

ENG101 Communication & Community Syllabus

"Educating the mind without educating the heart is no education at all." – Aristotle



Image: Vaibhav Jadhav

Course Overview

Communication & Community

What, if anything, did you eat for breakfast this morning? Was it healthy or indulgent? Processed or organic? How has the meal impacted your body, mood, energy, and brain? How much did it cost and why? What ingredients were used and where did they come from? Or did you have to skip breakfast, and if so, what factors influenced you to do so? Your answers reveal important details about your society, socioeconomic status, culture, and access to food.

Food is something we interact with on a daily basis. And, not surprisingly, food connects to almost every aspect of society. Similarly, society is impacted by language because it shapes how we think, behave, and interact with others; in other words, language is a major determinant in your overall success and, by extension, your access to food. This semester, we will explore issues related to poverty and charity, which includes the factors that affect our access to food. This analytical process will help us become better thinkers, writers, readers, and communicators.

Exploring food justice issues will also help us develop the ability to see what matters ethically. Aristotle called this “ethical perception”, stating that a person must acquire the moral virtue and

practical wisdom to see what is ethically important about particular circumstances of the world. This class, therefore, is about developing an ethical perception, so we can better understand issues (like injustice) that impact our daily lives.

To help us understand these concepts, we will engage in a variety of innovative projects that have been designed to help us understand our world and interact with real-world issues. Some projects include collaborating with nonprofit organizations in the community on service learning, analyzing food access, and developing actual interventions for food insecurity. In other words, by the end of this course, you will have several new skills and experiences that you can use on your resume and scholarship applications.

It's going to be a potentially life changing experience.

Course Information

Course Prefix & Number: ENG 101

Credit Hours: 3

Course Title: First-year composition

Course Format

This is a hybrid class that meets IN-PERSON once a week, which means you have to attend on campus and on time. It also means that around 50% of our course will be online, so please expect to spend on average 4-6 hours per week outside of class on coursework. The online part of the course includes a variety of learning activities, short readings, assignments, etc. that need to be completed before our in-person classes.

I teach multiple sections, so please see the table below for specific information on your section.

Section	Days	Times	Begin Date	End Date	Classroom
18501	Tuesdays	9:00 – 10:15 am	Tues, Aug 25	Tues, Dec 15	LC 363
18550	Tuesdays	10:30 – 11:45 am	Tues, Aug 25	Tues, Dec 15	LC 363
18075	Wednesdays	9:00 – 10:15 am	Wed, Aug 26	Tues, Dec 16	LC 363
18074	Wednesdays	10:30 – 11:45 am	Wed, Aug 26	Tues, Dec 16	LC 363

Instructor Information

Instructor: Matthew Healy

Email: matthew.healy@scottsdalecc.edu

Phone: 480.423.6458 (though the best way to reach me is via email)

Office Location: LC 317

Office Hours: Monday–Thursday from 3-4 pm, Friday by appointment; all office hours are virtual unless you make arrangements for in-person.

Instructional Contact Hours (Seat Time)

This is a three (3) credit-hour course. In addition to our weekly in-class time, plan to spend around 4-6 hours outside of class on homework and projects.

Course Details

Course Description

Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.

Prerequisites

Appropriate writing placement test score, or a grade of C or better in ENG091 or ESL097.

Course Objectives

1. Analyze specific rhetorical contexts, including circumstances, purpose, topic, audience, and writer, as well as the writing's ethical, political, and cultural implications.
2. Organize writing to support a central idea through unity, coherence, and logical development appropriate to a specific writing context.
3. Use appropriate conventions in writing, including consistent voice, tone, diction, grammar and mechanics.
4. Summarize, paraphrase and quote from sources to maintain academic integrity and to develop and support one's own ideas.
5. Use feedback obtained from peer review, instructor comments and/or other resources to revise writing.

6. Assess one's own writing strengths and identify strategies for improvement through instructor conference, portfolio review, written evaluation, and/or other methods.
7. Generate, format and edit writing using appropriate technologies.

Texts, Course Materials and Technologies

1. Access to a computer
2. Google docs or Microsoft Word
3. Reliable Internet access (available on campus, if needed)
4. Digital textbook: [*Food for Thought*](#) (this free, online textbook was written specifically for this course and is free)
5. USB drive (highly recommended for saving your work)
6. Notebook (for note taking, class exercises, and writing/research process and reflection work; you need this by second class meeting)
7. A section in a folder or binder dedicated to prompts, rubrics, and other course materials
8. Pencils, pens, and highlighters – the usual school stuff
9. Internet access: As a hybrid course, you will need reliable access to the internet for online work.

