



FLORIDA GATEWAY COLLEGE

ENC1101 005 – Freshman Composition A16 Syllabus

Tuesday/Thursday, 2:30pm-3:45pm
Building 2, Room 5

Instructor Information

Name: Michael Baker

Email: michael.baker@fgc.edu

Office: Building 002, Room 16A

Office Hours: TBA

Office Phone: 386-754-4232

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-13: 978-1-324-04527-4.

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:

- Students will apply rhetorical knowledge to communicate for a range of audiences and purposes.
- Students will employ critical thinking to analyze forms of communication.
- Students will engage in writing processes that involve drafting, revising, and reflecting.
- Write multi-paragraph essays in different genres
- Compose essays by applying the writing process: prewriting, writing, and rewriting
- 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
Friday, December 5	Fall A16, B12, B10, and B8 classes end

Schedule of Class Events

Week 1

Class Date	Before Class	During Class	After Class
8/19	<ul style="list-style-type: none"> • Read syllabus 	<ul style="list-style-type: none"> • Course introduction • Personal introductions • Syllabus 	<ul style="list-style-type: none"> • Syllabus Quiz (Quiz #1) • Syllabus Agreement Email
8/21	<ul style="list-style-type: none"> • Read Chapter 1 	<ul style="list-style-type: none"> • Thinking rhetorically 	<ul style="list-style-type: none"> • Writing Journal #1

Week 2

Class Date	Before Class	During Class	After Class
8/26	<ul style="list-style-type: none">• Read Chapter 2	<ul style="list-style-type: none">• Engaging productively with others	<ul style="list-style-type: none">• Writing Journal #2
8/28	<ul style="list-style-type: none">• Read Chapter 6	<ul style="list-style-type: none">• Reading process• Taking notes	<ul style="list-style-type: none">• Note-taking assignment

Week 3

Class Date	Before Class	During Class	After Class
9/2	<ul style="list-style-type: none">• Read Chapter 9• Read Chapter 34 (pp. 704-713)	<ul style="list-style-type: none">• Writing process	<ul style="list-style-type: none">• Freewriting activity• Brainstorming activity
9/4	<ul style="list-style-type: none">• Read Chapter 14• Read Chapter 34 (pp. 713-722)	<ul style="list-style-type: none">• Narratives• Structure• Event	<ul style="list-style-type: none">• Structure assignment

Week 4

Class Date	Before Class	During Class	After Class
9/9	<ul style="list-style-type: none">• Read Clendenin, “A Picture of Loe” (PDF)• Read Chapter 35 (pp. 723-745)	<ul style="list-style-type: none">• Narratives, continued• Setting• Description	<ul style="list-style-type: none">• Description assignment
9/11	<ul style="list-style-type: none">• Read Mobley, “Justice or Murder?” (PDF)• Read Chapter 35 (pp. 745-768)	<ul style="list-style-type: none">• Narratives, continued• Point	<ul style="list-style-type: none">• Point assignment

Week 5

Class Date	Before Class	During Class	After Class
9/16	<ul style="list-style-type: none">• Examine Chapter 30• Extra resource: Google Purdue OWL, “MLA General Format”	<ul style="list-style-type: none">• MLA formatting	<ul style="list-style-type: none">• Formatting assignment
9/18	<ul style="list-style-type: none">• Read Chapter 32	<ul style="list-style-type: none">• Style• Point of view	<ul style="list-style-type: none">• Point of view assignment

Week 6

Class Date	Before Class	During Class	After Class
9/23	<ul style="list-style-type: none">• Barry, “The Sanctuary of School” (p. 851+)	<ul style="list-style-type: none">• Conciseness	<ul style="list-style-type: none">• Conciseness worksheet
9/25	<ul style="list-style-type: none">• (Prewriting on Narrative Draft)	<ul style="list-style-type: none">• Why do peer reviews?	<ul style="list-style-type: none">• Complete Narrative Draft
9/28	<ul style="list-style-type: none">• Narrative Draft Due		

Week 7

Class Date	Before Class	During Class	After Class
9/30	<ul style="list-style-type: none">• Read sample narrative	<ul style="list-style-type: none">• Peer reviews	<ul style="list-style-type: none">• Complete assigned Peer Reviews
10/2	<ul style="list-style-type: none">• Read Cottom, “New Money” (936+)	<ul style="list-style-type: none">• Revising• Editing	<ul style="list-style-type: none">• Revise Narrative Draft• Narrative Draft Peer Reviews Due
10/5	<ul style="list-style-type: none">• Narrative Paper Due		

