



FLORIDA GATEWAY COLLEGE

ENC1101 001 – Freshman Composition

Fall 2025 – A16

Monday/Wednesday, 8:30 a.m. – 9:45 a.m.

Building 002, Room 4

Instructor Information

Name: Liz Cobb, Professor of English

Email: elizabeth.cobb@fgc.edu or through Canvas message. You may email me at any hour of the day. I should respond to your correspondence within one business day.

Office: Building 2, Room 26

Office Hours: **Monday:** 11:30 a.m.-12:30 p.m.; 1:00-1:30 p.m. **Tuesday:** 10:30 a.m.-11:30 a.m.; 12:30-1:30 p.m. **Wednesday:** 11:30 a.m.-12:30 p.m. **Thursday:** 8:00-11:00 a.m.

Office Phone: 386-754-4359

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)*. 4th edition. W.W. Norton & Company, 2023. ISBN: 978-1-324-04534-2

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 a larger rhetorical context
- Demonstrate ethical use of information

Critical Dates – Fall 2025

Date	Event
Monday, August 18	Fall A16 and A8 classes start
Monday – Wednesday, August 18-20	Add/Drop period for Fall A8
Monday – Friday, August 18-22	Add/Drop period for Fall A16
Monday, September 1	Labor Day – No Classes
Monday, September 15	Fall B12 classes start
Monday – Wednesday, September 15-17	Add/Drop period for Fall B12
Friday, September 26	Deadline for student-initiated withdrawals – A8
Monday, September 29	Fall B10 classes start
Mon. – Wed., Sep. 29 – Oct. 1	Add/Drop period for Fall B10
Friday, October 10	Fall A8 classes end
Monday, October 13	Fall B8 classes start
Monday – Wednesday, October 13-15	Add/Drop period for Fall B8
Tuesday, November 7	Deadline for student-initiated withdrawals – A16
Tuesday, November 11	Veteran’s Day – No Classes
Monday, November 14	Deadline for student-initiated withdrawals – B12
Thursday, November 18	Deadline for student-initiated withdrawals – B10
Monday, November 21	Deadline for student-initiated withdrawals – B8
Wednesday – Friday, November 26-28	Thanksgiving Break – No Classes
Monday, December 5	Fall A16, B12, B10, and B8 classes end

Schedule of Class Events

Week 1: 8/18-8/24

Class Date	Before Class	During Class	After Class
8/18/25	<ul style="list-style-type: none">• Buy textbook• Come to class with pen, paper, and/or laptop	<ul style="list-style-type: none">• Introductions of professor, classmates, and syllabus• In-class essay [graded]• Explanation of Canvas and Journal assignment	<ul style="list-style-type: none">• Syllabus Quiz due 8/20 [hard copy in class]• Journal #1 (over chapter 9, pp. 107-116 and chapter 14, pp. 196-209) due Friday 8/22 by 11:59 p.m.
8/20/25	<ul style="list-style-type: none">• Finish syllabus quiz• Read Chapter 9, pp. 107-116 and Chapter 14,	<ul style="list-style-type: none">• Questions and tips for Journal #1	<ul style="list-style-type: none">• Journal #1 (over chapter 9, pp. 107-116 and chapter 14, pp. 196-209)

Class Date	Before Class	During Class	After Class
	pp. 196-209 for Journal #1	<ul style="list-style-type: none"> Lecture on the narrative mode including a podcast Assignment explanation for Essay #1 including a sample essay Begin pre-writing for Essay #1 	<p>due Friday 8/22 by 11:59 p.m.</p> <ul style="list-style-type: none"> Complete “How to Use Inquizitive” due Sunday 8/24 Read chapters 1-3 and take a quiz in Canvas available starting Thursday 8/21 and due Thursday 8/28 <p>NOTE: I don not re-open quizzes so make sure to manage your time!</p>