Course Policies

Respect for Others

I strive to create a learning environment in which everyone feels comfortable learning. As a college student, please behave in a way that helps us achieve that goal. That means making our environment productive, equitable, engaging, and fun.

Inappropriate Behavior – My essential rule is that you can be who you are so long as it does not infringe on the rights or learning of others. So when we are in the learning environment together, respect others enough not to distract from learning. Jokes that offend others (vulgar, sexual, or just plain cruel) will result in a warning or possibly ejection from class. Offensive comments (racial or sexual slurs, insults, obscenities, etc.) will often be grounds for removal. Degrading others, even if it's intended as a joke, is also unacceptable. Please don't mock others in our classroom, even if you believe your intentions are in good fun. Be mindful about not arguing for the sake of arguing or repeatedly interrupting a lesson—we all share the class time to learn and you want to avoid hijacking that time. I'm happy to help you and answer questions, but we all need to be respectful of the shared class time. If you need help or clarification with a concept,

come see me after class or make an office hours appointment. I'll always try and make time for you.

Sexual harassment is any unwelcome, verbal or physical conduct of a sexual nature that is sufficiently severe, persistent, or pervasive that it alters working conditions and creates a hostile environment or reasonably interferes with, limits, or deprives a student of the ability to participate in or benefit from any educational program or activity.

Sex Discrimination and Sex-Based Harassment: MCCCCD requires all employees, including faculty, to notify the Title IX Coordinator of any reports or complaints they receive regarding sex discrimination, sex-based harassment, and retaliation that occur on MCCCCD-controlled property and activities. Examples of sex discrimination include discrimination based on sexual orientation, gender identity, pregnancy, and parenting. Examples of sex-based harassment include quid pro quo harassment, hostile environments, sexual assault, dating violence, domestic violence, stalking, and sexual misconduct. Please be aware that your instructor is required to share any reports made to them. If you would like to report a complaint confidentially, without it being shared with the Title IX Coordinator, you may contact the MCCCCD Ombuds at [MCCCCD Ombuds Services](#). Additional information on Sex Discrimination and Sex-Based Harassment can be found at: [MCCCCD Title IX Information](#).

MCCCCD also requires all employees, including faculty, who become aware of a student's pregnancy or related condition to provide the student with the Title IX Coordinator's (TIXC) contact information. The TIXC can take specific actions to prevent discrimination and ensure equal access to MCCCCD's educational programs and activities.

Additional information on pregnancy and parenting rights and protections is available here: [Pregnancy and Parenting Rights](#).

To report sex discrimination, sex-based harassment, or request adjustments for pregnancy or related conditions, visit: [MCCCCD Title IX Reporting](#).

Arrive prepared and ready to be productive. If you do, I promise you a rewarding learning experience.

Be Prepared for Class

Make sure you complete the readings and assignments before class. Each class is built on the foundation that you can contribute to the day's learning.

Generative Artificial Intelligence (AI)

The World Economic Forum defines generative AI as “a category of artificial intelligence (AI) algorithms that generate new outputs based on the data they have been trained on. Unlike traditional AI systems that are designed to recognize patterns and make predictions, generative AI creates new content in the form of images, text, audio, and more.” Some examples of generative AI tools include but are not limited to: ChatGPT, Google Bard, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

There are situations and contexts within this course where you may be permitted to use generative AI tools. Specifically, you may use a generative AI tool to assist you during:

- the brainstorming process to generate ideas and research questions
- the research process to discuss ideas or topics (but always double check all AI information against credible and academic sources)
- the outlining process to help organize your writing and ideas
- the revision process to check organization, development, unity, grammar, spelling, and format

Please note that you may not substitute writing from a generative AI tool for your original writing—you may only use it to explore options for improving your own original work.

Using a generative AI tool (such as ChatGPT) in any way not authorized by the instructor is considered plagiarism. If you use a single sentence written by AI in any assignment, you will face the plagiarism penalties listed below.

If you are unsure if the tool or website you are using is a generative AI tool or if it is permitted on a specific assignment, please contact me for further clarification before submitting your work.

