



NORTHWEST FLORIDA STATE COLLEGE

ENC 1102 English Composition II (3 credit hours)

Spring 2016



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Office Hours: Monday 8:00 am – 10:30 am
 Tuesday 12:30 pm – 2:00 pm
 Wednesday 8:00 am – 10:30 am
 2:00 pm – 4:00 pm
 Thursday 9:00 am – 10:30 am

Or By Appointment

Course Description

ENC 1102 - English Composition II

3 Credit Hours ¶

Interpretative and critical reading of fiction, drama, and poetry. The student will write analytic discourse and research papers as part of the essay process. This is a Gordon Rule writing course and is part of the college's Writing-Across-the-Curriculum program. A minimum grade of "C" is required if used to meet Gordon Rule requirements for general education.

¶ Courses listed with this symbol meet **writing requirements** outlined in FAC Rule 6A-10.030 and require a minimum grade of "C" when used for General Education credit.

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This is a writing course. However, the approach centers on writing about a range of literary genre. We will read and discuss the literature of the course, and then you will develop original thought in response, as the basis of your writings. During the term we will investigate a number of ways to "read" the selections, in order to find meanings and then, ultimately, to communicate those meanings in formal writings. A major research paper, using MLA format, is an element of the course, so research methods are an essential component of the work.

You will develop your abilities in *critical thinking and written communication*, especially in the development of the *academic essay form*, and will learn how to transfer these skills to requirements of other disciplines. So, no matter what your major is, this course will be useful to you. My point? **This class is important.**

To achieve the objectives, you will place central focus on developing *original ideas through critical thinking*. Quite simply, if you do not think, you cannot write. This is the most demanding aspect of the course, but by the end, when you see the level of writing that you are producing, it will be one of the most satisfying aspects of the course.

You will work toward developing a personal style, and an ability to modify that style in accordance with the specific purposes of your compositions. You will seek to expand and refine

the skills you bring to the course—*idea and topic development*, content *organization*, and *mechanics* of writing. You will incorporate both electronic and print sources in the *research* that is a foundation for your essays, and you will demonstrate mastery in the use of *MLA documentation*. In order to do all this, throughout the semester you will produce a limited number of finely-crafted essays, supplemented by various smaller assignments and exercises.

Editing, revisions, proofreading—call it what you will, perfecting your writing requires extensive re-writing. My view is that when you complete your rough draft, you are still at the beginning of the process. **Writing is 10% planning, 5% writing the first draft, and 85% revision.** Remember this. Apply it to your essays, and you will soar like the eagle in this course.

However, I don't leave you to your own devices to figure out what to do in that 90%. Over the semester, I will be revealing to you the contents of my *Bag of Tricks, the secrets of successful writing*. For you see, that's my job here—to give you the knowledge that you need, so that you can make it your own and use it to meet your personal goals.

Certainly, I hope that you will enjoy both the readings and the methods of analysis that this course will present to you. Most of all, **I want you to succeed in ENC 1102.** I will challenge you to reach, always, for the next level of ability—to become a better reader, writer, and thinker, in order to acquire communications expertise that will be useful to you throughout your college career, and as a part of continued success.

Course Prerequisite

Prerequisite(s): Completion of ENC 1101 or an equivalent course with a grade of “C” or better.

Important Dates

Classes Begin Monday, January 11

Last Day to Withdraw with a “W” or change to “Audit” March 30

Student Holidays Monday, January 18 – Martin Luther King, Jr. Day

Wednesday, March 21 – March 27 – Spring Break

Last Day of Classes Monday, May 2

Final Exam

Course Materials

Mays, Kelly J., ed. *The Norton Introduction to Literature*. 11th ed. New York: W. W. Norton, 2013.