Week 2: 8/25-8/31

Class Date	Before Class	During Class	After Class
8/25/25	<ul style="list-style-type: none"> Review the Discussion #1 assignment in Canvas 	<ul style="list-style-type: none"> Look at Discussion assignment, review in-text citation, and listen to a podcast Continuation lecture on essay writing Practice pre-writing strategies: clustering, questioning, and outlining for Essay #1 	<ul style="list-style-type: none"> Read chapters 1-3 and take a quiz in Canvas due Thursday 8/28 Complete “Rhetorical Situations” in Inquizitive due Friday 8/29 by 11:59 p.m. Discussion #1 assignment due Sunday 8/31 by 11:59 p.m.; replies to two classmates due Monday 9/1
8/27/25	<ul style="list-style-type: none"> Bring your pre-writing and/or draft to class so that you can work on it 	<ul style="list-style-type: none"> Lecture on “Introductions, Transitions, and Conclusions” “Show, Don’t Tell” activity 	<ul style="list-style-type: none"> Read chapters 1-3 and take a quiz in Canvas due Thursday 8/28 Complete “Rhetorical Situations” in Inquizitive due Friday 8/29 by 11:59 p.m.

Class Date	Before Class	During Class	After Class
		<ul style="list-style-type: none"> Class time for drafting and conferencing with professor 	<ul style="list-style-type: none"> Discussion #1 assignment due Sunday 8/31 by 11:59 p.m.; replies to two classmates due Monday 9/1

Week 3: 9/1-9/7

Class Date	Before Class	During Class	After Class
9/1/25	<ul style="list-style-type: none"> <i>NO SCHOOL</i> 	<ul style="list-style-type: none"> <i>NO SCHOOL</i> 	<ul style="list-style-type: none"> <i>NO SCHOOL</i>
9/3/25	<ul style="list-style-type: none"> Work on drafting Essay #1 	<ul style="list-style-type: none"> Strategies for creating a title Introduction of grammar component of course Grammar overview and practice: common errors 	<ul style="list-style-type: none"> Email to the professor assignment due Thursday 9/4 Complete “Comma Splices” and “Sentence Fragments” in Inquizitive due Friday 9/5 Rough draft of Essay #1 due either 9/8 or 9/10 depending on your assigned workshop. Continue to pre-write and work on rough draft

Week 4: 9/8-9/14

Class Date	Before Class	During Class	After Class
9/8/25	<ul style="list-style-type: none"> Plan to attend only one day this week-the day your workshop is meeting Bring your rough draft of Essay #1 to class; a hard copy or a copy accessible by you online 	<ul style="list-style-type: none"> Writing workshop, reading your own essay to receive suggestions, and listening to your group members’ essays so you can provide them with feedback Assign Essay #2 and discuss interview requirement Introduction to the Argument mode 	<ul style="list-style-type: none"> Complete “Fused Sentences” in Inquizitive due Friday 9/12 Final Draft of Essay #1 is due Sunday 9/14 by 11:59 p.m.

Class Date	Before Class	During Class	After Class
9/10/25	<ul style="list-style-type: none"> Plan to attend only one day this week-the day your workshop is meeting Bring your rough draft of Essay #1 to class; a hard copy or a copy accessible by you online 	<ul style="list-style-type: none"> Writing workshop, reading your own essay to receive suggestions, and listening to your group members' essays so you can provide them with feedback Assign Essay #2 and discuss interview requirement Introduction to the Argument mode 	<ul style="list-style-type: none"> Complete "Fused Sentences" in Inquizitive due Friday 9/12 Final Draft of Essay #1 is due Sunday 9/14 by 11:59 p.m.

Week 5: 9/15-9/21

Class Date	Before Class	During Class	After Class
9/15/25	<ul style="list-style-type: none"> Read Chapter 12 and complete Journal #2 Bring any pre-writing/drafting you've completed thus far 	<ul style="list-style-type: none"> Lecture on Argument mode including a review of a sample argument essay Discussion of possible essay ideas Review interview techniques Work on pre-writing and drafting for Essay #2, conferencing with professor as needed 	<ul style="list-style-type: none"> Complete "Thesis Statements" in Inquizitive due Friday 9/19 by 11:59 p.m. Read about "Arguing a Position," Chapter 13, pp. 154-171 and complete Journal #2 due Friday 9/19 by 11:59 p.m. Continue to pre-write and work on rough draft Rough draft of Essay #2 due either 9/22 or 9/24 depending on your assigned workshop.
9/17/25	<ul style="list-style-type: none"> Bring any drafting you have completed for Essay #2 Bring Interview Questions generated during 9/16 class 	<ul style="list-style-type: none"> Lecture on Argument Mode Continued Work on interview questions Review of MLA in-text citation for interview and practice 	<ul style="list-style-type: none"> Complete "Thesis Statements" in Inquizitive due Friday 9/19 by 11:59 p.m. Read about "Arguing a Position," Chapter 13, pp. 154-171 and complete Journal #2 due