Plagiarism & AI Tools

Plagiarism is the unauthorized use of the words, ideas, structure, or intellectual labor of another person or source. This includes human authors *and* artificial intelligence tools. Submitting work that was written, substantially revised, or intellectually generated by AI as if it were your own is considered plagiarism and academic misconduct.

Using AI to *write for you* or *think for you*—including generating sentences, paragraphs, arguments, explanations, or conclusions that you then submit as your own—violates this course policy.

This policy applies to all assignments, including low-stakes work, drafts, reflections, discussion posts, and major projects.

What Is NOT Allowed for AI (Academic Misconduct)

The following uses of AI tools are considered plagiarism in this course:

- Using AI to write any part of an assignment that you submit (even a single sentence)
- Using AI to generate thesis statements, topic sentences, evidence, body paragraphs, explanations, or conclusions
- Using AI to paraphrase, rewrite, rephrase, or “clean up” your sentences in a way that changes wording, structure, or voice
- Using tools such as ChatGPT, Paraphraser, QuillBot, or even Grammarly’s rewriting features to restate ideas you did not independently compose
- Asking AI what you should argue, how to explain evidence, or how to develop a paragraph and then submitting that reasoning as your own
- Copying AI-generated content and lightly editing it to make it appear original

Even tools commonly marketed as “editing” tools—such as Grammarly—can violate this policy if they are used to rewrite or rephrase sentences rather than simply flagging errors.

What IS Allowed (Ethical Use of AI Tools)

AI tools may be used in limited, ethical ways that support your learning without replacing your thinking or writing. Acceptable uses include:

- Generating *general ideas* during the research or brainstorming phase
- Locating potential articles or sources, as long as you independently verify that the sources are real, credible, and actually say what you claim they say
- Organizing ideas during the outlining or planning stage
- Checking grammar, spelling, and mechanics *after* you have written your own sentences
- Using AI to receive constructive, non-prescriptive feedback on specific elements of your writing, such as:
 - clarity of claims
 - quality of explanation
 - paragraph development
 - organization and flow
 - overall coherence

AI may comment on your work, but do not have it revise it for you.

Example of an Acceptable AI Prompt

Here is an example of an AI prompt you are allowed to use because it requests feedback rather than rewriting or generating content:

“Please review the organization of my essay. Do my body paragraphs appear logically ordered, and are my topic sentences clearly connected to my thesis? Please give general feedback only and do not rewrite or suggest new sentences.”

This type of prompt results in feedback that helps you improve your thinking and revision decisions without outsourcing the writing itself.

Consequences for Violations

Violations of the AI policy are treated seriously and consistently.

- **A first AI-related offense** may result in:
 - A full letter-grade deduction from your final course grade (even if the violation occurs on a small or low-stakes assignment). This means if you earn a C in the course, your final grade will be a D.
- **A second AI-related offense** will result in:
 - Immediate removal from the course.
 - A failing grade for the course.
 - A formal letter of academic misconduct filed with the college.

If you are ever unsure whether a technology or specific use of AI is allowed, ask before submitting the assignment. When in doubt, do the work yourself—that is always the safest and most ethical choice.

A Final Note About AI

As someone who has been both an English professor for twenty years and a professional writer for most of my adult life, I am very familiar with the wide range of human writing styles, including syntactic patterns, diction, and organizational structures. Additionally, I have extensively studied AI tools and their distinct syntactic tendencies, vocabulary choices, and structural patterns. Even when AI is programmed to mimic human writing, its stylistic markers remain identifiable. Because of this, it is easy to distinguish between human-written work and AI-generated text, even when attempts are made to disguise it.

While AI tools can be useful for idea generation, brainstorming, and revision assistance (especially for grammar and formatting), they cannot be used to replace any words, phrases, or thoughts in your writing. The primary goal of this course is for you to develop your own critical thinking and communication skills, which are essential for academic and professional success. These assignments are not about achieving a "perfect" writing style but rather about demonstrating your ability to analyze, think critically, and communicate your own ideas. Relying on AI to generate content for you weakens this process and prevents you from fully engaging with your own intellectual growth.

If AI is suspected in any capacity to replace your own writing—even a single sentence—the assignment will receive a zero until we can meet face-to-face. You will be required to complete a handwritten writing sample on a unique prompt under supervision, without the use of any digital tools (phone, laptop, etc.) to verify your authentic writing abilities. To avoid this outcome, please ensure that all submitted work is entirely your own and follows the ethical AI usage policy stated in the syllabus.