ISBN: 978-0-393-91338-5



BIZET D'ANNONAY *Still Life with Books*. 17 c French Baroque ©Kathleen Cohen

Student Learning Outcomes

- C-1. Composes formal assignments applies the conventions of Standard American English in written and/or oral communication.
- C-2. Identifies and applies the concepts of purpose, audience, and rhetorical situation in written and/or oral communication.
- C-3. Applies basic principles of logic and critical thinking as evidenced through written and/or oral communication.
- C-4. Effectively integrates and appropriately documents selected ideas, themes, and concepts from a variety of print and/or electronic sources.
- C-5. Effectively analyzes aspects of the human condition in essays and literature. (A.A.)

Grading Procedures

I grade on a point basis, to allow for weighting of assignments, but the departmental percentage grade scale is as follows:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

In order to receive a final course grade of ‘A’, you must contribute substantially to class discussion.

This is a discussion-based course, so if you rely on others to carry the discussion, you miss the opportunity to let me know that you have prepared for class. I know that you will have good ideas to contribute, or thoughtful questions to ask, so I encourage you to join the conversation.

Keep in mind that in my class there is no dumb question. If you don’t know the answer, it is a good question. Moreover, I can guarantee that others have the same question, and they will be silently grateful that you asked.

The truth is that, though I make perfect sense to myself, I am aware that what I am not always clear to you. More than anyone in the class, I am appreciative when students ask for clarification.

Incomplete Grades

At the discretion of the instructor, an incomplete grade (“I”) may be awarded when the student is unable to finish the required work because of unforeseen extenuating circumstances such as illness or TDY assignment. To receive an “I” grade, the student must have successfully completed a significant portion of the required coursework and be able to finish the remaining work without attending class. An “I” grade will automatically convert to a grade of “F” if the student does not complete the remainder of the coursework by the established deadline.

Make-up Work

I **do not** give make-up assignments, nor do I give extra-credit assignments. This is college. If you encounter unavoidable difficulties (and I know life can be complicated at times), you should connect with me to see if there are possible solutions. The sooner you contact me to discuss your situation, the better able I am to assist you. Do not interpret this to mean that I can always provide you with alternatives, but at times and in some circumstances there may be options appropriate for the situation that allow me to help you, yet maintain fairness to other students.

*“What matters in life is not what happens to you
but what you remember and how you remember it”*

Gabriel García Márquez

Class Attendance

Students who stop attending class or are not able to pass the course due to attendance expectations stated in the syllabus may receive a failing grade of “FA.” An “FA” grade is a failing grade in GPA calculations and may impact the receipt of federal aid in subsequent courses. Students traveling for college approved activities will not be penalized academically but will be responsible for missed work.

NWFSC policy states:

“Regular and prompt attendance in all classes is expected. All instructors are free to establish attendance policies for their classes. It is the student’s responsibility to notify the instructor and make arrangements to complete any missed work. (Make-up work is offered solely at the discretion of the instructor.) Excessive absences can affect the success of course completion and financial aid funding.” (See *NWFSC Catalog, 2015 – 2016*)

The college holds a strong belief (as do I) that students are expected to attend all of their scheduled classes, as attendance is one of the strongest predictors of success.

Therefore, **10 hours of missed class (which equates to 8 class sessions) may result in a penalty of 30% assessed on the final course grade.**

Do not abuse absences early in the course, or you may find yourself in a difficult situation later, should you have life complications that require absence.

You will not be penalized for the first two classes you miss—everybody needs a ‘cushion’.

Excessive absences or lateness will affect your final grade, however. After you have missed two classes, your grade will be lowered for every absence thereafter, and that drop may be as much as one letter grade for every three classes.

Attendance truly is critical. This is not a correspondence course, and we cover material in class that you can receive in no other format.

The reason for an absence does not alter this policy. The only circumstances that allow me to even consider making exceptions are unanticipated TDY, hospitalization for non-elective procedures, recognized religious observances (under existing State directives—for more information, see *NWFSC Catalog, 2015 – 2016*), and death in the immediate family—any of which may require documentation. The College does make special exception for students who must miss class for participation in a College-sponsored activity.

Please do not schedule medical or dental appointments during class time (or, remind your parent that it is to be avoided).

