



The Peninsula's Community College

ENG 111: College Composition I

Fall 2019

Course Meetings:

Asynchronous Online through Canvas

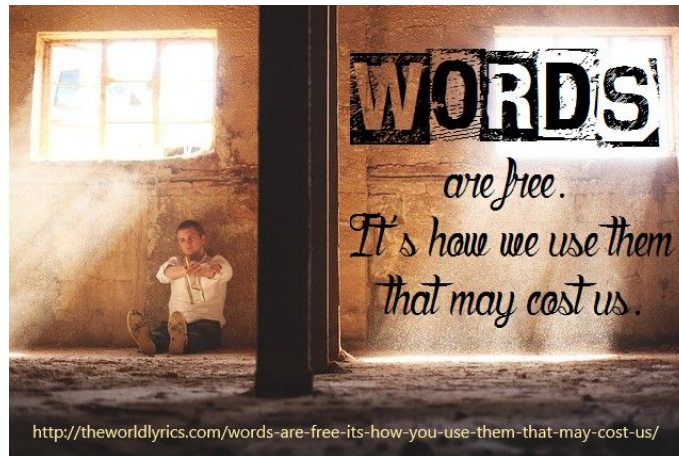


Table of Contents

Meet Your Professor	2
Welcome to ENG 111 @ Thomas Nelson!	2
Student Email Policy	3
Course Description, Credit Hours, and Access	4
Student Learning Outcomes	5
Required Texts and Materials	6
Overview of Course Assignments	7
Assignment Submission and Late Work Policy	7
Grading/Evaluation Policy	9
Calendar of Course Activities	10
Attendance Policy	13
Common College Policies	13

Meet Your Professor

Professor: Daliborka C. Padon, PhD

Salutation: Dr. Dali or Dr. Padon

Pronouns: she/her

Portfolio: dcpadon.wixsite.com/eportfolio

Email: PadonD@tncc.edu

Office Phone: (757) 825-3514

Office Location: Templin Hall 849 (Hampton)

Virtual Locations:

- Email (PadonD@tncc.edu)
- Google Hangouts (dc2526@email.vccs.edu)

Office Hours:

- **Walk-in:** Mondays & Wednesdays
 - from 9:30 to 11:30 a.m. in Templin 832
 - from 3:30 to 4:00 p.m. in Hampton III Room 754
- **By appointment:** You must schedule an appointment at least 24 hours in advance.
- **Flexible:** Additional three hours of flexible time per week is allotted for communicating with students via email, online meeting spaces, and messaging applications.

Academic Division: The English department is part of the Communications, Social Sciences, and Humanities (CHSS) division which may be contacted at chss@tncc.edu or 757-825-2799.



Welcome to ENG 111 @ Thomas Nelson!

About You:

You are in this class because you have successfully completed high school and a number of tests that prove:

- (1) You can complete assignments in a way to (at least) pass the class.
- (2) You can write!

All this considered, I don't see you as a clueless beginner, but as a writer who is building on her or his writing expertise. Throughout this class, I'd like you to think about what **you** would like to do with your writing expertise: Would you like to make research easier and less time-consuming? Or learn how to integrate your sources effectively? Maybe learn how to get unstuck when you're facing a writer's block? Or improve your writing fluency? Would you like to figure out what you want to do with your life or how to accomplish a dream? Maybe you want it all. *Let me know what you want to take away from this class, and I will do what I can to help you achieve your goal.*

About Me:

I am in this class because I have successfully completed high school, college, and two graduate schools. Between college and graduate school, I worked as an IT Business Systems Analyst for eleven years. Then I earned a Master of Arts (MA) in Applied Linguistics, which

is a field that studies how languages are learned and taught. My specialization is in Teaching English as a Second Language (also called ESL or L2), so I have a good grasp of teaching grammar, if that is what you need my help with.

But writing is so much more than grammar, and I have expertise in that as well. I worked as a writing tutor for three years, and I have been teaching college writing for the past eight years. I also hold a Doctorate (PhD) in Rhetoric and Composition, and my research focuses on how teachers have been prepared to respond to student writing. I am very passionate about figuring out how to teach writing in ways that are meaningful to students, so *your feedback is crucial for me to achieve my goal.*

About Us:

Considering your and my expertise, we can do magic in this class. If you're already a confident and strong writer—let's discover what you can do with your writing talent! If you're struggling with writing—let's share the burden and find ways to make writing easier. If you don't really care—tell me what you care about, and I bet my paycheck that it involves some type of writing to get you there (if it doesn't, then college might be a waste of your time and money). Writing is everywhere. Let's learn how to use it to achieve our goals!