Week 8

Class Date	Before Class	During Class	After Class
10/7	<ul style="list-style-type: none">• Read Chapter 3	<ul style="list-style-type: none">• Rhetorical situations	<ul style="list-style-type: none">• Audience Analysis assignment
10/9	<ul style="list-style-type: none">• Read Chapter 7	<ul style="list-style-type: none">• Summarizing	<ul style="list-style-type: none">• Summary assignment

Week 9

Class Date	Before Class	During Class	After Class
10/14	<ul style="list-style-type: none">• Read Chapter 8	<ul style="list-style-type: none">• Facts and misinformation	<ul style="list-style-type: none">• Misinformation assignment
10/16	<ul style="list-style-type: none">• Read Chapter 15	<ul style="list-style-type: none">• Analysis	<ul style="list-style-type: none">• Analysis assignment

Week 10

Class Date	Before Class	During Class	After Class
10/21	<ul style="list-style-type: none">• Read Paolino, “Google Home...” (278+)	<ul style="list-style-type: none">• SAFE Thesis	<ul style="list-style-type: none">• Thesis assignment
10/23	<ul style="list-style-type: none">• Read Rubin, “Advertisements...” (281+)	<ul style="list-style-type: none">• ACTS Introduction	<ul style="list-style-type: none">• Compose sample ACTS introduction

Week 11

Class Date	Before Class	During Class	After Class
10/28	<ul style="list-style-type: none">• Read Rubin, “Advertisements...” (281+)	<ul style="list-style-type: none">• PEAS Paragraph	<ul style="list-style-type: none">• Compose sample PEAS paragraph• Submit Analysis Draft
10/30	<ul style="list-style-type: none">• Read Chapter 27• Read Spriggs, “On Buying Local” (186+)	<ul style="list-style-type: none">• Synthesis• Applying a framework• Integrating sources	<ul style="list-style-type: none">• Integrating sources assignment• Synthesis activity• Complete assigned Peer Reviews
11/2	<ul style="list-style-type: none">• Analysis Draft Due		

Week 12

Class Date	Before Class	During Class	After Class
11/4	<ul style="list-style-type: none">• Read Chapter 29• Review Chapter 30	<ul style="list-style-type: none">• Plagiarism• In-text documentation	<ul style="list-style-type: none">• Documentation assignment
11/6	<ul style="list-style-type: none">• Read Chapter 25	<ul style="list-style-type: none">• Evaluating sources	<ul style="list-style-type: none">• Evaluating source assignment• Analysis Draft Peer Reviews Due
11/9	<ul style="list-style-type: none">• Analysis Paper Due		

Week 13

Class Date	Before Class	During Class	After Class
11/11	<ul style="list-style-type: none">• NO CLASS Veterans’ Day		

Class Date	Before Class	During Class	After Class
11/13	<ul style="list-style-type: none"> Review Chapter 30 	<ul style="list-style-type: none"> MLA Works Cited page 	<ul style="list-style-type: none"> MLA Works Cited Page assignment Submit Analysis Paper

Week 14

Class Date	Before Class	During Class	After Class
11/18	<ul style="list-style-type: none"> Read Chapter 17 	<ul style="list-style-type: none"> Evaluation 	<ul style="list-style-type: none"> Prewriting on Evaluation draft
11/20	<ul style="list-style-type: none"> Read Chapter 12 	<ul style="list-style-type: none"> Argument 	<ul style="list-style-type: none"> Complete Evaluation draft

Week 15

Class Date	Before Class	During Class	After Class
11/25	<ul style="list-style-type: none"> Complete Evaluation draft 	<ul style="list-style-type: none"> Revision Workshop 	<ul style="list-style-type: none"> Evaluation Paper Due
11/27	<ul style="list-style-type: none"> NO CLASS Thanksgiving Break 		

Week 16

Class Date	Before Class	During Class	After Class
12/2	<ul style="list-style-type: none"> Final Exam/Activity Day 	<ul style="list-style-type: none"> In-class assignment 	<ul style="list-style-type: none"> N.A.

