# Walters State Community College Course Syllabus

## Course Information

**Course Number and Name:** ENGL 1010 English Composition I
**Section ID:** 81484.202380
**Semester and Year:** Fall 2023
**Credit Hours:** 3
**Start Date:** August 21, 2023
**End Date:** October 06, 2023
**Course Format:** CON - Conventional Methodology
**Catalog Course Description:** A composition course in argumentative writing, including invention, organization, style, and revision. Critical reading and thinking will be addressed through students writing. Research skills and documentation will be introduced. Prerequisites: Completion of Learning Support Reading and Writing, if required. **F,S, Su** (T)
**General Education Course Designation:** General Education Course
**Meeting Details:** MTWR; 09:50AM - 11:23AM; SCHS SCHS
**Course Drop Deadline:** September 21, 2023

## Instructor Information

**Name:** Kay Heck
**Role:** Associate Professor of English
**Office Location:** ACAD 125
**Office Hours:** M-TH @ SCHS 7:25-8:10am, 9:43-9:50am, & 11:23-11:33am & WS 11:45am-1:13pm. Fri. virtual hours in eLearn 7:00am-12:00 noon.
**Office Phone:** 865.774.5832
**Email:** Kay.Heck@ws.edu
**Supervisor Name:** Christopher Morelock, English Department Chair, Morristown
**Supervisor Phone:** 423-585-6780
**Secretary Name:** Patty Harmon, Sevier Campus
**Secretary Phone:** 865.774.5811

# Required Textbook(s) and Materials

**Our course does not require a textbook purchase. The professor has developed the course with online sources to save you money and to help manage our accelerated pace.**

# Student Learning Outcomes/Objectives

- 1. distill a primary purpose into a single compelling statement by

    a. selecting and narrowing their own topics.

    b. identifying and writing argumentative thesis statements.

- 2. order major points in a reasonable and convincing manner based on that purpose by

    a. engaging in the writing process—including prewriting, outlining, drafting, and revising.

    b. demonstrating the relationship between the thesis and outline.

    c. writing formal topic and sentence outlines.

    d. developing an introduction, body, and conclusion for each collegiate essay.

- 3. develop ideas using appropriate argumentative rhetorical patterns by

    a. employing reasonable, logical argumentative strategies to support fully the thesis.

    b. synthesizing source materials with original thought.

- 4. employ correct diction, syntax, usage, grammar, mechanics, punctuation and spelling by

    a. editing and revising their essays.

    b. addressing issues of style and audience through revision.

- 5. manage and coordinate basic information gathered from an outside source by

    a. critically analyzing the source materials.

    b. locating and using credible secondary sources.

    c. differentiating between opinions, facts, and inferences.

    d. quoting, paraphrasing, and summarizing source materials.

    e. documenting sources according to MLA standards through a Works Cited list and internal citations

# Instructional Approach and Methods

From the English department:

1. Students will produce an argumentative writing sample at the first-class meeting for the instructor to evaluate basic writing skills and to make referrals for further assessments.

2. In addition to the sample, students will complete a first-of-semester Multiple Sections Verification (MSV) objective exam (pretest which does not receive a grade), an end-of-semester MSV objective exam (posttest which counts 5% of the final grade), quizzes, in-class writings, and major graded papers. These writings represent a minimum for the course, and with drafts and informal writing assignments, students should write a min of 4000 words during the semester.

3. To successfully complete the course, students must not only earn a passing grade but also demonstrate mastery of the general education reading and writing competencies as reflected on the departmental rubrics. These competencies will be evaluated with each major paper.

4. Students will move through a process to complete major papers. The process will vary according to assignments, but it should include prewriting, outlining, drafting, and editing.

5. Students must write a minimum of four papers (including the writing sample). The instructor and peers will assess stages of the writing process for each paper, and the student will revise accordingly to arrive at a final draft. Revisions may receive daily points for addressing instructor and peer feedback, but once a student submits a major paper for a final grade, it cannot be resubmitted for a higher grade.

6. The student will keep all required paper drafts and make revisions according to instructions. The instructor may require that this process be completed electronically. Any major paper assignments evaluated outside of eLearn must be submitted to the instructor at the end of the semester.