© The Home Depot

Student Email Policy

You are encouraged to communicate with your professors via Canvas. When communicating outside of Canvas by email with your professors, other offices at the college, or classmates, you must use your Thomas Nelson/VCCS email account. You are responsible for checking your Canvas inbox and your Thomas Nelson/VCCS email account regularly, at a minimum once a day. "I didn't see that email" or "I forgot to check Canvas" are not acceptable excuses for being unprepared or missing assignments. Please add communication preferences to your Canvas account settings to get messages forwarded to the communication methods you use most. For more information on how to set your Canvas communication preferences, check these user guides:

[How to add contact methods for Canvas notifications](#)

[How to set Canvas notification preferences](#)

Professor's Email Response Policy

I will respond to your emails within 24 hours on weekdays and within 48 hours on weekends. Keep that in mind especially when something is due—don't wait until the day something is due to ask for help as you may not receive an answer in time!

Course Description, Credit Hours, and Access

ENG 111 College Composition I (3 credits): Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay. Lecture and Contact Hours: 3.

Course Prerequisites

“C” average or better for four units of high school English (or equivalent) and ENF 1 or ENF 2 as demonstrated through the placement and diagnostics tests or equivalent.

Course Access

All the course materials will be delivered via the learning management system called *Canvas*. Students can access Canvas by the steps outlined below:

1. Log into [MyTNCC](#).
2. Click on the Canvas button.
3. Click on our course card to access the course.

If access to MyTNCC is not available, Canvas can be accessed directly:

1. Visit <http://vccs.instructure.com>.
2. Log in with your MyTNCC login credentials.
3. Click on the Course Card.

Help with Canvas

- Video tutorials:
 - [General Canvas Tutorial](#)
 - [Canvas Student App for Mobile Devices](#)
- For general questions about Canvas, visit the Help tab within Canvas.
- For specific Canvas problems, contact the **IT Help Desk** at:
 - helpdesk@tncc.edu
 - **Hampton campus:** Wythe Hall, Room 249, phone: (757) 825-2709
 - **Historic Triangle campus:** Suite 102, phone: (757) 253-4683

Student Learning Outcomes

Course Objective #1: Introduce writing as a process.

Student Learning Outcomes:

- Identify stages of the writing process, including brainstorming, drafting, revising, editing and reflecting.
- Demonstrate metacognitive reflection on writing and writing processes.
- Identify strategies for providing effective feedback on writing.
- Incorporate feedback into the revision process.

Course Objective #2: Introduce basic rhetorical elements: audience, purpose, context and persuasive appeals (ethos, logos, pathos, kairos).

Student Learning Outcomes:

- Locate evidence of rhetorical elements in multi modal texts.
- Define persuasive appeals, including ethos, logos, pathos, and kairos.
- Identify persuasive appeals in multimodal texts.
- Analyze the connection between use of persuasive appeals in multimodal texts and the purpose, audience, and context of a rhetorical situation.

Course Objective #3: Introduce strategies for critical reading.

Student Learning Outcomes:

- Identify critical reading strategies.
- Apply critical reading strategies when reading and responding to college-level texts.

Course Objective #4: Introduce conventions of academic writing.

Student Learning Outcomes:

- Identify conventions of academic writing in scholarly texts.
- Apply conventions of academic writing in the creation of scholarly texts.
- Effectively integrate sources into multimodal texts.
- Distinguish between observing, analyzing, and providing evidence in multimodal texts.
- Identify expectations for academic practices of attribution.

Course Objective #5: Introduce genres of expository writing.

Student Learning Outcomes:

- Identify genre conventions of expository writing.
- Use exposition to communicate information from research.
- Present research using multiple modalities.

Course Objective #6: Introduce elements of academic research processes.

Student Learning Outcomes:

- Develop an academic research question.
- Identify information needed to answer research question.
- Locate information relevant to a topic in popular and scholarly secondary sources.
- Evaluate sources for credibility and usefulness.

Required Texts and Materials

Our ENG 111 course will utilize *Open Educational Resources* (OER), which are “teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others” ([The William and Flora Hewlett Foundation](#)).

