.

Honorlock will be recording your exam session by webcam as well as recording your screen.

Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

Honorlock support is available 24/7/365. If you encounter any issues, you may contact Honorlock by live chat, by phone at 844-243-2500, and/or by email at [support@honorlock.com](mailto:support@honorlock.com). If you encounter a Canvas issue, please contact Canvas via the Canvas Help menu or by clicking the **Canvas Support** link within your course(s).

### **Turnitin Statement**

Instructors may require writing assignments to be submitted to Turnitin when uploaded to Canvas. Turnitin is an internet-based service that looks for similarities and potential plagiarism by comparing your assignment submissions with its massive database of student work (including previous student submissions at Florida Gateway College), the Internet, and its entire archive, books, and journal and reference publications. Turnitin generates a [similarity report](#), which can help you and your instructor determine whether you used sources fairly and ethically, cited correctly, and paraphrased effectively.

You are encouraged to submit your written work to Turnitin prior to assignment deadlines, whether through Canvas or [Draft Coach](#). If needed, that would allow you time to review the [library's research and help guides](#) or seek writing assistance from your instructor or a tutor in the Student Success Center.

### **Mission Statement**

The mission of Florida Gateway College is to provide superior instruction, nurture individual development, foster career readiness, and enrich the diverse communities it serves through affordable, quality higher education programs and lifelong learning opportunities.