If you find yourself with numerous absences, it would be important to discuss the matter with me. I believe strongly in the importance of maintaining fairness in my dealings with students, but I also believe that students who work hard in the course earn the right to a bit of flexibility if it is warranted. (You provide such evidence by attending regularly and arriving on time, by submitting assignments that demonstrate real effort, by meeting with me in conference when you need help, and by participating in class.)

Students who do not show such effort will not have earned this flexibility.

Keep in mind that **if you decide to withdraw from the course** (which you must do **by March 30** in order to receive a “W”), **it is your responsibility to take care of that with the Registrar/Student Services.** If you simply stop attending, the absences will mount, and you will have a failing grade rather than a “W.”

If you are absent, you are responsible for finding out what you missed, and you must do so before coming to the next class.

Let me say that again, as so many students seem to miss the piece of information: **You are responsible for finding out what you missed when absent, and should do so before the next class.**

You will want to make a friend or two in class whom you can contact if you are absent, but you can contact me if you are not satisfied that you were given full or correct information from your student contact.

Final exams cannot be given early, so do not schedule vacations before the exam period is complete.

Assignments

All students will complete the following:

- 1 Diagnostic Writing (submission grade only)
- 2 Topical Essays
- 1 Major Extended Research Project that includes documentation and an analytical essay component
- 1 Final Exam [format to be announced]

Various mid-stage revisions of Essays

Other activities and assignments as announced.

Class participation and any tests/quizzes will be included in your grade average.

I do not factor a specific percentage of your grade as participation, but being actively involved in class makes a significant positive impact on your grade.

Grade Distribution

I grade on a point schedule, which allows for weighting of the grades.

Diagnostic Essay	(500 words)	20 points
Essay 1 Final Draft	(750 – 1000 words)	150 points
Essay 2 Final Draft	(1000 – 1500 words)	200 points
Essay 3 Final Draft	(2000 – 3000 words)	300 points
Author Expertise Project		
Research Component		300 points
Analytical Essay		200 points
Final Exam	(500 words)	50 points
Quizzes and Minor Assignments		Points vary

(These point values are subject to change, but this gives you an idea of each assignment's relative weight.)

Miscellaneous Class Policies

Arriving late

I am not speaking here to those students who, on a rare occasion, have a life complication and cannot be in class on time. I **am** speaking here to those students who arrive late on a regular basis.

Habitually arriving to class late is disruptive, and causes you to miss vital announcements and information. You should be forewarned that it makes me very, very cranky. Late arrivals are to be avoided, though do not miss class because you arrive late.

My grading policy includes a “class participation” component, so being late often will begin to have an impact on your grade. Keep in mind, however, that if you have a circumstance that may cause you to be late from time to time, let me know. If your course participation is otherwise as it should be, we can likely work out a short-term solution.

I take roll at the beginning of class. **If you come in after roll, you must be sure you stop at the end of class and let me know to correct my roster, or you will remain on the roster as an absence for that day.**

Turnitin

Northwest Florida State College subscribes to **Turnitin**, an online plagiarism detection and prevention service. By enrolling in this class, you are consenting to upload your papers to **Turnitin**, where they will be checked for plagiarism. Papers submitted to *Turnitin* are saved as source documents within the *Turnitin* database solely for the purpose of detecting plagiarism in other papers.

Cell Phone/Electronic Devices

NWFSC policy states:

“Cell phones, pagers, and other such electronic devices must not distract from learning. Courtesy to the professor and other students requires that phones be on vibrate or silent mode during class. No student should initiate conversations, including texts, during class activities. Use of electronic communication devices during examinations or other

graded activities may constitute grounds for disciplinary action; such devices must be completely out of sight during exams or other assessments. Where emergency or employment situations *require* access to electronic communication services, arrangements may be made *in advance* with the instructor.”

To be perfectly honest, I do not find cell phones to be an issue in my classes. Texting, however, is a major problem. Under the header of “Here’s a good way to insult your professor and decrease your chances for a strong class participation score,” I remind you that texting in class (or studying for other classes, or sleeping, or chatting in the back of the room, or playing on your laptop) will have precisely that result. Such actions tell your professors that you have no interest in the class, and no respect for them—not a particularly good message to convey to the person who is giving you a grade for the course.