Class Date	Before Class	During Class	After Class
			Friday 9/19 by 11:59 p.m. <ul style="list-style-type: none"> Continue to pre-write and work on rough draft Rough draft of Essay #2 due either 9/22 or 9/24

Week 6: 9/22-9/28

Class Date	Before Class	During Class	After Class
9/22/25	<ul style="list-style-type: none"> Plan to attend only one day this week-the day your workshop is meeting Bring your rough draft of Essay #2 to class; a hard copy or a copy accessible by you online 	<ul style="list-style-type: none"> Writing workshop, reading your own essay to receive suggestions, and listening to your group members' essays so you can provide them with feedback Introduction to MLA citation for interview requirement—integrating your source 	<ul style="list-style-type: none"> Complete “Paragraph Development” in Inquizitive due Friday 9/26 by 11:59 p.m. Final Draft of Essay #2 is due Sunday 9/28 by 11:59 p.m.
9/24/25	<ul style="list-style-type: none"> Plan to attend only one day this week-the day your workshop is meeting Bring your rough draft of Essay #2 to class; a hard copy or a copy accessible by you online 	<ul style="list-style-type: none"> Writing workshop, reading your own essay to receive suggestions, and listening to your group members' essays so you can provide them with feedback Introduction to MLA citation for interview requirement—integrating your source 	<ul style="list-style-type: none"> Complete “Paragraph Development” in Inquizitive due Friday 9/26 by 11:59 p.m. Final Draft of Essay #2 is due Sunday 9/28 by 11:59 p.m.

Week 7: 9/29-10/5

Class Date	Before Class	During Class	After Class
9/29/25	<ul style="list-style-type: none"> Find an interesting advertisement either in a 	<ul style="list-style-type: none"> Introduce the Analysis mode and the visual analysis project 	<ul style="list-style-type: none"> Complete “Plagiarism Tutorial” in Inquizitive

Class Date	Before Class	During Class	After Class
	magazine or online and bring it to class	<ul style="list-style-type: none"> • Read “Advertisements R Us” and complete a group activity that will count for Journal #3 	<p>due Sunday 10/5 by 11:59 p.m.</p> <ul style="list-style-type: none"> • If you did not attend class on 9/29, complete Journal #3 due Sunday 10/5 • Review Chapter 28 on citation and take the quiz available 10/3-10/10 by 11:59 p.m.
10/1/25	<ul style="list-style-type: none"> • Choose an advertisement and bring it to class • Begin working on your Power Point presentation 	<ul style="list-style-type: none"> • Review of MLA in-text citation and Works Cited page and complete an activity • Put together a Works Cited entry for you ad • Class time to work on your visual analysis with partner or individually 	<ul style="list-style-type: none"> • Complete “Plagiarism” in Inquizitive due Sunday 10/5 by 11:59 p.m. • If you did not attend class on 9/29, complete Journal #3 due Sunday 10/5 • Read Chapter 28 on citation and take the quiz available 10/3-10/10 • Visual Analysis presentations are on 10/8

Week 8: 10/6-10/12

Class Date	Before Class	During Class	After Class
10/6/25	<ul style="list-style-type: none"> • Be able to access your visual analysis Power Point 	<ul style="list-style-type: none"> • Plagiarism discussion and activity • Minimal time allowed for final touches on visual analysis 	<ul style="list-style-type: none"> • Email professor visual analysis or bring it on a flash drive in time for next class, 10/8. • Visual Analysis Power Point is due in Canvas 10/8 by 11:59 p.m. • Read Chapter 28 on citation and take the quiz due 10/10 • Complete assigned comma exercises in

Class Date	Before Class	During Class	After Class
			Inquisitive due Sunday 10/12 by 11:59 p.m.
10/8/25	<ul style="list-style-type: none"> Make sure you have either emailed your visual analysis to the professor or be able to easily access it for your presentation 	<ul style="list-style-type: none"> Visual Analysis Presentations by students Introduce the Generations Argument/Analysis Project 	<ul style="list-style-type: none"> Visual Analysis Power Point is due in Canvas 10/8 by 11:59 p.m. Read Chapter 28 on citation and take the quiz due 10/10 by 11:59 p.m. Complete assigned comma exercises in Inquisitive due Sunday 10/12 by 11:59 p.m.