In short, **you do not need to purchase any textbooks for our course**. All the OER materials will be provided by me and will be accessible through Canvas.

Optional materials

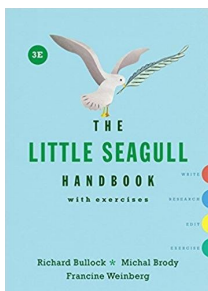
Experienced writers make good use of quick reference handbooks for grammar and documentation styles (such as APA, MLA, etc.). You can use any handbook that you already have. If you don’t have any, these are my suggestions:

A. Online resources from The Norton Field Guide to Writing:

⇒ [Grammar Handbook](#)

⇒ [Documentation Styles](#)

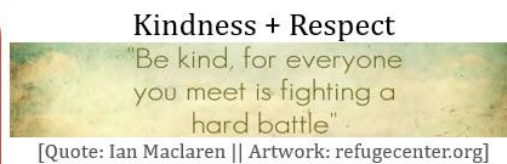
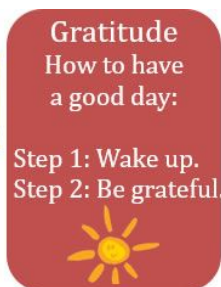
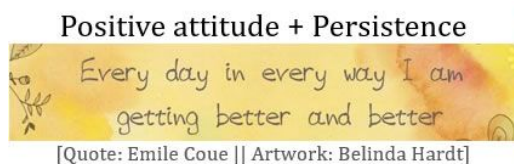
B. Hardcopy handbook



Bullock, R., Brody, M., & Weinberg, F. (2016). *The little seagull handbook with exercises* (3rd ed.). New York: W. W. Norton & Company. ISBN: 9780393602647.

Note: Older or used editions of this handbook might be cheaper, but they may not include certain perks, such as access to online resources or the section on “editing the errors that matter” (included in the 3rd edition).

Optional, but extremely helpful:



Overview of Course Assignments

Detailed guidelines and smaller assignments will be available online and in class.

Assignment	Description	Weight
Reading Discussions	You will <i>summarize</i> and <i>reflect</i> on the course readings on a weekly basis.	20%
Rhetorical Analysis	You will <i>analyze</i> a website according to its rhetorical appeals and <i>present</i> the analysis to the class. You will <i>summarize</i> your main findings in a follow-up essay.	15%
Community Problem Report	You will <i>research</i> a community problem and <i>inform</i> us about it in a <i>cause and effect</i> report.	30%
Visual Communication	You will design a visual based on your community problem and will advocate for a solution. You will present your project to the class.	25%
Class Engagement	Includes completing tasks regularly and on time, contributing to class discussions, supporting your discussions with assigned readings, and completing non-graded class activities.	10%
	TOTAL	100%
Revision	Improve your grade by revising your <i>Rhetorical Analysis</i> and/or <i>Community Problem Report</i> . <u>Note:</u> You can't revise something you haven't done to start with, so you can't use this option to make up a missed assignment.	
Extra Credit	"There isn't any. Don't ask. Extra credit for you means extra work for me, and there is no time in my schedule for extra work. If you need to do well in this class to declare a film or business major, get off of academic probation, qualify for intramural whist drives, graduate on time, or pledge a sorority, fraternity, Elk Lodge, yacht club, or Ancient Order of Hibernians, then take the course and the work seriously." (Kevin Heffernan)	

Assignment Submission and Late Work Policy

Assignments Format

I suggest using the Google Suite (Documents, Slides, etc.) or Microsoft Office 365 for all your coursework. These tools are free and easily accessible through your TNCC Gmail account. They eliminate compatibility issues between Windows and Apple platforms, and you will never have to worry that your work will disappear if your computer dies. Other formats will include emails, online discussion posts, and reading discussions that you will submit through *Canvas*.

Rough Drafts

Rough drafts are a work in progress, so they are expected to be messy and unfinished. *They will not be graded for quality, but for submission according to instructions.*

Feedback

You will receive comments to the rough drafts and in-class work with the purpose of:

- Making sure that the project is on the right track.
- Becoming aware of three to four most important elements that you could improve on. Addressing these concerns should help you revise your project.

Revision

You revise your writing all the time, even if you're not aware of that. For example, you re-read and change your Twitter or Facebook messages before posting them. You revise your school or job application before sending it off. *Re-vision* means to look at your work *in different ways and through different formats*. Let's test out which ways work best for you!