There are legitimate situations that fall within this general policy, however, and acceptable courses of action are available. If you have a crisis that must be dealt with by text or phone, it is courteous to let me know ahead of time if possible. Then simply step out of the room briefly to take care of it. (Certainly, I would not expect this to happen often.)

Regarding the other inattention activities: If you know you will have trouble staying awake (and I actually do understand the schedules many of you keep, and how little rest you get—and how boring I can be), ask someone sitting around you to give you a nudge if you happen to doze off. Don’t be like the student I recall from my undergraduate days, who fell asleep in class and tipped over onto the floor, desk and all. If you are desperate and feel you must study for another class, surely there is a better alternative than doing so during my class.

Think about it. I’m standing in the front of the class, with you in my line of vision. Clearly, I cannot help but notice these behaviors. What will I do? I may glare at you, I may stop my lecture and stare at you until the entire class is watching me watching you, I may openly ask you to stop, or I may say or do nothing at all. Even if I do or say nothing, however, be aware that I have noticed, and I have decided that your behavior is unacceptable. Class lasts only about an hour; you can feign interest for that long.



Emergency College Closure

In the event of unusual or extraordinary circumstances, the schedule, requirements, and procedures in this course are subject to change. If the college closes for inclement weather or other emergency, any exams, presentations, or assignments previously scheduled during the closure period will automatically be rescheduled for the first regular class meeting held once the college re-opens. If changes to graded activities are required, students will not be penalized as a result of the adjustments, but will be responsible for meeting revised deadlines and course requirements.

Children in the Classroom

As a courtesy to other students and the learning process, students may not bring children with them to class sessions. Health and safety concerns prohibit children from accompanying adult students in any lab, shop, office, or classroom or other college facility where potential hazards exist. If a child-related emergency means you must miss class, contact the instructor as soon as possible to determine your options. (The full “Children on Campus” policy statement appears in the College Catalog.)

If you have such a situation, connect with me. Please know that I would understand your situation, and that I adore children. In my experience, however, having children in class tends to interfere with the learning environment (they are just too cute, and other students want to play with them), so I am unlikely to offer the option of bringing your child to class. I will try to help you work out a solution about missing the class session.

One exception to the College policy statement is coming to see me in my office (either during regular office hours, or for a scheduled appointment). If you are unable to arrange childcare for the time of our meeting, I have no objection to your child coming with you. However, remember that you want to make best use of the time we have to work together, so bringing something to keep your child occupied is a good idea.

Student Rights, Responsibilities, and Academic Integrity

Students are responsible for adherence to all college policies and procedures, including those related to academic freedom, cheating, classroom conduct, computer/network/e-mail use and other items included in the Northwest Florida State College Catalog and Student Handbook. Students should be familiar with the rights and responsibilities detailed in the current Northwest Florida State College Catalog and Student Handbook. Plagiarism, cheating, or any other form of academic dishonesty is a serious breach of student responsibilities and may trigger consequences which range from a failing grade to formal disciplinary action.

The College Environment

The College catalogue states: “The college recognizes that a thoughtful and reasoned search for truth can be conducted only in an atmosphere free of intimidation and coercion. Students are expected to respect the rights and welfare of all members of the college and to exercise common sense, good taste, and applied reason when testing their knowledge. Students are free to take reasonable exception to data and views offered in the classroom and to reserve judgment about matters of opinion, but they are responsible for satisfying the requirements of any course for which they are enrolled. So long as it is consistent with the goals and established policies of the college, the instructor has final authority in all matters relating to course content, grading practices, and classroom procedures.”

What does this mean? One part of the issue is that, at the college level, all students are expected to conduct themselves as adults, in their behavior and expression (written or verbal). I have no doubt that you know what is appropriate for a college classroom, but should you wonder, I am happy to guide you. The second part is that you are expected to accept that a range of viewpoints have legitimacy, and though you are not expected to change your own views, you are expected to participate in classes with openness toward the viewpoints of others.