Week 9: 10/13-10/19

Class Date	Before Class	During Class	After Class
10/13/25	<ul style="list-style-type: none"> Read the two documents included in the module on the generations project 	<ul style="list-style-type: none"> Explain generations project and generate ideas together Read source excerpts and highlight potentially useful ones Form groups to discuss focus of project and brainstorm possible angles 	<ul style="list-style-type: none"> Complete assigned verb exercises in Inquisitive due Friday 10/17 by 11:59 p.m. Complete Library Skills Assessment due Sunday 10/19 11:59 p.m. Complete Discussion #2 assignment, initial post due Sunday 10/19 by 11:59 p.m.
10/15/25	<ul style="list-style-type: none"> Become familiar with the source “excerpts” document and the assignment sheet for the generations project [both in Canvas] Generate possible “angles” and sub-topics for the generations project 	<ul style="list-style-type: none"> Review of directly quoting and Works Cited pages Briefly review APA vs. MLA Groups/partners/individuals should spend the rest of the class time doing some pre-writing, outlining, and generating a thesis for the generations project. 	<ul style="list-style-type: none"> Complete assigned verb exercises in Inquisitive due Friday 10/17 by 11:59 p.m. Complete Library Skills Assessment due Sunday 10/19 11:59 p.m.

Class Date	Before Class	During Class	After Class
			<ul style="list-style-type: none"> • Complete Discussion #2 assignment, initial post due Sunday 10/19 by 11:59 p.m.

Week 10: 10/20-10/26

Class Date	Before Class	During Class	After Class
10/20/25	<ul style="list-style-type: none"> • Continue to research, draft, and communicate with group members to work on the generations project 	<ul style="list-style-type: none"> • Review any portion of the research process as needed • Lecture on introductions and thesis statements. • Share sample student introductions to the generations project • Work in groups on generations research project 	<ul style="list-style-type: none"> • Complete “Apostrophe Errors” in Inquizitive due Sunday 10/26 by 11:59 p.m. • Introduction paragraph to generations project is due next class period [10/22] to read in writing workshops • • Complete Journal #4 over MLA citation due Sunday 10/26 by 11:59 P.M.
10/22/25	<ul style="list-style-type: none"> • Continue to research, draft, and communicate with group members to work on the generations project, focusing on finishing the introductory slide or paragraph complete with a thesis statement 	<ul style="list-style-type: none"> • Work in groups on generations research project • Database searching for the generations project—in class exercise • Review how to integrate in-text citations from sources for the generations project 	<ul style="list-style-type: none"> • Complete Journal #4 over MLA citation due Sunday 10/26 by 11:59 P.M. • Complete “Apostrophe Errors” in Inquizitive due Sunday 10/26 by 11:59 p.m. • Full-length rough draft of generations project is due to share in class conference with Ms. Cobb due 10/29 • Final Draft of generations project is due in Canvas Sunday 11/2 11:59 p.m.

Week 11: 10/27-11/2

Class Date	Before Class	During Class	After Class
10/27/25	<ul style="list-style-type: none"> Continue to research, draft, and communicate with group members to work on the generations project 	<ul style="list-style-type: none"> Work in groups on generations research project Concentrate on blending members' work [essay or PP slides] together using transitions; proofreading; and checking for basic formatting 	<ul style="list-style-type: none"> Full-length rough draft of generations project is due to share in class conference on 10/29 Journal #5 due Friday 10/31 Complete "Documenting Sources: MLA Style" in Inquizitive due Friday 10/31 by 11:59 p.m. Final Draft of generations project is due in Canvas Sunday 11/2 11:59 p.m.
10/29/25	<ul style="list-style-type: none"> Communicate with group members arranging to have a full-length rough draft ready to share in workshop groups. All members should have access to their own copy. 	<ul style="list-style-type: none"> Group conference in class with Ms. Cobb sharing your your own essay/project to receive suggestions and feedback Assign the departmental article readings 	<ul style="list-style-type: none"> Journal #5 due Friday 10/31 Complete "Documenting Sources: MLA Style" in Inquizitive due Friday 10/31 by 11:59 p.m. Final Draft of generations project is due in Canvas as Discussion #3 Sunday 11/2 11:59 p.m. Read the two required articles for the departmental essay as listed in Canvas.