Final Copies

Final copies of major assignments **will not be accepted** without proof of work-in-progress (smaller tasks, rough drafts). No, you cannot tell me that you work best under pressure and wait until the last minute. Sure, you can finish things up at the last minute, but it's physically impossible to complete everything for our class projects in the last minute. Also, last minute projects are sloppy, and **you can do better than that**.

Late Work

- You signed up for this class, so you have to make space for it in your schedule (see "Suggested Time-on-Task" below). I have organized the course tasks in a way that allows enough time to complete your work on time.
- Weekly Reading Discussions are expected to be completed before class to make sure you come to class prepared. Late submissions signal that you're unprepared, thus hurting your own success, as well as your Class Engagement grade.
- Other homework tasks, rough drafts, and final copies of essays are expected to be completed by the assigned deadline. If you turn your work in late, I will *not offer any feedback on that work*, except in cases of documented emergencies (e.g., health issues, death in the family). These need to be documented via an official letter from the Dean of Students.

Suggested Time-on-Task

Federal rules define that--in a regular 16-week semester--1 credit hour equals approximately 3 hours of work (split between class time and out-of-class study). Our course is a 3-credit lecture course, hence class time is 2½ hours per week and study time is usually 6 hours per week for a total time of approximately 8 hours per week--depending on your individual reading/thinking/writing skills. For tips on how to manage your tasks and time, see my [Tips for Success in College](#).

Grading/Evaluation Policy

Your grades will generally be based on three criteria:

- How does the assignment respond to the rhetorical situation (purpose, audience, context, and medium)?
- How has the student approached the writing process (invention, revision, editing, and collaboration)?
- How is the final product constructed (organization, formatting, and writing fluency)?

Grade Distribution

90-100% = A | 80-89% = B | 70-79% = C | 60-69% = D | 59% and below = F

What do these grades really mean?

If this was your job—which it really is, especially if somebody else is paying for your college (parents, financial aid, scholarship, etc.)—then this is what these grades would mean:

- A Manager would be impressed and would consider you for a promotion.
- B Manager would be satisfied with the job, but not impressed.
- C Manager would ask you to revise your work before allowing clients to see it.
- D Manager would start looking for someone to replace you.
- F Manager would fire you.



Let's say that you started out with a poor quality of work, but then invested a lot of **effort** to make your work better. Bad managers will not care unless your work is absolutely stellar. Good managers will recognize the effort that you put in your work and the great potential that you have, so you may get that promotion just as well! So show your managers (or your professors) that you're investing your best efforts into your coursework. *Effort shows respect.* Trust me—it will pay off one day when you need a recommendation for a job.



Calendar of Course Activities

The calendar is subject to change based on the class progress. Please refer to the Modules on *Canvas* for the most current readings and assignments.

MODULE 0. GETTING STARTED (Covered in Week 1)

Part 1: Introduction to Canvas

- **Read Some:** Setting up Your Canvas Environment

Part 2: Introduction to Our Course

- **Read Some:** Course Syllabus and Email Etiquette
- **Write Some:**
 - **Sun 8/25:** Reading Discussion #1 (Syllabus)

MODULE 1. RHETORICAL ANALYSIS (Covered in Weeks 2 to 4)

Week 2: Introduction to Assignment and to Rhetoric

- **Read Some:** Academic Writing; Introduction to Rhetoric; Rhetorical Analysis (RA) Assignment Guidelines
- **Write Some:**
 - **Thu 8/29:** Reading Discussion #2 (Academic Writing and Rhetoric)

Week 3: Analyzing a Website

- **Read Some:** Backpacks vs. Briefcases: Steps toward Rhetorical Analysis
- **Write Some:**
 - **Thu 9/5:** Reading Discussion #3 (Rhetorical Analysis)

Week 4: Putting Together a Rhetorical Analysis

- **Read Some:** Rhetorical Analysis; Grammar Refreshers; Strategies for Giving Oral Presentations
- **Write Some:**
 - **Thu 9/12:** Reading Discussion #4 (Rhetorical Analysis)
 - **Sun 9/15:** RA Presentation (5%) + RA Essay (10%)

MODULE 2. COMMUNITY PROBLEM REPORT (Covered in Weeks 5 to 12)

