



FLORIDA GATEWAY COLLEGE

ENC1102 0I3 – Freshman Composition II SPRING 2026 – B8 Online

Instructor Information

Name: Liz Cobb, Professor of English

Email: elizabeth.cobb@fgc.edu or through Canvas message. 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 2 Communications

Prerequisites: Completion of ENC1101 with a grade of C or better.

ENC 1102 Course Description:

This course requires documentation of collegiate-level essay writing as it relates to interpretation and analysis of a variety of texts. Students will learn and demonstrate an ability to comprehend, analyze, and synthesize meaning from texts of various styles while employing different modes of argumentation. Essay assignments will document the writing, critical-thinking, and research fundamentals learned and demonstrated through a completion of ENC 1101.

Required Texts/Learning Resources

Lunsford, Andrea, et al.: *Everyone's an author (with readings)*. 3rd edition. W.W. Norton & Company, 2020. ISBN-13: 978-0393420838.

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:

- Write multi-paragraph argument and analysis essays
- Compose writing projects that apply the research process
- Develop compositions with a focused and logical structure
- Communicate using standard academic conventions
- Create arguments that respond to a larger rhetorical context
- Integrate information from other sources ethically

Critical Dates – Spring 2026

| Date | Event |
|------------------------------------|--|
| 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 |
| Thursday, May 7 | Course End Date – A16, B12, B10, B8 |

Schedule of Class Events

| Module | Dates | Topic(s) | Coursework |
|----------------|--------------|---|--|
| START HERE: | 3/9/2026 | <ul style="list-style-type: none">• Topic #1: Introductions and Orientation to course | <ul style="list-style-type: none">• Read the introductory information about the professor and watch the welcome video in Canvas under the “Get Started” module |

| Module | Dates | Topic(s) | Coursework |
|--------|------------------|---|--|
| | | | <ul style="list-style-type: none"> • Open up the “FGC Student Tools Resource” and review what is under the “Canvas Student Guides” tab. • Introductory email to professor due Tuesday 3/10 by 11:59 p.m. |
| 1 | 3/9-3/15 | <ul style="list-style-type: none"> • Topic #1: Argument mode of writing essays • Topic #2: in-text citing in MLA • Topic #3: narrative mode of writing | <ul style="list-style-type: none"> • Read Chapter 19, “Analyzing and Constructing Arguments” and complete Journal #1 Friday 3/13 • Complete “How to Use Inquizitive” AND “Elements of Argument” in Inquizitive due Sunday 3/15 11:59 p.m. • Access the “attribution” handout to review in-text citation in preparation for Discussion #1 • View the short You Tube video on summarizing in preparation for Discussion #1 • Access and read the assignment sheet for Writing Project #1 a “narrative/argument” essay |
| 2 | 3/16-3/20 | <ul style="list-style-type: none"> • Topic #1: The writing process • Topic #2: Writing in the narrative and argument mode • Topic #3: Problems in argument and types of argument • Topic #4: The research process including “annotating a bibliography” | <ul style="list-style-type: none"> • Access and read several documents on essay writing in the week two module. These are resources to use throughout the semester. • Read about how to access online tutoring from Tutor.com • Complete Discussion #1 which is a reflection on “The Sanctuary of School” in the textbook and two other oral narratives [for which links are provided in the discussion post assignment] due Tuesday 3/17; replies due Wednesday 3/18 11:59 p.m. • Watch the lecture video on how to write your narrative/argument essay—Writing Project #1 • Complete the participation check assignment over the video due Thursday 3/19 11:59 p.m. |
| | 3/20-3/27 | SPRING BREAK | |