7. The student will submit print or electronic notes, bibliographic information, rough drafts, and source material used in preparation of documented papers so that the

instructor may verify paraphrased material and direct quotations. Additionally, students will submit all major papers to eLearn dropboxes for plagiarism detection.

## Assessment, Evaluation and Testing Procedures

| Main Course Modules | Point Value | Course Grade Percentage |
|---|---|---|
| Getting Started | 55 | 11% |
| Sample Essay | 25 | 5% |
| Narrative-Descriptive Grit Essay Module | 125 | 25% |
| Research Project Module | 235 | 47% |
| Grammar Quizzes | 35 | 7% |
| Posttest | 25 | 5% |
| Total | 500 | |

For a specific breakdown of each module, see the Assignments section.

## Course and Class Policies/Procedures



Welcome to our SCHS dual enrollment English 1010: Composition 1 class!

I am Associate Professor Heck. I am a full-time English faculty member at the Sevier Campus and have loved being with WSCC since 1998. In addition to teaching, I also manage the Quality Matters program and the TN eCampus state Comp 2 course. I also work with our Instructional Department for Educator Advancement and Success (IDEAS) mentoring and training fellow faculty. I am the Sevier Campus English department representative serving with the department chair and other reps from Hamblen, Greene, Claiborne, and Cocke counties. I look forward to our time together this semester.

In this section of the syllabus, you will find more details about our course, expectations, policies, and guidelines to help you smoothly navigate and manage this first of two accelerated college composition courses this semester.

Questions from the syllabus will appear on the Getting Started module quiz.

Good news! There are no textbooks for our first class. I have developed the course with online sources to save you money and to help us manage our accelerated pace.

## Dual Enrollment

Dual Enrollment (DE) allows high school students to enroll in a college course and receive both high school and college credit. If this is your first DE class, welcome! If you already have DE class credit, welcome back!

With DE, you earn both a college letter grade and a high school grade. The college letter grade transfers to your next college. Your letter grade and point average are submitted to SCHS where the grade is adjusted for your high school grade.

 This accelerated course requires a major time investment. A regular college class

meets 3 hours per week for 15 weeks. Usually, this is a Mon/Wed or Tues/Thurs class that meets 1.30 hours each class, or a MWF class that meets 1 hour 3 times a week. Some students also take a 3-hour night class that meets once a week. In college orientation courses, students are advised to plan 2 hours outside of class for every hour in class. So, for one class, students should typically invest up to 6 hours outside of class.

 Since our course is about 6-7 weeks and meets Monday through Thursday, plan

and commit to time outside of class to manage our fast-paced, writing-intensive college course. This is one reason DE classes do not meet on Fridays to give you a class period to work. At times, you may also need to work on weekends. While we will be active with assignments in class, keep in mind *it is not possible to manage our accelerated college course in just the time we have at school.* Plan time to accommodate and accomplish our schedule and assignments outside of class.

Our goal is to wrap up our first class before fall break.

Our second class will end on Monday, December 4 on the first day of college final exam week. This is to assist the college records office in processing final grades on the college timetable.

See our eLearn home page Course Information tab > Calendar for an overview of our dates. Details for each week will be added to our course home page schedule.

## Advantages of Taking Both Comp 1 and Comp 2 in One Semester

- **Complete 2 core college English classes**
  You will complete Composition I which is various types of college writing and

research (the first half of the semester). Composition II which is writing about drama, film, short stories, and poetry (the second half of the semester).

- **Earn 6 college credits**

   Next fall, while most students at college are planning their schedules around their English classes, you will have more options and flexibility since you will have already completed the core classes.

- **Bridge to college**

   By taking DE classes, you will become familiar with the rigors of college level work, a college schedule, a college learning environment, online course management, and virtual course management before you graduate high school. This is a great plus for you if you start your full-time college classes next fall.

- **Bridge to literature classes**

   Most majors require a college sophomore-level literature class. Comp 1 and Comp 2 are prerequisites for the spring lit classes.

## Course Content

Our course materials and resources are in Course Information tab > Content section on our eLearn home page. The modules include the following.

Be sure to read each item in each module since this content replaces a traditional textbook. Studies show students who skip material earn a letter-grade lower than their classmates who are thorough and active.