Week 5: Introduction to Assignment and Research

- **Read Some:** Community Problem Report (CPR) Assignment Guidelines
- **Write Some:**
 - **Sun 9/22:** Research Topic Proposal (3%)

Week 6: Shaping Your Research Topic; Finding and Evaluating Sources

- **Read Some:** Using the Library and the Internet for Research
- **Write Some:**
 - **Thu 9/26:** Reading Discussion #5 (Finding and Evaluating Sources)

Week 7: Working with Sources

- **Read Some:** Reading and Taking Notes; Intro to Citation Styles
- **Write Some:**
 - **Thu 10/3:** Annotated Bibliography (3%)

Week 8: Generating Ideas and Reporting Strategies

- **Read Some:** Rhetorical Style: Cause and Effect Essay; Focus on reading and taking notes from your secondary sources.
- **Write Some:**
 - **Thu 10/10:** Reading Discussion #6 (Rhetorical Style)

Week 9: Integrating and Citing Sources

- **Read Some:** Annoying Ways People Use Sources; Continue familiarizing yourself with Citation Styles
- **Write Some:**
 - **Thu 10/17:** CPR Rough Draft (4%)

Week 10: Revision Strategies

- **Read Some:** Revising Your Essay
- **Write Some:**
 - **Thu 10/24:** Reading Discussion #7 (Revising)

Week 11: Editing Strategies

- **Read Some:** Editing; Academic Language
- **Write Some:**
 - **Thu 10/31:** Reading Discussion #8 (Editing)

Week 12: Formatting and Last-Minute Checks

- **Read Some:** Practice using the Citation and Documentation guide for formatting essays
- **Write Some:**
 - **Thu 11/7:** CPR Final Copy (20%)

MODULE 3. VISUAL COMMUNICATION (Covered in Weeks 13 to 17)**Week 13: Introduction to Assignment**

- **Read Some:** Visual Communication (VC) Assignment Guidelines

Week 14: Basic Visual Design Principles and Visual Rhetoric

- **Read Some:** Basic Principles of Design; Visual Rhetoric
- **Write Some:**
 - **Thu 11/21:** Reading Discussion #9 (Design and Visual Rhetoric)

Week 15: Designing Your Visual

- **Read Some:** No readings--focus on designing your visual
- **Note: No Classes this week after Monday--Enjoy Your Thanksgiving Break!**

Week 16: Designing Your Visual

- **Read Some:** No readings--focus on designing your visual
- **Write Some:**
 - **Mon 12/2:** VC Rough Draft
 - **Thu 12/5:** VC Peer Review (5%)

Week 17: FINAL EXAM

Tuesday, 12/10/2019, by 11:39 p.m.

Final Exam Items:

1. VC Visual Advocacy (10%)
2. VC Rhetorical Choices (10%)
3. Reading Discussion #10 (Reflection)

Attendance Policy

Per the TNCC Student Handbook, “Regular attendance is required in all classes. When absence from a class becomes necessary, it is the responsibility of the student to inform the professor prior to the absence whenever possible. The student is responsible for the subsequent completion of all course work missed during an absence. Any instructional material missed and not subsequently obtained will affect the grade of the student, regardless of the reason for the absence.”

In an online class, attendance relates to regularly participating in the course by completing the assigned tasks. According to the TNCC Student Handbook, you cannot miss over 20% of coursework, which is the equivalent of missing 4 tasks.

Never Attended/Course Withdrawal Policy

A student who does not attend one of the first two class meetings (or the equivalent in online courses) may be reported as “Never Attended” and may be dropped from the course. **A student who violates the course attendance policy or who is not making satisfactory progress before the completion of 60% of the session, also referred to as the “Last Day to Drop with a Grade of W,” may be dropped from the course** and may receive a grade of “W.” However, while the College or professor may withdraw students, as noted in the Student Handbook, “students have the obligation to initiate their own withdrawals from classes” using the Student Information System (SIS).

Dropping, withdrawing from, or failing a course may result in returning any financial aid (grants, scholarships, loans, work-study, G.I. Bill, etc.) that you received to take this course, so make sure you understand the consequences of not engaging in the coursework.

Repeating the Course

Students may attempt to complete a course with a passing grade twice (withdrawing from the course with a grade of ‘W’ counts as an attempt). To receive permission for a subsequent attempt, the student must make an appointment to meet with the Dean of Student Services, Dr. Betsy Harrison, to appeal for permission to take the class again.

