



# Course Syllabus

ENGL&101 14512 - F24 - English Composition I

 Switch To Light Mode

English 101: Composition I  
Syllabus Fall 2024

## Part 1: Course Information

Instructor Information

**Professor:** Rhonda Daniels

**College Office Phone:** 360-383-3509 (Voicemail only)

**Office:** Cascade 147

**Email:** [rdaniels@whatcom.edu](mailto:rdaniels@whatcom.edu)

**Office Hours:** Monday 8:00-9:00 and Wednesday 1:30-2:30 PM, and by appointment (Please don't hesitate to ask to meet! We'll find a time that works for us both!)

**Class Hours:** 9:30-11:00 MW in CAS 121 and 9:30-11:00 Friday in CAS 120

*To read is to link up to another person's brain, to*



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**Class Hours: 9:30-11:00 MW in CAS 121 and 9:30-11:00 Friday in CAS 120**

*To read is to link up to another person's brain, to share their imagination. To write is to invite others into the "black box" of your thinking. While this is not a class in brain science, this particular section of English 101 will examine questions of details and perception to help you become acquainted with your own rhetorical mind, to explore how and why you see (and don't see) things from your vantage point, and to learn different ways to share your knowledge and insight with others. Writing acquaints you with your own mind by requiring you to predict what will happen in the minds of others as they encounter your words—thinking about thinking.*

This five credit (5) course helps students become more effective writers in academic and professional settings. Students learn to enter ongoing academic conversations, analyze and use secondary sources to formulate, develop, revise, and communicate ideas in writing, and shape their message to different purposes, audiences, and media.



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to formulate, develop, revise, and communicate ideas in writing, and shape their message to different purposes, audiences, and media.

Prerequisite: ENGL 95 or Placement into ENGL 101

*Textbook & course materials are provided on Canvas*

## Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Canvas
- Access to laptop/computer
- Word Processing Program (i.e. Word, Google Docs)

A bit about our course:

- Guided Pathways is an approach that simplifies the choices students must make sense of when they enroll in college. As explained on Washington state's State Board for Community and Technical Colleges webpage, "Courses are grouped together to form clear paths through college and into careers, whether students enter those careers directly after graduation or transfer



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A bit about our course:

- Guided Pathways is an approach that simplifies the choices students must make sense of when they enroll in college. As explained on Washington state's State Board for Community and Technical Colleges webpage, "Courses are grouped together to form clear paths through college and into careers, whether students enter those careers directly after graduation or transfer to a university for more study in their chosen fields. Students get intensive, targeted advising to choose a path, stay on the path, learn what they need to know, and graduate. In Washington State, our Guided Pathways efforts are focused on helping more of our students—especially low-income, first-generation students and students of color—earn credentials to prepare them for entry into higher-paying, high-demand fields with value in the labor market."
- This section of English 101 is contextualized for the Culture and Society pathway. Regardless of which area of study you decide to pursue, however, the habits, skills, and abilities you develop in this class will be relevant to your work!

### Course Structure



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## Course Structure

This fall quarter, our English 101 course will be offered as a **in-person course in Cascade 121 on Monday and Wednesday, Cascade 120 on Friday**. Our discussions and many of our activities will happen in the classroom, while most homework will be done online. Coursework will be a blend of individual reading and writing homework, and group activities. Activities will consist of discussion forums, videos, lecture, guided lessons, workshops, online and off-line reading, email/messaging, and web posting of assignments.

- Students will be expected to interact with other members of the course for discussions and peer feedback on writing.
- Students are encouraged, but not required to use on-campus tools, student support services, and to meet with the instructor for one-on-one meetings outside of class meeting times.
- This course is *not* self-paced. We will have a course schedule of shared due dates, activities, and group discussions.
- No group work will require students to arrange meetings outside of our regular class times with peers.



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course schedule or shared due dates, activities, and group discussions.

- No group work will require students to arrange meetings outside of our regular class times with peers.
- All assignments are due on Mondays, Wednesdays, and Fridays. Please pay attention to when assignments are due.