1. **Getting Started**: This is the "front door" orientation module which contains Readings and Resources including meeting your professor, syllabus, grades, managing eLearn, plagiarism, AI, netiquette, tech, getting help, and more. This module also includes Activities and Assignments such as the pretest, Getting Started module quiz, introduction discussion board, learnings styles test, integrity pledge, and a grit test.

2. **Sample Essay:** This module is about our in-class sample essay, a low-stakes grade where you will demonstrate what you know about essay writing, let the professor know about common issues to address early to help everyone in the higher stakes assignments, and help the professor to hear and see your original, authentic writing.

3. **Narrative Descriptive Grit Essay**: This module contains instructions, overview, exercises, stages of the paper, resources, and sample student papers. We will

review common class errors and items that need attention in a Class Draft Feedback Checklist. You will also receive individual feedback on your essay. We will review ways to make your paper more developed, even more descriptive and appealing to readers' senses, and how to have the most impact with your titles, intro, and close. These skills build a foundation for all our writing assignments in this class and the next.

4. **Research Project**: This is our high-stakes major assignment and a student favorite. For this project, you will work together in teams of 2-4 using the online site *Book Creator*. Groups will equally share the planning, creating, editing, and presentation of the books to the class. This assignment will include commercials, web sources, college library database source, and works cited. Your books will be shared in a discussion board and also published online at the *Book Creator* website. You can share this book via social media and also share a link. It looks great on scholarship applications. This gives us multiple ways to understand the concepts and is an alternative to writing a traditional research paper. This project appeals to all student learning style preferences. It has all the same components as a regular research paper. If you wish to do a traditional research paper instead, just let me know.

5. **Posttest**: At the end of the course, you will take an English department posttest similar to the pretest. there is an interactive study guide to help you with the types of questions on the posttest.

6. **Grammar**: This module contains major and common minor errors to especially watch in your writing, how to spot them, how to fix them, and online resources. You will take quizzes over the 7 major grammar items. We also have access an the free Open Education Resource (OER) grammar handbook *Boundless Writing* available online. This source is available in the Grammar section of our eLearn content module.

7. **Essay Basics**: This module is an overview of effective titles, introductions, body paragraphs, and conclusions.

8. **MLA Format**: This module includes information about basic paper format and links to the Purdue University Online Writing Lab (OWL) for parenthetical citations and works cited.

9. **Tutoring Services**: This module is about both campus and online student resources for our tutoring and library services. Both the Writing Center tutor and a

librarian are embedded in our class. See the Course Information tab on our home page > Classlist.

10. **Managing Dual Enrollment and Online Learning**: This module has helpful tips on how to transition from high school to college and how to manage our accelerated course.

11. **How To's & FAQ:** This module contains tips on how to manage the course and frequently asked questions.

## Assignments

Assignments in our course are designed to appeal to different types of learning style preferences, provide you with multiple ways to engage with the material, and demonstrate your understanding.

The sample essay has a written rubric that shows how your paper will be assessed.

The final Narrative Descriptive "Grit" Essay and the final Research Project will be assessed with a detailed eLearn rubric which shows the requirements, expectations, and point value of each part. The module has more details about each of these major assignments.

Here is a chart of the planned assignments and point values.

| Activities & Assignments | Point Value |
|---|---|
| Pretest Completion | 5 |
| Getting Started Module Quiz | 15 |
| Learning Styles Test | 5 |
| Grit Test | 5 |
| Integrity Pledge | 5 |
| Intro Discussion Board | 25 |
| Sample Essay | 25 |
| Narrative-Descriptive "Grit" Essay Draft | 20 |
| Narrative-Descriptive "Grit" Essay Final | 100 |
| Logic Fallacies Quiz | 10 |

| Activities & Assignments | Point Value |
|---|---|
| Research Project Commercials Doc | 15 |
| Research Project Fallacies Doc | 15 |
| College Library Database Source Research Doc | 10 |
| Research Project Draft | 25 |
| Research Project Final | 140 |
| Research Project Presentation | 20 |
| Grammar Quizzes | 35 |
| Posttest | 25 |
| Total | 500 |

Keep an eye on your grades and average throughout your college courses. See our home page Course Information tab > Grades to see your current live average and earned points.

Late submissions may receive a 10% off per day late deduction which is the English department policy.

Expect major assignments to be assessed within 1-2 weeks.

Quizzes and posttest are immediately auto graded within our Learning Management System (LMS) called eLearn.