My experience at NWFSC has been that students generally are respectful, courteous, and (at least for the sake of appearances) open-minded. The surprise for some students is that they are allowed to have open discussions on issues that are of real concern or importance, in ways that they may not have been able to in high school. By maintaining an academic approach, we can delve into exciting new areas of learning. This, my students, is the joy of attending college.



Additional Important Guidelines

A central part of this course is reading and responding to the writings of other class members. You should expect your work to be seen regularly by your classmates.

I will not necessarily grade every assignment for the semester, as the purpose of some is that of an exercise or learning activity, though you will receive feedback on all major papers.

Contacting Me:

You can phone me at my office to set up a time, though contacting me by e-mail is actually better. However, please do not call me at home.

For emails:

- **If you need an immediate response, put a phrase such as “Important” or “Please Read” in the subject line.** I receive a great many emails, and sometimes must prioritize. If I know that you need an answer right away, I will read it and respond as soon as I can.
- Be sure that you **identify yourself**, and **the class**.
- **I do not give feedback on full essays over email.** In all circumstances, I do not do for one student what I cannot do for all, so I must hold firm to my policy here. Realistically, I would never have time to give feedback to all students who would like me to do this. I’m very happy to give you feedback on full papers, but you must accompany your paper to my office for me to do so.
I will, however, give email feedback on a specific and limited issue, such as a thesis statement, outline, or paragraph.
- Remember that your professors have lives too, and are not expected to be available on a 24/7 basis.

I can help you, and the College offers tutorial assistance that will be useful to you. College-level work is difficult, but your instructors know that, and they believe that the *best* students are those who seek help when they need it.

Taking Notes

If you like to take notes on your laptop, you must discuss this with me for approval.

If you have a legitimate reason for taking notes on a laptop (which may include that being your preferred learning style), submit your request in writing—nothing formal, but just a request to do so. Unfortunately, students who have come before you have abused the privilege by doing other things, which is distracting to students sitting nearby, is insulting to me, and has made me unfairly suspicious of students using laptops. If I know you want to do so because it helps you to produce better work, I am in full support.

A useful piece of information about taking notes in class: Students who take notes are generally more successful in their courses. In addition, whether or not you take notes makes a statement to your professors about your level of engagement in the course—so taking notes has only positive outcomes.

It may not seem as if I am presenting the kind of lecture material that you have come to know that you should record in your notes. However, I am weaving into the discussion a great quantity of important ideas and information, and I expect that you will write these down, as recognition that you will need to know these points later. It is your choice, of course, but in the same way

that you are tested on class lectures in other courses, your “test” on what I say in class takes the form of your written assignments.

This is not an entry-level course. If I provide information (e.g., mentioning that all work must be typed), I expect that you will be paying attention and will make a note so you can check for yourself later. To be perfectly frank, I am having to spend an increasing amount of valuable class time repeating information for students who have not bothered to write it down. Certainly, I want you to have full information and understanding, but you have a responsibility in class—to listen, to make notes, and to ask questions when something is unclear.

Under the banner of world wisdom, for every class session of every course you take, you should go into class and take out paper and pen, so that you are ready to take notes. I can promise you that your professors do believe that they are going to say something in the hour-plus session that is worth writing down.

If a reading has been assigned, read it at least once before class (twice is better), and **make notes in your book**.

Do not use a highlighter—all you have is a yellow page. A pen allows you to add comments and questions you might bring up during class discussions, and to indicate the information that is most important. (We will talk more about annotating techniques during the semester.)

Collegiate High or dual enrollment students could use ‘sticky notes’ to mark passages without writing in the textbook.

Any healthy man can go without food for two days — but not without poetry.

— Charles Baudelaire

All work:

- **Must be typed.** I do not read handwriting.
- **Must be double-spaced** (and **only double-spaced**, with no extra spacing between lines).
- **Must have a header** (also double-spaced) in the **upper left corner** of the first page only:
Your Name
Dr. Nester
ENC 1102
Date [in the MLA format of day month (abbreviated) year, as 11 Jan. 2016].
- **Must** have your last name, a space, and the page number at the top right of each page.