## Canvas Access

- All course business (Syllabus, assignment handouts, course documents, course schedule, assignment feedback) can be found on Canvas. I encourage you to refer to these pages--print them if you can!
- To access this course on Canvas, you will need access to the Internet and the most current version of your web browser (Internet Explorer, Firefox, Safari) and Adobe Flash. For more help, visit [Canvas Brower Support Page \(Links to an external site\)](#).

## Technical Ability

To be successful in this course, students should be able to

- Attach files to emails
- Upload attachments to web pages
- Use the basic features of a Word Processing program



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In order to be successful in this course, students should be able to

- Attach files to emails
- Upload attachments to web pages
- Use the basic features of a Word Processing program
- Copy and paste text using mouse and keyboard commands
- Save and retrieve file
- Use a Web Browser

If you need help with these skills, you can set up a time to meet with me outside of class, meet with a Writing Center tutor, Student Help desk, or search for online tutorials to practice and learn these skills.

## *Technical Assistance*

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

- [device checkout form](#)(Links to an external site.)Links to an external site.
- Visit or contact Whatcom's student help-desk at (360) 383-3410; [studenthelpdesk@whatcom.ctc.edu](mailto:studenthelpdesk@whatcom.ctc.edu), Learning Commons, first floor.
- Review Canvas [Student Guide](#) (Links to an external site.)



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- Visit or contact Whatcom's student help-desk at (360) 383-3410; [studenthelpdesk@whatcom.ctc.edu](mailto:studenthelpdesk@whatcom.ctc.edu), Learning Commons, first floor.
- Review Canvas [Student Guide](#) (Links to an external site).
- Review Canvas [Mobile Phone Guide](#) (Links to an external site).
- Review Canvas [Tablet Guide](#) (Links to an external site).
- Review Whatcom's [Computing Resources Web page](#) (Links to an external site.)Links to an external site.
- [File a ticket or give feedback](#) (Links to an external site).to Canvas

## *Instructor Response*

- Students can expect to receive regular feedback on assignments. I usually respond to smaller assignments within a few days and major assignments within one week of the assignment deadline.
- I respond to email within 24 hours unless we



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### Part 2: Course Outcomes

Upon successful completion of this course, students will be able to

- Use rhetorical knowledge to analyze contexts and audiences to compose texts.
  - Use key rhetorical concepts (such as audience, purpose, genre, medium, etc.)
  - Read in several genres
  - Compose in several genres
- Think critically about texts (print, media, data, etc.).
  - Read as a mode of inquiry, learning, critical thinking, and communicating
  - Compose as a mode of inquiry, learning, critical thinking, and communicating
  - Read across multiple texts critically
  - Integrate the writer's ideas with those from appropriate sources
  - Formulate an evolving idea
  - Explore the significance and consequences of ideas
- Use multiple composing processes to conceptualize, develop and finalize writing projects.
  - Develop a writing project through multiple drafts
  - Develop flexible strategies for reading drafting, reviewing, collaborating,



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### Part 3: Core Learning Abilities

Whatcom's core learning abilities are skills taught and reinforced throughout our curriculum. These skills are integral to students' professional and personal lives. The core learning abilities at Whatcom are

- Communicating
- Quantitative Reasoning
- Social Justice
- Thinking (Critical and Creative)

This course will give you the opportunity to practice and develop:

**Communicating:** the ability to accurately identify a purpose or audience and convey information so that it is easily received and understood.

**Thinking:** the ability to cultivate and develop ideas to inform actions and beliefs.

### Part 4: Grading Policy

*Graded Course Activities*



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## Part 4: Grading Policy

### *Graded Course Activities*

- Visit the **Modules** link in Canvas for details about assignments. Viewing the Course Navigation page in the Orientation Module Canvas will help students understand how to access assignments, see point values, and scheduling.
- In this course, each assignment will be primarily assessed on completion of certain activities and have a certain number of points associated with that assignment.
  - An explanation of how each of the smaller assignments are graded is provided with that assignment.
  - Larger assignments (Essays) will have a rubric outlining the criteria and the number of points for each criterion.
  - Please note, it will not be possible to do well in this class if you skip one of the 3 major projects.

### *Late Work Policy*

- Be sure to pay close attention to deadlines—you will get the most out of the assignments in this course if you complete them on time.