Week 12: 11/3-11/9

Class Date	Before Class	During Class	After Class
11/3/25	<ul style="list-style-type: none"> Read the two required departmental articles as 	<ul style="list-style-type: none"> "Think, Pair, Share" on the topic of "what 	<ul style="list-style-type: none"> Re-read the departmental readings,

Class Date	Before Class	During Class	After Class
	listed in Canvas and discussed in last class	<p>makes a piece of writing effectively written?"</p> <ul style="list-style-type: none"> • Whole class discussion of what makes writing effective • Very important to take notes during the next few classes • Assign Annotated Bibliography 	<p>taking notes on anything that stands out and the authors' strategies for getting and keeping their readers' attention</p> <ul style="list-style-type: none"> • Complete pronoun exercises in Inquizitive due Friday 11/7 by 11:59 p.m. • Complete Discussion #3 due Sunday 11/9; replies to two classmates due Monday 11/10
11/5/25	<ul style="list-style-type: none"> • Bring the assigned articles to class along with notes you took. 	<ul style="list-style-type: none"> • Annotated Bibliography lecture • Introduction to database searching • Work on Annotated Bibliography 	<ul style="list-style-type: none"> • Complete pronoun exercises in Inquizitive due Friday 11/7 by 11:59 p.m. • Complete Discussion #3 due Sunday 11/9; replies to two classmates due Monday 11/10 • Work on compiling annotated bibliography due Wednesday 11/12 by 11:59 p.m.

Week 13: 11/10 – 11/16

Class Date	Before Class	During Class	After Class
11/10/25	<ul style="list-style-type: none"> • Bring the assigned articles to class along with notes you took. 	<ul style="list-style-type: none"> • Class discussion and notetaking on first assigned article—its contents and strategies used by author • Work on annotated bibliography 	<ul style="list-style-type: none"> • Complete "Mixed Constructions" and "Words Often Confused" in Inquizitive due Friday 11/14 by 11:59 p.m.

			<ul style="list-style-type: none"> • Annotated Bibliography due Wednesday 11/12 in Canvas by 11:59 p.m. • Full-length rough draft of Essay #4 is due to read in writing workshop groups Monday 11/24
11/12/25	<ul style="list-style-type: none"> • Bring the readings, your notes, outline, and drafting for Essay #4 to class 	<ul style="list-style-type: none"> • Group discussion centered on the content of the second assigned departmental reading. • Whole class discussion on the departmental articles—the issues raised, the authors’ techniques, students’ opinions • Students should take notes • Create Works Cited entries for each article • Assign Departmental Essay #4 	<ul style="list-style-type: none"> • Complete “Mixed Constructions” and “Words Often Confused” in Inquizitive due Friday 11/14 by 11:59 p.m. • Annotated Bibliography due Wednesday 11/12 in Canvas by 11:59 p.m. • Full-length rough draft of Essay #4 is due to read in writing workshop groups Monday 11/24

Week 14: 11/17-11/23

Class Date	Before Class	During Class	After Class
11/17/25 AND 11/19/25	<ul style="list-style-type: none"> • Come to class with any questions you may have about the organization of the essay, the thesis, the introduction or conclusion, the annotated bibliography, and MLA citation 	<ul style="list-style-type: none"> • Go over students’ questions regarding annotated bibliography and essay • Integrating the third source in Essay #4 • Review in-text citation, Works Cited pages, plagiarism, or the essay format as needed • Work on any aspect of Essay #4 and/or the 	<ul style="list-style-type: none"> • Complete “Editing the Errors that Matter” in Inquizitive due Friday 11/21 by 11:59 p.m. • Journal #6 over plagiarism and writing in the analysis mode due Sunday 11/23 • Full-length rough draft of Essay #4 is due to read in writing

Class Date	Before Class	During Class	After Class
		annotated bibliography assignment conferencing with the professor as needed	workshop groups Monday 11/24 <ul style="list-style-type: none"> Final Draft of Essay #4 due in Canvas on Tuesday 12/2 by 11:59 p.m.