- **Must follow MLA format** for all page layout and documentation. This policy applies to **all** assignments.
- **Must have a title**, centered on the page.
- **Must** be printed on the front side of the paper only.
- **Must have a word count at the end of the paper**, if the assignment has a word requirement.
- **Must** have an **honor code and hand-written signature** [see below] on all **final drafts** of essays.
- **Must be stapled or paper-clipped**. I do not accept loose papers or edges folded over.
- **Must** be free of mechanical errors. Proofread the small assignments as closely as the major writings.



Stammheim Missal. Inhabited Initial B. Detail. | c. 1170-1179 | German Gothic ©Kathleen Cohen

Points regarding conferences with me:

If you want any additional feedback, I **strongly** encourage you to meet with me at times other than scheduled conferences. I am glad to discuss any questions, difficulties, or successes you are having with the writings.

Students who come to conferences in my office are generally judged to be able, motivated scholars.

Truly, **I want you to come to me for assistance.**

There is no better way to work out the issues that are giving you difficulty, and I guarantee that if you implement the ideas/modifications/revisions that we work out together, you will earn a higher grade.

Despite how rigid all the rules in this syllabus make me sound, I'm actually a very nice person—and I'm on your side in this. **I want you to succeed, and I'm pleased to help you achieve that goal.**



Directions for finding my office in the weirdly-numbered Building E/420:

Go into the **English/Communications/Social Sciences Office** in the main hallway.

The secretarial station will be directly in front of you.

From there, take a right.

My office is the first door on the right—Room 132—**right next to the big yellow pencil.**

Even if there are students waiting in the lobby to see me, **'pop your head in' at the door so that I know you're waiting.** I try to get to everyone, but unless I know you're waiting, I may spend extra time with other students.

If you want to discuss your writing, bring any drafts that have my feedback, and a clean copy of the latest version of the essay. (An updated version also shows me that you have been working on the assignment, which is a good thing for me to know.)

Please do not arrive in my office and ask me to print a copy for you, or expect me to read from your laptop. You will be unpleasantly surprised at my response. Open computer labs are available on campus for you to print your paper. If you do not know where they are, I can give you that information.

Assignment Due-Date Policies:

Now, one of the most important issues--**late papers are not accepted.**

Let me repeat that—late papers are not accepted.

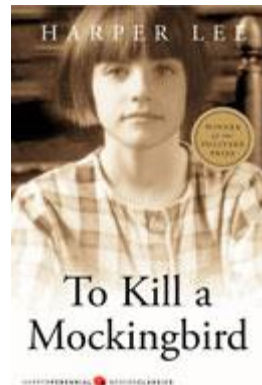
Papers are due at the beginning of the class. Major assignments will be submitted via the D2L system (which we will discuss in class). D2L indicates the date and time of submission. There is a ten- to fifteen-minute window, but if you are later than that I likely will not accept your paper for credit.

Some assignments must be submitted both to D2L and in print. In this case, if you have submitted the D2L version on time, and have a complication that prevents you from having the print copy at the beginning of class, you are covered—you submitted the assignment electronically so it was on time.

A few smaller assignments may be assigned as print-copy-only submissions. In that case, if you must be absent on the day the assignment is due, e-mail your paper to me (no later than the beginning of the class period that day) and it will be considered as submitted on time, with no grade penalty.

I do not download your e-mailed papers; sending them only qualifies you to submit a print copy the next class with no penalty. You must submit the exact version of an assignment that you emailed. Though I always think the best of my students unless given reason to think otherwise, if I have any concerns that you might have used the extra time to your benefit, I will check. Always, issues center on fairness—it would not be fair for you to have more time than other students to work on a paper.

An equipment- or technology-related problem is not an accepted reason for late work, nor is car trouble, or oversleeping because you worked all night on a paper, or a printer that doesn't work, or an employer changing your work schedule—or any such issues. I may understand and be sympathetic with your situation, but it does not change my response. **Have a back-up plan** (e.g., email it to yourself so you can print from a range of locations).