Keep in mind your final college grade is based on your average. This is the total points you earn divided by the total points possible for the course.

You can see your average in "real time" at the top of your grades. Go to the Course Information tab > Grades. Click on the image of the calculator to open a new window with more details about your earned points out of the total completed. Keep a close eye on your average and grades during our class.

At the end of the semester, your final grade is based on your percentage of points earned. For instance, if you have a college B 87 average, it would take more than 3 points to reach an A 90 since the grade is based on the average of your points. It might take an additional 15 points added to your total points to reach this next grade level when

the points are divided by the total points possible. Every point is important because it can affect your final outcome.

If you happen to earn a final average that is borderline such as a college C 79.5, the professor will determine if it is rounded up to the next letter grade level B 80 depending on completion of all assignments on due dates, following instructions during the semester, attendance, and class demeanor.

A tip is to focus more on your points rather than the percentages. For example, if you earn 98% on a draft stage worth 10 points that is mostly for completion, it is important to realize it does not mean your final essay will be a 98% too. A 10-point grade that you may ace does not affect your average the same as earning an 82% on a major paper worth 100 points that is thoroughly graded with a detailed rubric for content, format, quoting, grammar, spelling, avoidance of plagiarism, and more.

See the separate policies about plagiarism, AI, and academic honesty.

See the Course Information tab > Content > Extra Credit module for how to earn 10 points extra credit. We will have several opportunities for you to attend campus cultural, regional event, or special activities. If you cannot attend, an alternative extra credit will be provided. Keep in mind these points are added to your earned points, not your average. It is a good idea to bank extra credit before the end of the class. It can make all the difference at the end of our course

## Class Participation

Students are expected to

- always submit their own original, authentic work
- be prompt and regular in attendance
- be positive and open to learn
- work hard during class to keep up with our accelerated pace
- invest time outside of class and on weekends to manage our accelerated pace
- bring computer device and charger
- listen respectfully
- avoid disrupting class

- avoid personal use of cell phone during class unless for approved activity or special use

- avoid using earbuds or headphones during class unless connected to a specific activity or assignment

- read each item in each module in eLearn Content which serves as a textbook replacement

- re-visit items in each module as we work on assignments

- review past errors and edit current assignment to avoid repeating errors

- learn from class feedback and individual feedback

- take care of bathroom needs before class or wait until after class for classroom security (see more in the separate "Daily Safety & Emergency Guidelines" item)

- avoiding departing before the professor dismisses class

- return seats and dispose of any trash

- take responsibility for your college class management, improvement, and success

- stay active even on days when Sevier County Schools and/or WS may be closed due to weather

# Online/Web-Enhanced Course Supplementary Information

## Managing eLearn



Our online Learning Management System (LMS) is called Desire2Learn and is referred to as D2L or more commonly eLearn. This LMS is also used by all community colleges in the state and ETSU. Other colleges have something similar like Canvas or Blackboard. You will be at an advantage if you attend a 4-year college since you will have lots of experience managing an LMS.

For help on how to use eLearn, go to the "More" tab at the top right of the home page. Then, click on "Student Help." Select "eLearn for Students" for *YouTube* video lessons

on how to use eLearn tools. Or, you can select the "Student Guide to eLearn" for a written step-by-step guide with visuals.

One of the best ways to learn is to click and try the different tabs. eLearn makes our class accessible 24/7 and mobile. You can also download the WS app.

# Additional Course Requirements/Details/Information

## Due Dates & Late Work Policies
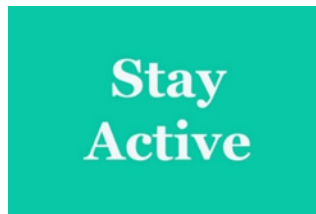


See our weekly schedules on our eLearn course home page. You can also see a calendar overview by going to Course Information tab > Calendar.

We meet on the Sevier County Schools calendar.

We will begin online in eLearn on your first day back at SCHS on **Wednesday, August 9**. Since our college class is accelerated and writing-intensive, we open early for a jump start on little things that can help you manage the course and fast pace. These activities are listed on our eLearn course home page.

I will be attending WS in-service and meetings, but will be checking email for messages and updating points. Feel free to contact me vie eLearn email or SCHS email (sandraheckwscc@sevier.org).