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### *Late Work Policy*

- Be sure to pay close attention to deadlines—you will get the most out of the assignments in this course if you complete them on time. My expectation is that you complete all of the work in this class on time. However, if you need a little bit of grace once or twice this quarter in order to do your best work, please ask for that grace sooner rather than later. Also, please only ask for that grace when you really need it (extenuating circumstances).

### *Viewing Grades in Canvas*

- Points you receive for graded activities will be posted to Canvas Grades. Click on the Grades at the top of any Canvas page to view your points, feedback, and current course grade.
- As a general rule, I provide grades and feedback within 2-4 days after the due date for the shorter assignments and within 7-10 days after the due date for the larger projects. You will see a visual indication of new grades posted on your Canvas home page.
- You will also be able to see written feedback from me in the message center on Canvas, in addition to the Grades section.

### *Questions about Grades*



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## Questions about Grades

- If you ever want to talk to me about your grades, please set up a time to meet, to talk on the phone, or send a message in Canvas or via email.
- By law, instructors must protect students' educational information. Instructors can only communicate with a given student about their enrollment, attendance, grades, or participation in their classes. This includes not sharing information with students' families. **Please use your Whatcom.edu email, Canvas message, or phone.** That way we can be sure it's you.
- If you feel an error has been made in calculating your grade, or you believe your grade is not reflective of the quality of your work, please contact me with your questions.

## I Care About Your Success

This course is taking part in a student success "early alert" initiative at the Whatcom Community College. Throughout the quarter, you may receive emails from academic advisers through STARFISH regarding your attendance and academic performance in this course. You can access your Starfish dashboard through your MyWCC account.



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## Letter Grade Assignment

- This course may be taken for a letter grade (A-F) or an S/U grade.
- Students who enroll for satisfactory/unsatisfactory (S/U) grading in this course should be aware that a C- grade is required to earn an S grade. Students who are considering changing to an S/U grading approach through registration should check with me first to determine your current standing in the course. You should then check with an advisor using [WCC's virtual welcome center \(Links to an external site.\)](#)Links to an external site. to determine the best course of action for your success. Some programs, schools, and universities may not recognize the S grade in the same manner as WCC.
- Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
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A	94-100%
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Letter Grade

Percentage

A 94-100%

A- 90-93%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

C- 70-72%

D+ 67-69%



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C	73-76%
C-	70-72
+	67-69%
D	60-66%
F	0-59%
S	70-100%
U	69% or below

## Part 5: Course Schedule

Class schedules and specific assignment deadlines can be found in detail on Canvas under Modules.

**Course schedule and assignments subject to change.** It is the student's responsibility to check



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C	73-76%
C-	70-72
D+	67-69%
D	60-66%
F	0-59%
S	70-100%
U	69% or below

## Part 5: Course Schedule

Class schedules and specific assignment deadlines can be found in detail on Canvas under Modules.

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### Part 5: Course Schedule

Class schedules and specific assignment deadlines can be found in detail on Canvas under Modules.

**Course schedule and assignments subject to change.** It is the student's responsibility to check Canvas for corrections or updates to the schedule and assignments. Any changes will be posted in Canvas.

### Part 6: Course Policies

#### Log into Canvas Daily

- Students are expected to **attend all in-person classes** unless illness or emergencies arise (please contact us as soon as possible in these cases).
- Students are expected to **check into Canvas daily!**
- Even if you are caught up on assignments, it's good to check regularly for announcements, messages or changes to the schedule.
- Tip: Make Canvas the homepage on your web browser and set up notifications! That way you'll be reminded to check in every time you go online. Read more about [how to change](#)



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- Tip: Make Canvas the homepage on your web browser and set up notifications! That way you'll be reminded to check in every time you go online. Read more about [how to change your homepage\(Links to an external site.\)](#) [Links to an external site..](#)

### Participation and Attendance

Because English 101 is a performance-based course where you practice what you learn, your active and consistent engagement in class discussion and activities is required. Through the process of writing and revising it is important to share information, discuss strategies, and receive feedback. Throughout the quarter you will work



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## Participation and Attendance

Because English 101 is a performance-based course where you practice what you learn, your active and consistent engagement in class discussion and activities is required. Through the process of writing and revising it is important to share information, discuss strategies, and receive feedback. Throughout the quarter, you will work closely and collaboratively with your classmates reading and responding to each other's work. Everyone will benefit if you arrive prepared to engage in this type of work. Your classmates and I expect you to attend regularly and be prepared for each class session—late arrivals distract the rest of us who are on time. I will mark late arrivals when I take role (arriving late 3 times is equal to one absence). Complete the assignments prior to our meeting and come to class ready to work, share, and listen.