Now, for a bit of happy information: The “No Questions Asked” Coupon

As an additional fall-back for not submitting an assignment on time, all students will be given one **“No Questions Asked” (NQA) coupon** within the first two weeks of the semester. This will allow you to turn in **one paper late**, with no questions asked.

To use this, the paper must be turned in (as a print copy, on D2L, or as an email attachment) **within 48 hours of the original due date**, with the coupon filled out and attached to the essay when you submit the print copy.

If you have not submitted your paper either electronically or in print form (to me or to someone in the Communications Department office, asking that person to note the **date and time of submission**, and to put it in my box), your paper will be late, and the grade will be a zero.

This coupon **has an expiration date** and **is not valid for the final essay** of the course (Research Paper Analytical Essay).

If you are not in class on the day I distribute the NQA coupons, it is your responsibility to come to me right away to get yours; do not wait until late in the semester, when I have no way to verify that you did not receive one. Students will be issued only one, so if you lose it you will not have this opportunity.

If you do not use your NQA coupon during the semester, return it to me at the end and I will award you ten points.

The NQA is intended to be your solution when you have a personal crisis. However, in the rarest of situations and when there are extreme circumstances that warrant an exception, I may offer special permission for a due date extension of a day or two. Note that I wrote “I may *offer*,” rather than “I may agree to a student request for.” An offer of extended time rarely happens, and generally is reserved for situations when a student has been working diligently on an assignment and, having come in to see me in conference, I suggest a major change in approach that requires a bit of extra time.



Hamlet, Horatio & the Grave Digger (1810) New York Public Library

Bonus Opportunities:

I give occasional “bonus opportunities,” which are typically issues/facts/information related to class discussions, and which are optional.

You may submit as many as you like, but no student will be awarded more than 25 bonus points, total, during the semester.

You may find the information for the bonus on the Internet. If so, you may type out the specific section that answers the bonus question, but if it is not common knowledge information, you must cite the source in MLA format (at least, use MLA format after I teach you how to do it—until then, provide the source information as best you can). Even if you change the words around, if it is someone else’s original work, you must give credit to that person, or it is plagiarism. If it is common knowledge, there is no need to cite your source.

Bonus submissions may not be handwritten.

You may also simply print the information from the website (though you may not do this in the classroom). If you do just print it, you must underline or highlight the portions that answer the bonus, so I will know you actually read the information and gained that bit of knowledge—which is the point of this in the first place.

Don’t waste color printer ink on this; change to grayscale to print.

Bonus opportunities do not need MLA-style layout, but be sure your name, class, and section are on it. The header information can be handwritten.

I do not collect the bonus opportunities; simply put them on my table in the front of the room when you come in. If you are turning in any other assignments, put the bonus in a different stack.

Bonus opportunities are due the class period after they are assigned. If you happen to be absent on the day one would be due, you can submit it the following class, with a note “Absent last class” or something similar written at the top.

I do not grade and return the bonus opportunities. I hold onto them and total your points at the end of the course. These points are added to the total you have earned for the semester.

Plagiarism—Know what it is so that you can avoid it

Plagiarism is the full or partial presentation of someone else’s words or ideas as your own, including submitting a paper written by another person (with or without revision), copying passages from published works without crediting the source, or rewording published passages with giving proper credit.

- You may not submit work that someone else has written for you.

- You may not submit work that you have paid someone to write.
- You may not submit work that you have purchased.
- You may not change a few words and phrases and submit work as your original thought and writing.
- You may not copy material from an Internet site even though it may not seem to be copyright-protected.

As well, *excessive* assistance from family or friends is prohibited. Generally, if you write the paper yourself, and ask for assistance only for editing, you are on safe ground. (I do encourage students to have others assist with revision—this is an important way to learn skills, techniques, and information that you did not know. Write the draft yourself, and then seek help without worry.)

All work for this course must be new work, generated for this course—which means that you cannot “recycle” a paper from another course.