Week 15: 11/24-11/30

Class Date	Before Class	During Class	After Class
11/24/25	<ul style="list-style-type: none"> Come to class with what you have completed on Essay#4 and any questions you may have and your draft so far. 	<ul style="list-style-type: none"> Discuss Final Exam and hand out preparation document Writing workshop, reading your own essay to receive suggestions, and listening to your group members' essays so you can provide them with feedback If you don't have your rough draft completed, Work on any aspect of Essay #4 	<ul style="list-style-type: none"> Final Draft of Essay #4 due in Canvas on Tuesday 12/2 by 11:59 p.m. Use the review document handed out in the 11/24 class to prepare for optional final exam
11/26	NO SCHOOL-- Thanksgiving	NO SCHOOL	NO SCHOOL

Week 16: 12/1-12/3

Class Date	Before Class	During Class	After Class
12/1/25	<ul style="list-style-type: none"> No Class-Exam Schedule 	No Class today	<ul style="list-style-type: none"> Final Draft of Essay #4 due in Canvas on

Class Date	Before Class	During Class	After Class
			Tuesday 12/2 by 11:59 p.m. <ul style="list-style-type: none"> • Use review document to prepare for optional final exam on Wednesday 12/3
12/3/25	Review document to prepare for optional final exam. You may bring in an outline of your “letter”	Take optional Final Exam	You’re finished. Best wishes!

Student Expectations

Attendance

Keeping on top of the assignments as they are assigned on the *course schedule* and in class is a key element to your success in this course. Completing assignments in the order they are presented and on time will help you understand the course better as each skill set is built on the ones that came before it. Six or more absences constitutes what I consider an “*endangered status*” in the class, and you will need to set up a conference with me in my office to discuss how you should proceed.

There is an incentive for attending class regularly as follows:

- If you miss **0-1 classes**, you will earn **+5 on your final essay** in the class
- If you miss **2-3 classes**, you will earn **+2 on your final essay** in the class.

Courtesy and Student Conduct Code

As a student, you are a part of a professional community. You have a responsibility not only to yourself in your own education, but you also have a responsibility to your community. Therefore, you should be aware of how your actions affect those around you. While discussing various topics with your classmates in groups or in discussion board posts, you’ll inevitably encounter experiences and perspectives that are different from your own. Perhaps the most important aspect of your community and professional responsibility is respect. Treat each other and me with respect and all times. All of us should feel free to express our thoughts and opinions openly, without fear of penalty, as long as we do so in a courteous way. It is extremely important that you participate in class discussions, in the discussion posts, and that you complete the required rough drafts so that you can enter into the writing workshop groups in a meaningful way. When you are late or unprepared, it disrupts the flow of the class and can interfere with your classmates’ experiences in the course. I respectfully ask that you also extend this to your communications with me. Please use my name when writing to me in an email and text. Be friendly and express your gratitude. That kind of attention to your communication goes a long way. ☺

Late Work

All assignments should be completed by the specific time listed on the course schedule and in the weekly module. Late work is penalized, with a 7-point deduction for each day late and often receiving

no higher than a “C.” **NO CREDIT AFTER ONE WEEK.** If you have extenuating circumstances that prevented you from turning in an assignment, *please contact me via email during the period of the delay.* **During the last two weeks of class I can only accept the assignments that are due during that time period. In this class that would be from 11/16/25 until the end of the semester. Do not attempt to complete work that was due prior to that time. I cannot grade late assignments AND all the essays I will be receiving from students in all my classes.**

Gordon Rule

This course is a Gordon Rule course. In accordance with the State of Florida’s Rule 6A-10.030, popularly known as the “Gordon Rule,” all courses designated as Gordon Rule (“GR”) in the college catalog will include the requirement that students demonstrate the ability to produce college-level, discipline-based writings. Such courses include, but are not limited to, those in the Communications, Humanities, and Social Sciences categories. This requirement will be met in each class through the student’s successful completion of multiple and substantive college-level writing assignments as designed and assessed by the instructor in such a way as to measure both course-specific learning and development of writing skills over the progress of a given term. In addition to demonstrating a satisfactory understanding of the written English language, all such writing assignments submitted by a student should exhibit critical thinking skills and be directly related to the discipline’s specific General Learning Outcome(s).