Student Expectations

Attendance

Because active participation is necessary for both student learning and accurate instructor assessment, attendance is required for ENC 1101. Typically, students are allowed up to three (3) absences in a semester; absences over and above three result in a cumulative 5% penalty off the student's final course grade. Thus, five absences would result in a 10% penalty (e.g., a 92/A would become an 82/B, or a 75/C would become a 65/D). It is possible to fail the course due to having too many absences.

Courtesy and Student Conduct Code

Do not use technology (e.g., classroom computers, cell phones, laptops, iPads, etc.) in the classroom, except for authorized class activities. Likewise, only use personal laptops for authorized class activities; do not use them to take class notes (after all, studies show that people

learn and retain more when they handwrite notes than when they type them). Remove any head-earphones once class begins.

This course requires active participation, so read all assignments and be prepared to discuss them civilly. Respect for your fellow classmates (and instructor) is required, but agreement with everything they say is not. Just be sure to voice your opinion without insulting someone else's. Note that on the Reading Schedule, you should come to class having already read the material listed on that day's date.

When sending me an email, please include your course and section numbers. This information will help me (or your other instructors) answer your questions more quickly.

You should also use professional, formal language when communicating with people in educational and occupational contexts. Although the occasional emoticon can help establish a friendly mood, you should avoid slang, abbreviations, and informal language or punctuation. Remember, good impressions mean a lot, so make the extra effort to be professional when communicating with people in academic or occupational settings.

Late Work

You must submit work on time. Work deadlines are typically not flexible, and many workers lose their jobs for not meeting deadlines. It is important to practice good professional habits in an academic setting, so treat your class responsibilities like you would a job's responsibilities. Late work will be accepted up to five days after the assignment's due date with a 10%-per-day penalty applied. Once an assignment's drop box closes, it may NOT be submitted for credit and a zero will be applied in the grade book. Often, you will be able to submit work early. Such diligence is always welcomed and appreciated – in school or at work.

Class Cancellation Policy

In the unlikely event of a class cancellation due to an emergency, I will alert you via a Canvas Announcement as early as possible. I will then let you know via email what to expect for the rest of that week and the following week. (*Remember that these emails will be sent to your student email account only.*) I recommend configuring your settings so that you receive Canvas announcements in your email account. If you commute from a long distance, consider checking your email each morning before you leave, just to ensure that class will be held as planned.

This situation is highly unlikely to occur, but in Fall 2017 the Governor did cancel classes for a week due to Hurricane Irma. Also, in Spring 2020, Spring Break was extended by a week due to COVID-19. Occasionally, things do not go as planned; it is wise to plan for the unexpected.

Grading Policies (Student Performance Measures)

Learning Activities

Minor assignments will be submitted by hand or in the Canvas textbox provided. Major drafts and papers must be submitted on Canvas in Word (.docx) format (unless otherwise specified). Upload your document to the appropriate drop box on Canvas *before* the deadline on the day it is due. You should *always* confirm that your submission has been accepted; if you later discover

that it was not uploaded completely or properly, you may receive a late penalty or a zero on the assignment.

Due to the number of classes/students I teach, please give me two weeks to grade your major papers. Reading as many as 125 (or more) papers takes time, and providing helpful feedback slows the reading process down substantially – yet I still have to be prepared for daily class meetings while grading papers in the evenings and on weekends. Thus, I do ask for your patience.

Your grade in this course will be calculated in the following way:

- Participation/Writing Journal	15%	(daily)
- Quizzes	15%	(periodic; in-class, InQuizitive)
- Narrative Draft	7.5%	Due Sunday, September 28
- Narrative Peer Reviews (3)	7.5%	Due Thursday, October 2
- Narrative Paper	10%	Due Sunday, October 5
- Analysis Draft	7.5%	Due Sunday, November 2
- Analysis Peer Reviews (3)	7.5%	Due Thursday, November 6
- Analysis Paper	15%	Due Sunday, November 9
- Evaluation Paper	15%	Due Tuesday, November 25

Grading Scale

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

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/index.html>). 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://fgc.libguides.com/researchhelpguides>).

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.

There are criminal repercussions for misusing recordings, and such infractions will be prosecuted.

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.html>), 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.

**NOTE: Elements of this Syllabus and are subject to change, as necessary. I will post an announcement regarding any changes, and post a new Syllabus/Schedule if needed.*

Appendix – My Expectations

You have decided to attend college. Congratulations! It may be one of the best decisions you will ever make. Truly, college can be a “gateway” to a better life. As a former FGC slogan said: “Start here. Go *anywhere*.”