I will respond to minor instances of what I perceive to be unintentional plagiarism by speaking with you, but even that may result in a failing grade for the assignment. For more extensive or egregious plagiarism, the penalty is failure for the course. If you’re unsure, particularly when you are asked to include outside resources in your writing, I will be glad to tell you how to deal with the material appropriately.

Rather than focus on the negative aspects of plagiarism and/or cheating, we will instead address the value of original thought and the meaning of intellectual property. Just as you own the ideas and writings you create, you must respect the creations of others and credit them appropriately. Write your own papers, and you’ll be fine.

In order to use work written by others, it is a simple matter—give credit to that writer. Part of the curriculum of this course is to learn to do this using MLA format. We will go over this in class, but your writer’s handbook is a good reference. Other good references for MLA format are the NWFSC Library website to find “MLA and APA Documentation” and Purdue University’s Online Writing Lab [www.owl.english.purdue.edu]. The Academic Success Center can help also.

Once you have learned to think critically, to synthesize the material you have read, and to evaluate and analyze textual material, you will appreciate the significance of academic integrity. We will discuss more about what is and what is not plagiarism, and how to avoid it, but if you ever wonder whether what you are writing is plagiarism, it probably is.

Honor Code: The Honor Code, required on all final-draft essays submitted for this course, is:

“I confirm that this writing is my own work.”

Put this statement (or any statement indicating that you wrote the paper) at the end.

Do not forget to include your signature—a real, honest-to-goodness John Hancock signed in pen. For D2L submissions, the signature can be typed.

RESOURCES

The Academic Success Center (ASC) is located in the Activities Center on the Niceville Campus. The ASC provides free learning support services such as tutoring, ESOL, and writing assistance for all NWFSC students. Individual and group tutoring is available in a wide range of subjects on a walk-in-basis and by appointment. For more information, call the Academic Success Center at (850) 729-5389 or visit our website at [Free Tutoring](#).

Reading to Learn (R2L) is a project of Northwest Florida State College designed to support students' learning through direct instruction of reading strategies. Students may access R2L at our website: [Reading to Learn](#).

Math Labs are located in the Math Building L, Room L-131, on the Niceville Campus and in Building 7, Room 702 on the Fort Walton Beach Campus and Room 131 at the Crestview Center. The math labs are open to all students and provide free walk-in tutoring for all mathematics courses. For lab hours, students may call the Math Department at (850) 729-5377 or visit our website at [Math Lab](#).

Smarthinking is an online, real-time tutoring offered free to students, who may access this service via RaiderNet.

Open Computer Labs

There are numerous open computer labs throughout the Northwest Florida State College campuses. Students may access our website for lab locations and hours: [Computer lab location and hours](#)

Testing Center

Testing Centers administer college admissions tests, placement tests, proctored exams, ACT/SAT, GED, CLEP, and DSST (formerly known as DAN TES). General information concerning tests, hours

Testing Center hours may be accessed on the Testing Center website at [Testing Center](#). Makeup exams may be taken in the Testing Center, depending upon instructor policies on late work.

Library, Online Reference Materials, and Resources

The library is a comprehensive, learning resource center providing information in print, digital, and multimedia formats to support the educational objectives of the College. In addition to in-house materials, online services and resources can be accessed through the LRC website. Library hours are posted each semester at the building entrance and on the LRC website at [Learning Resource Center](#)

Assistance for Military and Veterans

Northwest Florida State College supports our military and veterans students. You may contact NWFSC Hurlburt Center Educational Services Building at 850-200-4190 or visit our website: [Support Our Military](#)

Students with Disabilities

Northwest Florida State College supports an inclusive learning environment for all students. If you have disabilities for which accommodations may be appropriate to assist you in this class, please contact the Office of Disability Support Services on the Niceville Campus, or call 850-729-6079 (TDD 1-800-955-8771 or Voice 1-800-955-8770).

Please know that I am very happy to provide the accommodations that you need, and that I make every possible effort to maintain anonymity. Because I will not mention anything about this in class, even though the Office of Disability Support Services notifies me of your requirements, it is important that you connect with me so that I can understand how to best assist you.