Our first day of in-person class will be Monday, August 21 at SCHS in room 220 which is the first day of regular college classes.

Late assignments may receive a 10% off per day deduction.

It is at the professor's discretion whether a late submission is accepted and whether it receives deductions. If you are working with a team or partner and not the one submitting an assignment to the dropbox, make double sure that your classmate submits the assignment since you share the grade.

All quizzes and tests are timed assessments. Once a quiz or exam closes, a 0 will be earned for that assignment unless valid documentation is provided. Acceptance or deduction is at the professor's discretion.

Main posts for discussion boards are due on the assigned date. They may remain open a day or two after the deadline for late posts and replies.

Make every effort to avoid missing any deadline and lowering your average. Each point can affect your final grade.

Your course achievements and progress are visible to both you and your professor. See the Getting Started module item "What eLearn Reveals about You." eLearn generates a progress report that shows your number of eLearn log ins, course log ins, time logged in, places visited, content items read, activities completed, how many of your classmates posts you read, when you submit an assignment or post if you read an email, and plagiarism.

The more active you are in the class, the better you can navigate and manage our fast-paced course. Each semester, students could have earned a higher grade and had less stress if they had only invested time in following the schedule, meeting deadlines, and closely reading instructions in the content modules.

 Keep in mind it is not possible to manage an accelerated college writing course in just the time during class. I have planned some class time for you to work on assignments, but you will need to follow through and complete them outside of class.

## Attendance



Attendance is key to being successful in this fast-paced dual enrollment college course.

 Attendance is about "showing up" both physically and mentally.

If there are concerns about your attendance, grades, or behavior, SCHS guidance will be contacted. This may also result in a parent or guardian being contacted. Please make every effort to avoid this happening to you. I am also required to report concerns about grades, lack of activity, missing assignments, and more to our college retention services who will email you or call. Keep in mind our actions taken are for your benefit. We must be proactive since our class moves so quickly, and we want you to be successful.

The maximum absence for each accelerated class is 4. The exception for this policy is if your absences are illness and family emergency related. Please notify me as soon you can in eLearn or SCHS gmail.

If your professor is unable to attend class, you will be sent an email and a news item will be posted on our home page in eLearn. SCHS will also be notified.

If we experience a Sevier County Schools weather-related closure, follow the same guidelines about checking for eLearn email and eLearn home page news and schedule.

If we experience a delayed schedule, we will plan to meet on the SCHS bell schedule. Check eLearn email, eLearn home page, and Teams for updates.

School-related absences should be approved with documentation prior to the absence. Provide documentation for any medical appointments that cannot be rescheduled. Your grade average should be in good standing, and there should not be any overdue work if you plan to participate in a pre-approved volunteer activity, school event, or field trip.

Try to schedule doctor visits and college visits on Fridays when we do not have class.

The last day to drop a first 7-weeks accelerated dual enrollment course is September 22, 2023.

# Communication

Log into eLearn every day to check schedule, grades, email, news, and assignments.

To email, go to Classlist under the Course Tools tab on our eLearn home page. Click on your professor's name to compose a message. Please include a subject line that indicates what your message is about and sign your name. This is the preferred way to correspond with your college professors.

Expect a reply within 24 hours or less during the week.

I am also on the SCHS email. You can have a teacher or coach email me at sandraheckwscc@sevier.org to document your participation in a school-related activity. Please let me know ahead of time if you are aware of any high school events that may affect our class.

I am online M-F during office hours (see top of syllabus and eLearn) and on weekends, but unfortunately cannot be online 24/7. If you have a question about an assignment, please ask in class or email. If it is after office hours, the question may be answered the next morning.

At times, I may be attending college meetings or conferences during office hours.



# Technology

Microsoft Office Word (97 or higher) is the required word processing software for this course. If you do not have Word on your computer, you will need to submit documents as PDF or Rich Text Format (.rtf). See more about technical aspects in the Getting Started module in eLearn. You can also see how to obtain a free download of Word.

You need a good Internet connection or access to a good Internet connection in order to manage the course. Have a backup plan in case your main home Internet or computer access is not available. If you need a computer device or MiFi, you can check the Get Help item in the Getting Started module for how to check out a device. A valid driver's license is needed to borrow equipment.