Common College Policies

Technology Issues Policy

Computer or internet connection problems are not an acceptable excuse for not completing work. College libraries as well as public libraries provide free computer and internet access. Assignments are due by published deadlines regardless of any technology issues experienced by the student.

Disability Accommodations

Thomas Nelson Community College operates in compliance with the Americans with Disabilities Act. Students seeking accommodations based on a disability should contact

[Disability Support Services](#) to schedule an appointment with the [Disability Support Services counselors](#): Richard Hurst (Hampton) 757-825-2833 or Nancy Bailey (Historic Triangle) 757-253-4331. Students can also contact by email to schedule their appointment. Students must present professors with their letters of accommodation as soon as possible. The accommodations become effective on the date when the student presents the letter to the professor; accommodations shall not be applied retroactively. Contact: Richard Hurst: hurstr@tncc.edu or Nancy Bailey: baileyn@tncc.edu

Resources for Student Success:

Students are encouraged to take advantage of the many support services available to them at the College, including, but not limited to, free tutoring, computer lab access, library and other learning resources, counseling, academic advising, career advising, and scholarships. [More information is available on the Thomas Nelson website.](#)

Veterans and Active Duty Military:

Veterans and active duty military personnel with special circumstances (e.g. upcoming deployments, drill requirements, disabilities, etc.) are welcome and encouraged to communicate these circumstances to their professors (in advance, if possible). Please also contact Thomas Nelson's offices of [Enrollment Services](#) and [Veteran Services](#) for more extensive assistance.

Student Safety and Well-Being:

College students may experience a range of issues that can negatively impact learning, such as anxiety, depression, interpersonal or sexual violence, difficulty eating or sleeping, loss/grief, and/or alcohol/drug problems. These mental health concerns or stressful events may lead to diminished academic performance and affect a student's ability to participate in day-to-day activities. Student can reach out to the Office of Student Services, where a counselor can assist you. If a student experiences physical or mental health issue during the semester and feels the issue may impact their ability to complete work in the course, they are encouraged to contact their professor.

Thomas Nelson Community College is committed to providing an educational environment free of all forms of sex discrimination. [As required by Title IX](#), the College does not discriminate on the basis of sex in its education programs and activities, and it encourages any member of the college community who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to our Title IX coordinator or deputy coordinator. Students should go to the [TNCC website](#), and click on the link at the bottom of the page marked ["Report an Incident."](#)

Title IX Coordinator

Dr. Betsy Harrison
Dean of Student Services
Hampton Campus, Griffin Hall, Room 201
Historic Triangle Campus, Student Services, Suite 117
(757) 253-4881
harrisonb@tncc.edu

Deputy Title IX Coordinator

Dr. Lynda Byrd-Poller
Director of Human Resources
Hampton Campus, Moore Hall
(757) 825-2728
byrd-pollerl@tncc.edu

As responsible employees of Thomas Nelson, faculty and staff are mandatory reporters, and must report all incidents of sexual harassment/misconduct witnessed by or disclosed to them to the Title IX Coordinator, or to the deputy coordinator by using the “Report an Incident” button at the bottom of each Thomas Nelson website page. Students who witness or are aware of an incident or situation they believe compromises the safety or well-being of a member or members of the college community are encouraged to report the incident or situation to the relevant authorities. Students should go to the [TNCC website](#), and click on the link at the bottom of the page marked “[Report an Incident.](#)” Reports can be anonymous, though providing as much info as possible makes this resource more effective.

e2Campus Alert System

e2Campus is a self-service, web-based, mass notification network that empowers the College to send instant alerts to faculty, staff, and students.

This emergency notification system is used by more than 150 community colleges and universities to increase campus safety. But first, you must register with e2Campus to receive text emergency alerts and or email alerts. Please check with your cell phone carrier for applicable rates before you register.

[Sign up for e2campus alerts.](#)

[Returning User? Login to manage your account.](#)

If you encounter difficulty utilizing the e2Campus system, please contact the Help Desk at 1-800-936-3525 or by email. [Watch this instructional video](#) for registering with e2Campus.

Student Basic Needs Statement:

Any student who faces challenges securing food or housing is urged to contact the Office of Student Services for support: 757-825-2827 (Hampton) 757-253-4755 (Williamsburg).