| Module | Dates | Topic(s) | Coursework |
|--------|----------|--|--|
| 3 | 3/29-4/5 | <ul style="list-style-type: none"> • Topic #1: The research process including “annotating a bibliography” • Topic #2: Writing in the narrative and argument mode • Topic #3: Problem-Solution mode of essay writing | <ul style="list-style-type: none"> • Complete Discussion #2 over faulty reasoning and Rogerian argument, initial post due Tuesday 3/31; replies due Wednesday 4/1 11:59 p.m. • Work on rough draft of Writing Project #1 to submit to the optional peer review assignment due Friday 4/3 11:59 p.m.; response to assigned peer’s paper due Saturday 4/4 • NOTE: If you do not participate in the peer review workshop, it will be required that you submit your draft to a tutor and then attach their feedback when you submit your final draft of Writing Project #1. [I will also need to be able to determine that you used their advice.] • Review the documents on grammar and proofreading which include examples and corrections especially after receiving feedback from the professor or a tutor • Complete “Documenting Sources” in <i>Inquisitive</i> due Sunday 4/5 11:59 p.m. • View the video over “track options.” Then, read the explanation of the culminating project choices for the last couple of weeks of the course, choose a “track,” and email me to let me know what your choice is. For the “literary track” you may need to purchase a novel if that is your choice, and in the email please let me know which work you plan to read. For the service learning track you will need to email me with your proposed idea, the entity for which you will be volunteering, and the supervising adult you want to work with. The email is due Sunday 4/12 11:59 p.m. [for literary track and service learning track] • Access and read the assignment sheet for the problem/solution project • For next week, read/view the assigned pieces found under the tab “Readings” in this week’s module. Also read pp. 470-471 for an explanation of the “problem/solution” mode of |

| Module | Dates | Topic(s) | Coursework |
|--------|-----------|---|--|
| | | | essay writing. This will prepare you to watch next week's lecture video. |
| 4 | 4/6-4/12 | <ul style="list-style-type: none"> • Topic #1: Problem-Solution mode of essay writing • Topic #2: annotating a bibliography • Topic #3: MLA documentation including in-text citation and Works Cited pages | <ul style="list-style-type: none"> • Final Draft of Writing Project #1 due Tuesday 4/7 11:59 p.m. • View/read the assigned pieces under the tab "Lecture Videos" to prepare you to watch the lecture video over the problem-solution writing project • Compete the participation check questions over the lecture video due Friday 4/10 11:59 p.m. • Write me a short email to let me know which track you plan to follow for the last weeks of the course. For the literary track, I would like to know which work you plan to read. For the "service-learning track, make sure to let me know your proposed idea, the entity for which you will be volunteering, and the supervising adult you want to work with. email me with your proposed idea due Sunday 4/12 by 11:59 p.m. [for all learners] • Complete "Synthesizing Ideas" in <i>Inquizitive</i> due Sunday 4/12 by 11:59 p.m. • Read chapters 28, 30 and parts of chapter 15 [as listed in the assignment directions] to prepare for a quiz available starting 4/10 and due 4/17 |
| 5 | 4/13-4/19 | <ul style="list-style-type: none"> • Topic #1: Problem-Solution mode of essay writing • Topic #2: annotating a bibliography • Topic #3: MLA documentation including in-text | <ul style="list-style-type: none"> • Watch this week's lecture video over annotating a bibliography and complete the participation check questions due Tuesday 4/14 11:59 p.m. • Work on rough draft of Writing Project #2 and it is strongly suggested that you participate in the optional writing, extra-credit workshop [due Thursday 4/16 by 11:59 p.m. The final draft of Writing Project #2 is due Tuesday 4/21 11:59 p.m. |

| Module | Dates | Topic(s) | Coursework |
|--------|-----------|---|---|
| | | citation and Works Cited pages <ul style="list-style-type: none"> • Topic #4: The research process • Topic #5: Understanding home and family-related issues and problems through reflection on a literary work or on a service-learning experience | <ul style="list-style-type: none"> • Read chapters 28, 30 and parts of chapter 15 [as listed in the assignment directions] to prepare for a quiz due Friday 4/17 11:59 p.m. • Complete “Evaluating Sources” and “Fact Checking” in <i>Inquizitive</i> due Sunday 4/19 11:59 p.m. • Watch the short lecture video that gives you an overview of your chosen literary work or over the service-learning track [make sure to choose the right video!] • Literary track learners need to access your chosen play or novel and begin reading the first half in preparation for Discussion #3 due Friday 4/24 11:59 p.m. [in case you missed the explanation it is in the Week 3 module] • Service learners will need to begin their volunteer hours this week, observing, taking notes, and completing a reflection log [suggested: 2 hours]. The first assignment associated is Discussion #3 due Friday 4/24 11:59 p.m. |
| 6 | 4/14-4/20 | <ul style="list-style-type: none"> • Topic #1: Understanding home and family-related issues and problems through reflection on a literary work or on a service-learning experience • Topic #2: Analysis mode of writing essays [analysis of a problem for service learners] • Topic #3: Literary analysis mode of writing essays | <ul style="list-style-type: none"> • Submit Writing Project #2 due Tuesday 4/21 11:59 p.m. • Access the assignment sheet for the last major writing project [#3] • Literary track learners need to access your chosen play or novel and read the first half in preparation for Discussion #3 due Friday 4/24 11:59 p.m. [in case you missed the explanation it is in the Week 3 module] • Service learners will need to continue their volunteer hours this week, observing, taking notes, and completing a reflection log [suggested: 2 hours]. The first assignment associated is Discussion #3 due Friday 4/24 11:59 p.m. • Complete “Integrating Sources” and “Punctuating Quotations” in <i>Inquizitive</i> due Sunday 4/26 11:59 p.m. |