**Attendance Policy:** Excessive absences (for any reason, including sickness) or tardiness will jeopardize your progress in English 101 and seriously affect your course grade. It's your responsibility to get class information from a



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**Attendance Policy:** Excessive absences (for any reason, including sickness) or tardiness will jeopardize your progress in English 101 and seriously affect your course grade. It's your responsibility to get class information from a classmate, so have a classmate collect handouts and take notes for you if you miss class. **You may miss 3 classes with no questions asked.** You will receive a **one-letter grade reduction** for each absence after these (If you are an A student: 4<sup>th</sup> absence=B; 5<sup>th</sup> absence=C). If you miss 6 classes or more, you should consider withdrawing as you will not pass the class. *A missed mandatory conference counts as one absence.*

**Late Work:** *I do not accept late work.* If you know you will be absent, submit your work prior to the due date/time. Always discuss your circumstances with me as early as possible in order to avoid confusion or unnecessary penalties.

**Missing Work:** In order to pass this class, all essays **MUST** be turned in. If you do not turn in an assignment, you will fail the class.

***Good Participation includes***



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**Late Work:** *I do not accept late work.* If you know you will be absent, submit your work prior to the due date/time. Always discuss your circumstances with me as early as possible in order to avoid confusion or unnecessary penalties.

**Missing Work:** In order to pass this class, all essays **MUST** be turned in. If you do not turn in an assignment, you will fail the class.

### *Good Participation includes*

- Arrive to class on time
- Respectfully engaging in class discussion
- Asking questions to classmates and the instructor
- Contributing to class activities
- Taking careful margin notes for reading homework
- Engaging in peer response
- Completing work on time
- Checking Canvas daily
- Responding to/ checking Canvas messages daily
- Visiting your instructor's during office hours, on the phone, on zoom, or via messaging.

### *Build Rapport*



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### *Build Rapport*

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructors know as early as possible. Building rapport and effective relationships are key to becoming an effective professional. Did you know that students who build relationships with instructors are more likely to finish their degrees? Be proactive and inform your instructors when difficulties arise during the quarter so that they can help you find a solution.

### *Understand When You May Drop This Course*

- It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to the Whatcom Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: documented medical emergencies such as severe physical/mental illness/injury to the student or student's family.
- We are always happy to discuss your progress in the class and to help you think through whether or not you should drop the class.



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- We are always happy to discuss your progress in the class and to help you think through whether or not you should drop the class—you don't have to make this decision alone!

### *Incomplete Policy*

- Under emergency/special circumstances, students may petition their instructor for an incomplete grade. An incomplete will only be assigned if the 75% of coursework has been completed, you have attended the class regularly, AND your instructors agree to set up an incomplete agreement before the end of the current quarter. All incomplete course assignments must be completed by the end of the following quarter at the latest. Instructors are not obliged to set up incomplete



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## *Incomplete Policy*

- Under emergency/special circumstances, students may petition their instructor for an incomplete grade. An incomplete will only be assigned if the 75% of coursework has been completed, you have attended the class regularly, AND your instructors agree to set up an incomplete agreement before the end of the current quarter. All incomplete course assignments must be completed by the end of the following quarter at the latest. Instructors are not obliged to set up incomplete agreements.