Manuscript Requirements

Essays should be typed and **double spaced** (set line spacing at “two”) and include your full name, instructor’s name (Ms. Liz Cobb), course title (Freshman Composition I), and date in the upper left-hand corner of your first page (MLA guidelines). Save your essays in Microsoft Word or Google Docs. If you have an older computer or if you are using a program other than Microsoft Word or Google, (such as “Pages”), save your document as an “rtf” file (rich text) under “Save As Type.” Additionally, please name your files in the following manner: **Last Name First Name Title of Assignment** [such as **Essay #1 Final Draft**] I would name my own file like this: **Cobb Liz Essay #2 Rough Draft** [if that was the title of the assignment at the time]. Also, don't forget to include a title on essays which should be centered two lines above your first paragraph.

Evaluation

Stay positive about improving as a reader and writer. Keep in mind that I am evaluating your work, usually your *writing*, not you. If you feel disappointment about a grade, by all means make an appointment to see me.

Grading Policies (Student Performance Measures)

All work will be worth a certain percentage of your overall grade, and attendance will affect the final grade. You can find your current grade in this course by looking at the “Total” column under “Grades” in *Canvas*. **Note:** This is only accurate if all grades are posted and there are no “blanks” which are assignments you have not turned in. Sometimes, I wait a little to record “0’s” to see if students will turn in a late assignment for a late grade.

Learning Activities

Journals and Grammar Quizzes (30%): This involves completing journal entries in a thorough, thoughtful manner, explaining and supporting answers using textual evidence. A rubric is used and is available to students before the assignment is due. Quizzes must be completed on time to receive full credit.

Discussion Posts and Rough Drafts (15%): This is the part of the class that involves interacting and participating with each other. Your grade will depend on your investment in responding to prompts in a complete way that demonstrates critical thinking and providing substantive feedback to your classmates on the content of what they are writing about. A rubric is used for discussion post grading and is available to students before the assignment is due. You must also participate fully in the workshop groups.

Final Essays (35%): This grade is based on writing college-level essays that are focused, developed, and supported. Grammar and mechanics will also figure in prominently. A rubric is used that students have access to before they submit their essays.

Departmental Essay (20%): This grade is based on writing college-level essays that are focused, developed, and supported. The departmental essay must include citations and a Works Cited page that are correctly formatted in MLA. Grammar and mechanics will also figure in prominently. A rubric is used that students have access to before they submit their essays.

Grading Scale

- A – 90% - 100%
- B – 80% - 89.9%
- C – 70% - 79.9%
- D – 60% - 69.9%
- F – 59.9% or below

Returning Grades

I will grade most assignments within one week of the due date. For more expansive assignments, I will return them within two weeks. This gives me ample time to provide constructive, useful feedback to help you progress and grow as a student in this course.

Student Support and Tech Needs

This course requires students to have access to a computer and the internet. For those students who do not own a computer, 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, etc.

Minimal technical skills require 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.

Florida Gateway College Policies and Statements

The Library

The Wilson S. Rivers Library is located in Building 200 and also includes millions of e-books and articles (<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

[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

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 (386-754-4382).

Fall Semester SSC Hours

Monday--Thursday: 8:00am – 6:00 pm

Friday: 9:00am – 4:30pm

Spring Semester SSC Hours

Monday--Thursday: 8:00am – 6:00 pm

Friday: 9:00am – 4:30pm

Summer Semester SSC Hours

Monday – Thursday: 7:30 am – 5:00 pm

If you have any questions, you may contact the center by phone at 386-754-4479, 386-754-4382, or by emailing Christina Slater at 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

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.

If you are in the need of additional resources please contact the Director of Student Life, Amy Dekle, at amy.dekle@fgc.edu, or by visiting Building 007.

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 requirements needed to satisfactorily complete the course **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.

Civil Rights and Compliance Statement

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 Civil Rights & Compliance 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 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

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 (www.fgc.edu/students/registration-and-records/ferpa/).

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).

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 (www.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.

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, higher quality education programs and lifelong learning opportunities.