



Walters State Community College Course Syllabus

Course Information

Course Number and Name: ENGL 1020 English Composition II

Section ID: 80389.202380

Semester and Year: Fall 2023

Credit Hours: 3

Start Date: October 11, 2023

End Date: December 08, 2023

Course Format: CON - Conventional Methodology

Catalog Course Description: A composition course emphasizing documented critical writing, based on an introduction to fiction, drama, and poetry. Prerequisite(s): ENGL 1010. **F, S, Su**

General Education Course Designation: General Education Course

Meeting Details: MTWR; 09:50AM - 11:23AM; SCHS SCHS

Course Drop Deadline: November 17, 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: Contact via eLearn. Backup email if eLearn not available: sandraheckwscc@sevier.org
College email: Kay.Heck@ws.ed.

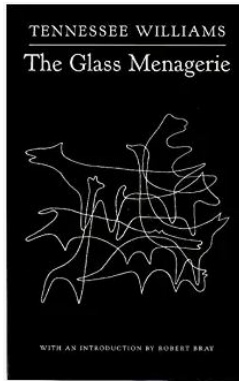
Supervisor Name: Christopher Morelock, English Department Chair, Morristown

Supervisor Phone: 423.585.6780

Secretary Name: Patty Harmon, Sevier Campus

Secretary Phone: 865.774.5811

Required Textbook(s) and Materials



The Glass Menagerie

ISBN: 9780811214049

Authors: Tennessee Williams

Publisher: New Directions Publishing Corporation

Publication Date: 1999

Edition: 2nd

Additional Information

The only text you need access to is a copy of Tennessee Williams' classic American play *The Glass Menagerie*. See our eLearn home page for more details. This play can be purchased at a used bookstore for under a dollar or a few dollars, from our college bookstore for under \$10, from Amazon for about \$13, or checked out of a library. Your professor has developed all the other course materials with online sources to save you money and to help us manage our fast pace.

Instructional Approach and Methods

From the English Department:

1. The student will write at least 300 words on an assigned topic at the first class meeting in order to refer the student with basic mechanical difficulties to placement testing or to the English Learning Lab Technician. Students must also take a non-credit, objective MSV pre-test within the first week of classes.
2. In addition to the first-day writing sample, the student will write a minimum of five papers of at least 600 words each throughout the course. At least four of these five papers must include primary source quotations and be documented according to MLA style. At least one of these five must also include quotations from secondary sources such as articles from the WSCC Library databases. If the instructor chooses, one of these papers may be an essay examination of 600 words. All papers other than timed, in-class essays must contain an MLA-style Works Cited page. These six papers represent a minimum for the course, and with drafts and informal writing assignments, students should write over 5000 words during the semester.
3. 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.

4. The student must rewrite any lost papers. The student must also complete the objective MSV post-test, which will count toward the final grade.
5. The student will plan before writing each paper. For this purpose, the student will write formal outlines.

Assessment, Evaluation and Testing Procedures

Our class has a variety of assessments, evaluation, and testing procedures to help you engage with the literature, engage with classmates, demonstrate your mastery of the material, and fulfill our course objectives.

Here is an overview of the major course modules and weight of the course grade.

You can see a detailed breakdown of individual assignments in the Assignments section below.

Modules are in the course content in eLearn. They include readings, quizzes, activities, writing assignments, and presentations. For more details about the modules, see the Assignments section.

Module	Total Point Value	Percentage of Course Grade
Getting Started	35	6%
Sample Literary Essay	25	4%
Writing about Literature	6	1%
Drama	65	11%
Film Character Study	260	42%
Short Story	114	19%
Writing about Poetry	7	1%
Poetry	63	11%
Posttest	35	5%
Total	610	100%

Grading Scale

College Letter Grade	Point Range Percentages
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College Letter Grade	Point Range Percentages
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-50%

Student Learning Outcomes/Objectives

- apply ENGL 1010 planning, organizing, drafting, revising and editing skills to the writing of literary argument papers in ENGL 1020
- read closely primary and secondary sources and understand them at interpretive and evaluative levels in preparation for writing about them
- distinguish among opinions, facts, inferences, and persuasive approaches in primary and secondary sources
- formulate thesis sentences based on readings of primary and/or secondary sources, to select material from them to support the thesis, and to write papers with well-developed ideas supporting the thesis
- use appropriate rhetorical patterns, such as comparison/contrast and argumentation, to demonstrate an understanding of the elements of fiction, poetry and drama in coherent essays which develop literary arguments from process to product
- manage, coordinate, and document primary and secondary sources according to MLA style in solving problems and arriving at decisions in the writing process
- compose papers using correct diction, syntax, usage, grammar, and mechanics

Course and Class Policies/Procedures



Welcome to our SCHS dual enrollment English 1020: Comp 2 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 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 is no textbook required for our course. Our only "text" is a paperback copy the American classic play *The Glass Menagerie* by Tennessee Williams. See details in the "Required Textbook(s) and Materials" section above. Options include finding used, checking out of library, or purchasing online. This info was also on our Comp 1 home page news and is on our Comp 2 home page news and in the Getting Started module. I have developed the rest of our 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.