Please note that Thomas Nelson operates a [Care Team Cupboard](#), which is stocked with non-perishable food items and is open to students and members of the community free of charge. Students who need access to the Care Team Cupboard can visit Student Services, Griffin 201 (Hampton) or room 117 (Historic Triangle).

[A Resource Guide](#) is available on the Thomas Nelson website, which includes an extensive list of local resources to assist with food insecurity, housing insecurity, domestic violence, and many others.

Student Responsibilities:

It is the responsibility of each student at Thomas Nelson to comply with all policies in the [Student Handbook](#). When reviewing the Student Handbook, pay special attention to the following: Code of Ethics and Dress Code; Student Behavior Policy and Procedure; Student Code of Conduct; Respect for Copyrights; and Scholastic Honesty.

Academic Honesty

It is imperative that students maintain a high degree of individual honor in their scholastic endeavors. Scholastic dishonesty will not be condoned under any circumstances. Generally, scholastic dishonesty is interpreted as cheating on an examination or quiz, which includes giving or receiving information; copying, using unauthorized materials in tests; collaborating during examinations; substituting for another person or allowing substitutions during examination; plagiarizing or submitting work other than one's own; and colluding with another person or persons in submitting work for credit unless such collaboration is approved in advance by the professor. *Webster's Third International Dictionary* defines plagiarism as follows: "Plagiarism--to steal and pass off, as one's own the ideas or words of another; to use without crediting the source; to present as new and original an idea or product derived from an existing source; to commit literary theft."

Early Alert System

As evidence of our commitment to student success, Thomas Nelson has adopted an early alert referral system to support students in their educational pursuits. Faculty and staff use the Navigate system to alert and refer students to appropriate campus services for assistance. Students may receive follow-up calls from various campus services as a result of being referred through our early alert system. Participation is optional, but students are strongly encouraged to take advantage of the additional services offered.

Children On-Campus Policy

Children are not permitted to attend any class meeting. Children may not be left unsupervised in the hallway outside of the classroom. Children under 15 are only permitted to visit other areas of the campus when supervised by an adult at all times.

Professor Lateness/Absence Policy

Typically, the professor will notify students by email and with a Blackboard announcement if a class must be cancelled. The division office will ensure a sign is posted outside the classroom door. If students have not been notified of a class cancellation and the professor is not present at the start time for the class, students should wait 15 additional minutes in case the professor was slightly delayed. If after that time the professor has not arrived, a sign-in sheet should be passed among the students, listing the class name, meeting day and time, room number, and professor name. One student shall be responsible for delivering the sign-in sheet to Campus Police. Campus Police will forward that sheet to the appropriate division office. Students should check the class Blackboard site within 24 hours for instructions on how to prepare for the next class meeting.

Policy on Contagious Disease

Students should remain at home if they have symptoms of a contagious disease that may endanger the health of others at Thomas Nelson Community College. Students should contact their professors by phone or email if they suspect they have contracted a contagious disease that will cause them to miss more than a day of class. While away from class, students will be expected to maintain progress in all course requirements.

Inclement Weather

In the event of inclement weather, the College provides delay and cancellation information to local radio and television stations and the e2Campus notification system. Inclement weather, particularly ice storms and hurricanes, can affect power, cable, and phone lines making it difficult to submit assignments online. If the College is closed due to inclement weather, any assignments due during the closing will be expected on the first day the College reopens, unless otherwise specified by the professor. Check Canvas for details. If students are still experiencing difficulties in transmission of Canvas assignments due to power or other outages, they should utilize another source of internet service to contact the professor via email to resolve questions and concerns in a timely manner.

Dual Enrollment Courses

Dual Enrollment courses are college-level courses that may be geared towards adult learners. Professors may not and are not expected to tailor course content to dual enrollment students. If you have any additional questions or concerns regarding the information above, please feel free to reach out to your Dual Enrollment Coordinator.

Important Dates

August 21: First day of classes

August 27: Last day to add/change classes

September 2: Labor Day (No Classes)

September 6: Last day to drop for a refund

October 25: Last day to drop with a grade of "W"

November 27-December 1: Thanksgiving Break (No Classes)

December 7: Last Day of Classes

December 9-14: Final Exams

December 16: Final Grades Posted

Disclaimer

I have attempted to provide a syllabus that is complete and that provides an accurate overview of the course; however, I will modify course policies and the calendar of activities as may be necessary during the semester. All such changes will be announced on Canvas. It is the student's responsibility to note and attend to all announced changes.