## Plagiarism

Plagiarism is a huge no-no for college course. You will sign an Academic Integrity Pledge committing to submitting your own work during our class You can see more-detailed information about plagiarism in our eLearn Getting Started module.

Avoid the temptation to take the easy way out. It can cost you an assignment grade, a passing grade for a course, the loss of a scholarship/grant, and a permanent mark on your student record.

Always submit your own work.

If working with a partner or small group, pull your own weight and contribute equally. See more about plagiarism in our eLearn Getting Started module.

See separate AI item that addresses artificial intelligence like chatbots and AI-editing assistants.



## Daily Safety & Emergency Guidelines

For everyone's safety, our classroom will be locked at all times. Try to take care of bathroom needs before class or after we are dismissed. Each time we open or close a door, we decrease our security. I will be the keeper of the door. Please do not open the door for anyone. Let me know if you need to leave the classroom. I will secure the door, and I will let you back in. If you have to leave the classroom, return as soon as possible and do not loiter.

In the case of an internal lockdown, turn off lights, set phones to silent mode, move away from doors and windows, and stay low. Protection can include turning over desks or tables as shields, blocking our door with tables/desks, and throwing projectiles like water bottles, backpacks, lunch bags, devices, and more in the rare event of an intruder. Once a classroom is on lockdown, the door cannot be opened for anyone. We will discuss more about our security and safety plans in class. Carry these precautions with you when you are in college full-time.

In the event of an evacuation or fire drill, we will relocate to the bus parking lot along the fences. Stay with the class, so the professor can do a head count and check roll again.

Be aware of these possible responses since a situation could happen unexpectedly, and we will need to respond quickly.



## You as Motivator

I may use stand-out work as examples in faculty training, college presentations, and class samples. At times, I may also take pictures of our class during activities to include in college presentations. If you do not wish your work or image to be shared, just let me know.
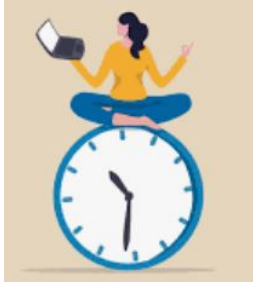
## Flexibility

The course is planned before we begin. We will focus on a week or two at a time on our home page schedule. Since we are an accelerated class that may be affected by the SCHS, Sevier County, and the college, we may need to adjust along the way.

## AI
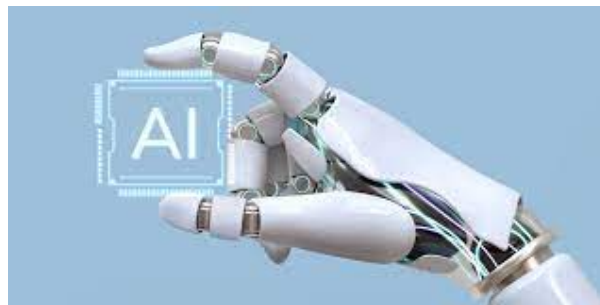


Composition I is a foundational college class required of all students. It focuses on the student's original thought in planning, organizing, and drafting writing assignments including stages of essays, in-class activities, and discussion boards. Students will demonstrate correct use of language and word choices and deepen personal editing skills to improve and polish their work. In addition, students will research, analyze, incorporate, and document primary sources and secondary library database sources in specific writing assignments. All of these skills are beneficial for any major and career path and your personal life.

Through this personal writing journey, students will grow in essential skills such as critical thinking, problem-solving, thinking outside the box, and teamwork. Improved reading comprehension and individual communication skills are also goals.

Since the work in our course depends on your original thought and academic integrity, artificial intelligence (AI) assistance is not permitted for any assignment or assessment. This AI includes chatbots and similar programs.

However, AI can be utilized after you have drafted your own original writing to help you edit and improve. Assistance from AI, online tools, online websites, and other persons should not replace your original, authentic thoughts in our course. See more in the AI, Plagiarism and Turnitin, and Academic Integrity Pledge in our eLearn Getting Started module course and the English department plagiarism policy in the syllabus.

Violation of the policies can result in a 0 for the assignment or a severe grade drop. This could result in failing the course and affecting a scholarship or grant. Be prepared to discuss in detail your planning process, organization, quote choices, explanations, word choices, documentation, and more in the event of any suspected academic dishonesty. Please see me if you have any concerns or questions about these policies throughout the semester.