This second class begins after your fall break and ends 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 have completed Comp 1 which is various types of college writing and research (the first half of the semester). Congrats! Our new class, Comp 2, builds on our first class through reading, discussing, analyzing, and writing about drama, film, short stories, and poetry.

- **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

The course content under the Course Information home page tab contains modules which include the following.

1. **Getting Started:** This is the “front door” orientation module to our second accelerated college English class that focuses on taking what we have learned in Comp 1 & applying it to an introduction to literature.
2. **Writing about Literature:** This module is an overview of essay writing with a literary focus with samples and tips to apply to all our writing assignments and activities.
3. **Sample Essay:** This module contains info about a sample writing that will demonstrate what you already know about writing about literature. This will be an in-class essay. Review the Writing about Literature module to help prep.
4. **Drama:** For the first literary genre module, we will explore ways to analyze a character from a play. These tips and tools also apply to the film character study and short story modules. We will have reading quizzes, class discussions, and view clips from a film version of the play to prepare for the activities and writing. For the drama writing assignment, you will identify and explore the dominant trait of one of the characters from Tennessee Williams’ *The Glass Menagerie*. You will also analyze the cause of this trait or the consequences. To show deeper understanding, you will relate the character to a visual or song. We will explore what messages we can all take-away from the character and story and apply to our own lives today.
5. **Film Character Study:** For our second paper (a student favorite), we will study a character in a major film (or a popular series). (Tip: Single films are easier to manage with our fast pace.) This is our formal research paper with an MLA (Modern Language Arts) format cover page, outline, essay, college database secondary source, and works cited. You will analyze a character’s dominant trait and the cause of this trait or the consequences or the catalyst for the transformation, or you can focus on how the character maintains a dominant trait despite any obstacles. This assignment includes a quoting from the film and including a relevant library database article. We will explore what messages we can all take-away from film characters and apply to our own lives today. You will also see student sample film papers.
6. **Short Story:** For the third literary genre, we will explore ways to analyze characters from short stories. We will build on the tips and tools we have learned about character analysis. We will have reading quizzes and class discussions to prepare for the class activities and writing. For the short story writing assignments,

you will identify and explore the dominant trait of one of the characters from one of our short story readings. You will also analyze the cause of this trait or the consequences. To show deeper understanding, you relate the character to a visual or song. We will explore what message we can all take-away from the character and story and apply to our own lives today.

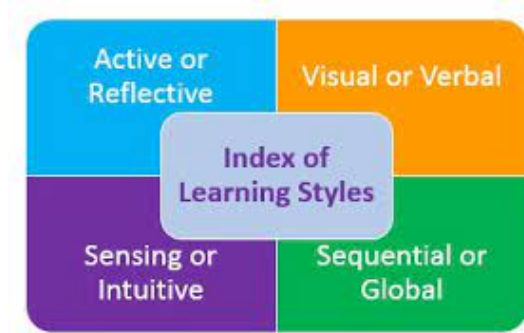
7. **Poetry:** For our last literary genre module, we will focus on poetry. We will learn tips and tools for analyzing a poem and look at examples. We will explore relevant messages we can all take-away from poems and apply to our own lives by looking at famous poems and song lyrics.
8. **Posttest:** At the end of the course, you will take an English department posttest similar to the pretest. You have several study guides including a video, Nearpod slide presentation, and tips about the topics.
9. **Grammar:** This module contains the same major and common errors to especially watch that was in our Comp 1 course resources, how to spot them, how to fix them, and online resources. Watch for items that affected your Comp 1 writing. Utilize the free online editing tools.
10. **MLA Format:** This module includes information about basic Modern Language Arts format for English projects and links to the Purdue University Online Writing Lab (OWL) for research paper format, parenthetical citations, and works cited.
11. **Tutoring Services:** This module is about both campus and online resources for our tutoring and library services. Both the Writing Center tutors and a librarian are embedded in our class. See the Course Information tab at the top of our home page for the Classlist.
12. **Managing Dual Enrollment and Online Learning:** This module is a repeat of the resource from Comp 1 and has helpful tips on how to transition from high school to college and how to manage our accelerated course.
13. **How To's and FAQ:** This module contains tips on how to manage the course and frequently asked questions.

Assignments

Activities and assignments in the course are designed to appeal to different types of learning style preferences to provide you multiple ways to engage with the material and

demonstrate your understanding. These activities and assignments align with the course objectives and actively engage you with the course material and concepts.

Remember your learning style preferences test from Comp 1?