## *Inform Your Instructor of Any Accommodations Needed*

If you have a documented disability and verification from [Access and Disability Services \(Links to an external site.\)](#) (ADS) and wish to discuss academic accommodations, please contact ADS as soon as possible. It is the student's responsibility to provide documentation of disability, to meet with an ADS counselor to request special accommodation *before* classes start. ADS is located in Laidlaw Center, room 116 and can be contacted via email

at [manderson@whatcom.edu](mailto:manderson@whatcom.edu) by phone at (260)



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WCC does not discriminate on the basis of race, color, national origin, religion, sex, disability, honorably discharged veteran or military status, sexual orientation, genetic information or age in its programs and activities. WCC's discrimination and harassment policy ([policy 615 \(Links to an external site.\)](#) [Links to an external site.](#)) and the student rights and responsibilities policy ([WAC 132U-125 \(Links to an external site.\)](#) [Links to an external site.](#)) strictly prohibit sexual harassment, intimidation, and violence. Anyone who has experienced sexual misconduct is encouraged to contact a WCC counselor in entry and advising (Laidlaw 116) at [360-383-3080](tel:360-383-3080) to receive confidential support and learn about reporting options. Any disclosure of such misconduct shared with another faculty or staff member is non-confidential and requires a report to WCC's Title IX coordinator, who has been designated to handle such reports. Inquiries regarding non-discrimination, Title IX, and sexual misconduct policies can be directed to the executive director for human resources, 237 W. Kellogg Road,



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Livingston, VA 22420, [800.800.0100](#).

### *Understand the Inclement Weather Policy*

- “In the event of inclement weather, all online courses [...] will be conducted as scheduled. Closures or delays announced for the Whatcom Community College campus will not apply to online instruction.”
- If you lose internet access because of inclement weather, please contact us as soon as you are able to in order to explain your situation. We will work together to arrange a schedule of make-up work or an alternative method for you to turn in your work.

### *Use Student Support Services*

Did you know that students who use their resources are more likely to succeed and finish their program of study? Using resources is just the smart thing to do—you are paying for these whether you use them or not—get your money’s worth!

- WCC communicates with students via their [WCC issued student email \(Links to an external site.\)](#) [Links to an external site.](#) Students can check email by logging into their MyWCC account.
- The [Orca Central](#) offers many support



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### *Use Student Support Services*

Did you know that students who use their resources are more likely to succeed and finish their program of study? Using resources is just the smart thing to do—you are paying for these whether you use them or not—get your money's worth!

- WCC communicates with students via their [WCC issued student email\(Links to an external site.\)](#) [Links to an external site.](#). Students can check email by logging into their MyWCC account.
- The [Orca Central](#) offers many support services virtually.
- The [learning center, writing center, and math center\(Links to an external site.\)](#) [Links to an external site.](#) offer free virtual tutoring and writing support.
- The student helpdesk is available for technical assistance and device checkout and is located in the Learning Commons.
- [Academic advising and career services\(Links to an external site.\)](#) [Links to an external site.](#) offers phone and zoom appointments.
- [WCC's virtual library\(Links to an external site.\)](#) [Links to an external site.](#) is open and librarians are available to assist you.



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### *Commit to Integrity*

As a student in this course (and at this college) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

In our experience, most students plagiarize or cheat for one of two reasons. The first is that they made a mistake—the most common mistake is not citing where you get your information. The second is that a student panics because they don't understand an assignment or don't feel like they have enough time to do the work. We are here to support you! If you are unsure, need support, need some extra time—talk to us!

### Whatcom's Academic Honesty Policy & Procedures

“As members of the Whatcom Community College community, students have an obligation to demonstrate academic and personal honesty and integrity. Students are expected to respect individual rights, recognize their impact on others, and take responsibility for their actions.”



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[View all procedures in our College Catalogue \(pages 284-285\) \(Links to an external site.\)](#)  
[Links to an external site.](#)

## Definitions

- At Whatcom, “**cheating** on examinations, fraudulent representation of student work product or other similar acts” is considered academic dishonesty.
- **Plagiarism** is a form of cheating. At Whatcom, “Plagiarism includes submitting to a faculty member any work product that the student fraudulently represents to the faculty member as the student’s work product for the purpose of fulfilling or partially fulfilling any assignment or task.” (*Whatcom Community College Catalogue 2012-2014*)

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

**Course policies are subject to change.** It is the student’s responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be posted in Canvas.



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