| Module | Dates | Topic(s) | Coursework |
|--------|----------|---|--|
| 7 | 4/27-5/3 | <ul style="list-style-type: none"> • Topic #1: Understanding home and family-related issues and problems through reflection on a literary work or on a service-learning experience • Topic #2: Analysis mode of writing essays [analysis of a problem for service learners] • Topic #3: Literary analysis mode of writing essays | <ul style="list-style-type: none"> • Watch the lecture video over how to write the last major writing assignment [Writing Project #3]. Make sure to choose the appropriate video for your track! • Complete the participation check questions over the lecture video due Monday 4/27 11:59 p.m. • Literary track learners need to access your chosen play or novel and read the last half in preparation for Journal #2 due Friday 5/1 11:59 p.m. [in case you missed the explanation it is in the Week 3 module] • Service learners will need to continue their volunteer hours this week, observing, taking notes, and completing a reflection log [suggested: 2 hours]. Sharing part of their recent experiences in the field along with reactions to three assigned pieces will comprise Journal #2 Friday 5/1 11:59 p.m. Also, Service learners will need to have their supervisor/mentor email me to verify your hours, due Monday 5/4 11:59 p.m. |
| 8 | 5/4-5/6 | <ul style="list-style-type: none"> • Topic #1: Understanding home and family-related issues and problems through reflection on a literary work or on a service-learning experience • Topic #2: Analysis mode of writing essays [analysis of a problem for service learners] • Topic #3: Literary analysis mode of writing essays | <ul style="list-style-type: none"> • Review the extra resource handouts for writing analysis essays and for MLA documentation in the module and the extra videos as needed in the Week Seven module. • Writing Project #3 due: Wednesday 5/6 by 11:59 p.m. |

Student Expectations

Attendance

Keeping on top of the assignments in the weekly module is a key element to your success in this course, *especially in an accelerated format such as this one*. Adherence to the assignment deadlines will be monitored closely. **Students who fall behind will be** required to set up an appointment with me to discuss their endangered status.

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 (this applies mainly 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 at 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. In addition, when you are late or unprepared for a discussion post, it disrupts the flow of the class and can interfere with your classmates' experiences. I would also like to respectfully ask that you extend this to your communications with me. Please use my name when writing to me in an email. Be friendly and express your gratitude. That kind of attention to your communication goes a long way. ☺

Course Policy for AI [ChatGPT etc.]

I am well aware of apps such as ChatGPT and “opportunities” for access to responses to prompts available online. I also know that I will not be able to “catch” every instance of submitted work that is plagiarized. I recognize that these aids can be helpful in thinking about writing topics and they can jumpstart your own work, but I expect you to submit writing that is 100% original, and I try to celebrate my students' originality and creativity. I look forward to reading your interpretations and discussions. I did not enter the teaching field to become a police officer, nor am I interested in what ChatGPT comes up with for a narrative or an analysis essay, for example. AI is not good at interpreting an individual professor's expectations, and my assignment directions are very specific. If you write in a certain mode such as narrative or argument, but you do not follow the directions that I present both in written and in lecture form, that is the first red flag for me. Plagiarism is a serious academic offense both because other authors' writing belongs to them and should be cited if used and because it demonstrates a student's unwillingness to learn the material assigned. If plagiarism is detected, a meeting will be required with you and me [the student and the professor] before I complete the grading process. A second infraction will require that you meet with me and my department head to discuss the infraction and the consequences which involve placing your standing with the college in a probationary status and recording the instances you have plagiarized in a separate file kept by the Dean of Academic Affairs.