My goal is to provide you lots of opportunities and diverse ways to show what and how you are learning.

Each assignment has specific guidelines in our eLearn course modules.

The film character study is our formal research paper and will have detailed eLearn rubric.

Activities & Assignments	Point Value
Pretest Completion	5
Integrity Pledge	5
Intro Discussion Board	25
Sample Lit Essay	25
Writing about Literature Quiz	6
Drama Quiz	15
Drama Discussion Board	50
Film Character Study Cover Page and Outline	15
Film Character Study Database Source Doc	20
Film Character Study Draft	25
Film Character Study Final	200
Short Story Quizzes	14
Short Story Discussion Boards	100
Writing about Poetry Quiz	7

Activities & Assignments	Point Value
Poetry Quizzes	13
Poetry Discussion	50
Posttest	35
Total	610

Letter Grade Points and Percentages

A 549-610 (90%)

B 488-548 (80%)

C 427-487 (70%)

D 366-426 (60%)

F 0-365 (below 60%)

Per English department policy, late submissions may receive a 10% off per day late deduction.

Expect major assignments to be assessed within 1 week.

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

Details about assignments are in our eLearn course content.

These are our planned assignments. The professor may need to make adjustments for our fast-paced course due SCHS events, weather-related closures, WS events, or other issues.

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 and then select 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 the 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 grade level 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, and more.

See the Extra Credit module in our eLearn content for how to earn up to 10 points for attending a campus/cultural event attendance info in the Getting Started module in our course Content in eLearn. Note that the points are added to your total points, not your average. If you need an alternative extra credit, let me know.

Note that from time to time, I may select examples of stand-out activities and/or writing assignments as models for the next class, for faculty training, and/or for conference presentations. I may also take pictures of class activities. Please let me know if you would prefer not to have your work or image used.

Class Participation

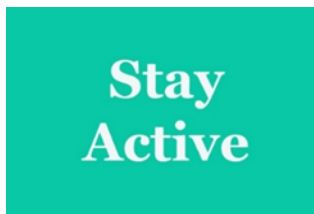
Each student is expected to

- 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

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 via eLearn email or SCHS email (sandraheckwsc@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.

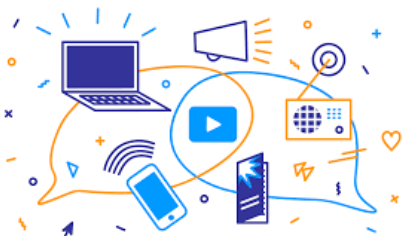
If we experience a Sevier County Schools weather-related closure, follow the same guidelines about checking for eLearn email and eLearn home page news and schedule.

If we experience a delayed schedule, we will plan to meet on the SCHS bell schedule. Check eLearn email and eLearn home page 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 second 7-weeks accelerated dual enrollment course is , 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 sandraheckwsc@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.

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.



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.

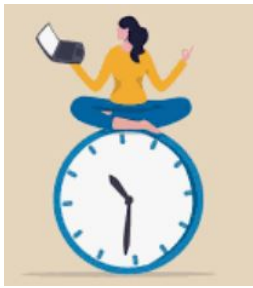
In the event of an evacuation or fire drill, we will relocate to the bus parking lot along the fences. Stay with the class, so the professor can do a head count and check roll again.

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



You as Motivator

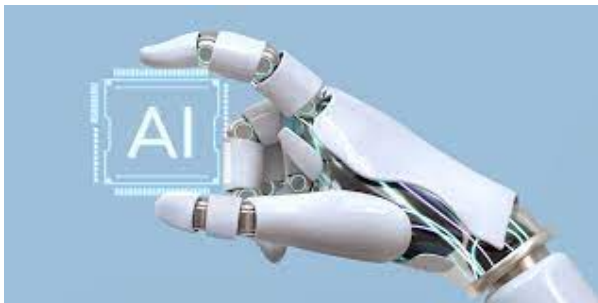
I may use stand-out work as examples in faculty training, college presentations, and class samples. At times, I may also take pictures of our class during activities to include in college presentations. If you do not wish your work or image to be shared, just let me know.



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.

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.

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

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

[Walters State Mathematics Learning Lab \(opens in new window\)](#)
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

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/

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/

[Walters State Timetable of Classes \(opens in new window\)](#)
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 \(opens in new window\)](https://www.waltersstate.edu/home/)
[ws.edu/home/](https://www.waltersstate.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 \(opens in new window\)](https://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 second class together and continue your growth as a writer and critical thinker.

The things you learn and experience 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.

I can't wait to see what we will discover and new things I will learn from each of you!



Associate Professor Heck

You Make a Difference



Thanks for reading our Comp 2 course syllabus and orientation.

I want you to know that YOU make a difference in all of our experiences in the class.

Have a great rest of your last fall semester, Class of 2024.

Go Bears!