**Green** is go for your own original, authentic thoughts and interaction with the material and topics.

**Yellow** is caution when you edit your own original, authentic writing with AI or other tools/persons.

Invest time to check instructions, samples, professor feedback, Writing Center feedback, and class resources. AI tools are assistants to help improve your work, but follow through with your own editing. Be cautious about AI rewriting your work for you, trusting in it 100% to be accurate or unbiased, or another person contributing too much to your editing to move your work from your own original, authentic thoughts and interaction with the materials and topics to someone or something else's thoughts.

**Red** is stop before using AI or taking the easy way out on assignments and assessments in our course. This also applies to online sources or tools and relying too much on someone else to replace you. While AI is advantageous in our lives and may be ethically utilized in various fields and courses, our freshman comp course is based on your own original, authentic thoughts and interaction with the course materials and topics.

Ask if you are not sure about something that might be considered crossing the line into plagiarism.

# Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions). Plagiarism includes, but is not limited to the following:

   a. Using cut/paste tool from original document with no references given.
   b. Copying another student's work and submitting it as one's own.
   c. Forging or otherwise altering signatures.
   d. Giving or falsifying academic documents or materials.

2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:

   a. Utilizing old tests, projects, notes or written papers.
   b. Providing unauthorized information to a fellow student about exam content.
   c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
   d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).
   e. Consulting with a classmate or others when taking a computerized test.
   f. Disregarding other specific policies and procedures outlined for a particular class.
   g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).
   h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.

3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically allowed by your instructor.  Please see your instructor or the course policies within the syllabus if you have questions.

# Student Resources

**TUTORING SERVICES**

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920

- Niswonger Campus - GRNV 226 - (423) 798-7982

- Sevierville Campus - MMH Room 210 - (865) 286-2787

- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

  [Walters State English Learning Lab (opens in new window)](ws.edu/academics/humanities/writing-lab)
  ws.edu/academics/humanities/writing-lab

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

  [Walters State Mathematics Learning Lab (opens in new window)](ws.edu/academics/mathematics/learning-lab)
  ws.edu/academics/mathematics/learning-lab

**TECHNOLOGY SUPPORT**

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or on-line access.

[Walters State Helpdesk (opens in new window)](helpdesk.ws.edu)
helpdesk.ws.edu

**STUDENTS WITH DISABILITIES SUPPORT SERVICES**

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services (opens in new window)](ws.edu/student-services/disability/)
ws.edu/student-services/disability/

**SUICIDE PREVENTION STATEMENT**

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

# College Policies

**STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT**

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog (opens in new window)](catalog.ws.edu/)
catalog.ws.edu/

[Walters State Timetable of Classes (opens in new window)](ws.edu/admissions/registration/)
ws.edu/admissions/registration/

**PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS**

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

**COURSE GROUND RULES**

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.

- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.

- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.

- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.

- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

**FINANCIAL AID**

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

**CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY**

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

Walters State Homepage (opens in new window)
ws.edu/home/

[Walters State Facebook page (opens in new window)](https://www.facebook.com/WaltersState/)
https://www.facebook.com/WaltersState/

[Walters State Twitter page (opens in new window)](https://twitter.com/waltersstate)
https://twitter.com/waltersstate

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System (opens in new window)](ws.edu/set/)
ws.edu/set/

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

**LEARNING MANAGEMENT SYSTEM**

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability."  [Brightspace Accessibility Standard (opens in new window)](#)

Brightspace is also committed to guarding student data and privacy.  [Brightspace Privacy Policy (opens in new window)](#)

# You Got This!

## Hey, You Got This!

Over 20 years ago, I piloted the first dual enrollment classes at SCHS. Of all the classes I have taught, this is my favorite class.

I hope you enjoy our time together and grow as a writer and critical thinker.

The things you learn in our class can impact you both now and later.

I am here to help, and you have lots of campus and college resources available to support you.

I have designed the course with your success in mind. If you have any suggestions for how to improve the design, content, activities, or assignments, I would love your feedback and perspective.



Associate Professor Heck

## Start Strong

Thanks for reading the course syllabus and orientation.

Keep in mind questions from the syllabus will appear on the Getting Started module quiz, so you may want to have this item open in a new browser while you take the quiz or download.

Go Bears! Have a great semester class of 2024. 