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, 7 pts. deducted for each day missed up to one week, 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 days of class I can only accept the assignments that are due during that time period. In this class that would be from 4/20/26 until the end of the course, 5/6/26.**

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).

Course Content Statement

It is important to be aware that the course content, involves material that in some cases is considered adult in nature. In some works, vulgar or explicit language and/or images (albeit in most cases these are quite realistic) are used. The intent of these selections is not to offend or harass you, but to present you with human conditions that have problematic consequences. It is my hope that in reading all the selections this term you will agree that they represent humanity and that we can learn and grow from having been exposed to them.

Track Options for the Last 3 Weeks of the Course

You will have a choice to follow either a “literary” track or a “service learning” track in the last part of the course. The latter will require that you volunteer/observe in the “field” at an organization or business that relates to a home-related problem you see in your own community. I have also offered a service-learning option that would not have to require face-to-face interaction. You will keep a reflection log and write an essay which will also include some research. The “literary” track will require that you read a classic play or a contemporary novel [your choice of three], write journal entries discussing the play or novel, and a research paper on a home-related theme you see in the work. Both tracks are explained in detail starting in Week Three. It is a good idea to be aware of your choices so you can be thinking about which one suits your interests and capabilities the best. For the novel option, you would need to purchase the novel which I explain under the “Textbook” section [above].

A Word about “Turnitin”:

All of your essays will be reviewed for “similarity” and for use of AI by Turnitin. If you submit to the above-mentioned drop box, you can see if your essay shows exact wording from sources. You would ***never want your essay to show more than 10% similarity.*** If you use the Internet for “ideas” and then “lift” for-word passages as your own, Turnitin will find these, and your essay will then be called into

question by me. If you see your score is above 10%, by all means go back and revise your essay before you submit it for a grade!!

Manuscript Requirements—Submitting Essays in the Correct Format:

Required MLA Formatting of Essays: 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 II), and date **in the upper left hand corner** of your first page (MLA guidelines). See p. 53 in your textbook for a sample paper which shows the proper heading (except this student excludes the date but I am asking that you include it). Save your essays in Microsoft Word or Google Documents. Please save your files in the following manner:

Last name, First name, Writing Project #1 [or a short description of the essay mode and number].

Example: Cobb Liz Writing Project #1

If you have an older computer or if you are using a program other than Microsoft Word or Google such as Pages, you must save your document as an “rtf” file (rich text) under “Save as Type.” Google docs are also acceptable. Finally, don't forget to include a title on essays which should be centered two lines above your first paragraph.

Grading Policies (Student Performance Measures)

All work will be worth a certain percentage of your overall grade. You can find your current grade in this course by looking at the “**Total**” column 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 Participation Check Assignments over Videos (35%): 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. Participation Check Assignment answers must specifically reflect what was taught in the lecture video.

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.

Final Essays #1 and #2 (30%): 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.

Final Essay #3 (20%): This grade is based on writing college-level analytic essays that are focused, developed, and supported. The final essay must include citations from several sources 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 or Color 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: CLOSED

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 – 7:30 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 withdraw 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 Registration & Records 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 will log in to MyFGC and navigate to the Withdrawal form.
2. First, click the Student tab; next click Registration; and then click Course Withdrawal Form.
3. The student will enter the course information, the instructor's email address, and the advisor's name and email address. Once all information is entered, submit the form.
4. The form then routes directly to the instructor for approval and the last date of attendance. Once the instructor has completed their portion, the form will route to the advisor.
5. The advisor will complete their portion of the form and submit.
6. The form then routes to Registration & Records for processing. The student will receive an email notification to their FGC Wolves email account once this step is completed.
7. If the form is denied, the student will be notified by email and should contact the advisor with any questions.

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, Registration & Records).

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, sex, 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, Associate Vice President 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 Registration & Records Office 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, quality higher education programs and lifelong learning opportunities.