But the decision to go to college is not a one-time decision – it is a *daily* decision. You must choose to attend every class you possibly can. You must choose to be attentive in your classes, to take notes, and to participate actively in class discussions and activities. You must also choose to do the work on a daily basis, and to submit high-quality work on time. College is not simply another “hurdle” to leap over on your way to bigger and better things. In fact, if you do not make the most of your college classes, you will not learn the skills, knowledge, and discipline you will need to attain those bigger and better things.

So, consider these questions:

- Why *are* you going to college?
- What do you want to do in life?
- Where do you want to be in 10 years? In 25 years?

And perhaps most importantly:

- What are you doing *today* that will help you achieve these goals?

That last question is particularly important, because the departmental pass rate for ENC 1101 is approximately 67%. That means that one out of every three students who enrolls in 1101 withdraws or receives a D/F at the end of the semester. Here are some of the most common reasons that many students do not pass:

- They do not come to class (or, participate in online sections by watching the videos, etc.).
- They do not submit the assignments.
- They do not follow the assignment’s directions (e.g., they write 2 pages if 4 were required, or they write a summary when analysis was required).

In general, many students fail because they do not put in the daily effort required to pass. They are often the ones who see college as a checklist, rather than as a learning experience. Such students have the mentality of “I don’t care about the material. I just want to pass.” Their goal is the degree, which they expect will grant them access to better jobs. But, without the knowledge or skills typically denoted by a degree, these students will quickly find that a degree itself is practically worthless – it’s a piece of paper. After all, if I *give* you a Ph.D. in Chinese Language and Literature, you won’t suddenly be able to *speak* or *understand* Chinese. The *real* value of college is the *education* one receives (the skills, knowledge, and discipline mentioned above) – not the degree itself.

Therefore, I do not hand out passing grades for minimal effort; that does not mean, however, that it is overly difficult to pass my class. I truly want each of you to do well, and I am here to help you (and don’t hesitate to ask for help if you do not understand something). In genuine emergency situations I will work with you as much as I can. But, as one of your college professors, part of my job is to help prepare you for the “real world.”

One way that I do this is to foster your own sense of personal responsibility – by holding you to high standards of participation, punctuality, and work quality. Participate in class, turn in your work, and follow the instructions provided, and you will be well on your way to succeeding in my class, as well as in college and in life. If you are not diligent in your efforts, and you will be well on your way to failing.

TWO NOTES:

1. If you start falling behind and think that you might as well withdraw from the class (either officially or by just not attending anymore), talk to me first. We might be able to come to some arrangement that will enable you to avoid failing the course (note that I said “avoid failing,” not “we might be able to help you get an A”). But you need to take the initiative and approach me, as I may not realize there is a problem until it is too late. (However, please do not, however, disappear for eight weeks and then at the end of the semester decide that you want to try to pass the class.)
2. If you want or “need” an A in this course (e.g., to stay eligible for Dual Enrollment, to maintain a scholarship, to get into an academic program at a university, or for some other reason), *now* is the time to recognize that need and make the decision that you will work to *earn* an A. Now is the time to dedicate yourself to working hard toward that goal – people lose jobs, lose relationships, end up poor in retirement, get sent to prison, etc. for decisions they later wish they would have handled differently. Unfortunately, life can’t be lived retrospectively; our decisions today affect tomorrow’s outcomes.

What I expect of you:

- Attend class regularly
- Complete the assignments for class each week
- Participate actively in class discussions and collaborative assignments
- Be polite and courteous to each other and to the instructor
- Read and follow the instructions for all assignments. E.g., do not write three paragraphs if five are required; format documents correctly; etc.
- Pay attention to due dates, and submit assignments on time
- Contact me in a timely manner if you are confused about an assignment (i.e., the night before an assignment is due is not “in a timely manner”), or if an emergency will prevent you from attending class or completing your work on time
- Try your best, and produce high-quality work
- Do your *own* work and your *own* thinking; do not plagiarize or use supplemental websites as substitutes for your own ideas

What I expect of myself:

- Give timely feedback (regarding papers, see the above “Returning Grades” section)
- Maintain high – but reasonable and attainable – expectations of students and myself
- Grade assignments fairly
- Take into account true emergency situations, when promptly notified of them

- Listen to, and consider, properly aired student concerns without imposing negative ramifications for the concerned student
- Carefully consider suggestions for improvement in: the course, my teaching style, assignments, and other course elements