If you have any questions about how to use AI appropriately within this course, please reach out. The best way to succeed is by embracing your own voice and thought process, as that is the true purpose of academic writing.

Late Assignments

Assignments are due BEFORE class begins on the assigned due date. Most assignments are submitted through Canvas; other assignment submissions will be explained by your instructor. Any assignments submitted after class starts on the due date will be penalized 10% per day. Assignments are no longer eligible for credit after 10 days.

If there is a valid (and extreme) reason why you cannot make a deadline, make arrangements with me beforehand and I may make an exception. Such exceptions are usually only made for crisis situations (such as a hospital visit you can document).

Technical problems—such as your Internet going down—are not an excuse for submitting late work. You are given ample time to complete the assignments, and the college offers you a vast array of resources (Wifi access, the Writing Center, Library, the Help Desk, etc.) to successfully complete your work.

You are free to submit assignments before the due date. However, grades are final (meaning you cannot resubmit the same assignment twice). Please submit assignments only when you are ready for them to be graded.

Late work may receive delayed instructor feedback. I always prioritize providing detailed feedback to assignments submitted on-time, which means that late assignments are therefore placed at the bottom of the grading stack. Occasionally, this results in an additional week or two before late assignments are graded.

Additionally, late work may receive less-detailed instructor feedback. If you submit work after a due date, please understand that I may not have time to provide the kind of detailed feedback given to on-time submissions.

As mentioned above, all work is due before class time. Please do not use our class time to work on assignments that are past due. Our face-to-face time is precious, and you are expected to be

present and attentive. Therefore, late assignments submitted during class time will receive an additional 10% penalty and you will not receive any attendance / participation points for that class. You are free to work on assignments before or after class, and you can submit work outside of class.

Returned Assignments

I will provide prompt and professional feedback on your work to help you improve as a writer and critical thinker. In return, your responsibility is to follow assignment instructions (given during class, and listed on prompts and rubrics) and incorporate instructor feedback on your assignments. I work hard for you, and I expect you to work hard for your own success. As such, you are also responsible for ensuring your work is submitted in the correct format and is free of typos and grammatical errors. Assignments that fail to adhere to the following criteria may be returned:

- Not following instructions on the prompt or from the instructor
- Not proof-reading assignments; excessive errors in grammar and/or format (7 or more errors)
- Not incorporating instructor feedback on assignments
- Using AI tools in an unauthorized manner

If your assignment is returned, you must fix any necessary problems and resubmit as soon as possible. Returned assignments will be penalized 10% of the total grade per day that begins when you are sent a message notifying you of the returned assignment. It is your responsibility to check Canvas and/or your email for this message.

Bathroom & Break Policy

Use the bathroom and take short breaks as needed, but be quick since we often have hands-on learning activities during class.

Response Time

During the weekdays, you can expect a response time of 24-36 hours for emails, phone calls, and messages sent via the Canvas Learning Management System; 48 hours on the weekends. Students can expect minor assignments to be graded within 72 hours; 7-10 days for major assignments.

Attendance Policy & Withdrawals

Attendance is necessary for your success in this class, beginning with day 1. Students who do not attend the first class will be withdrawn; there are no exceptions for this policy.

In this class, 15% of your grade is based on showing up to in-person classes and participating. Each class focuses on developing a new skill that is essential to course projects, and our in-class sessions often involve working on parts of these projects. Missing any class could create serious gaps in your understanding of course concepts.

You are allowed one free absence for any reason without losing any participation points. It doesn't matter why you are absent—work, sickness, doctor's appointment, etc.—so there is no need to email me with documentation. However, if you need to be absent, it's courteous to send me an email before class, especially since we frequently have group activities.

Four absences may result in being withdrawn from the course. Withdrawals are the instructor's prerogative and depend on multiple factors, including your current grade, participation, the reasons for your absences, etc. Additionally, if you do not submit three consecutive assignments, you may be withdrawn from the course.

Please come to class on-time and only miss class if you absolutely can't make it (for example, you're sick but can't make it to the doctor, or you get called into work, etc.).

If you are absent, it is your responsibility to learn the material on your own time. Content (slideshows, texts, lesson overviews, etc.) from each class is available on Canvas, and you can get notes from another student. If you have questions, feel free to contact me. However, please do not ask me to email you materials that you missed or provide summaries of class meetings; unfortunately, college professors simply don't have the time to accommodate this request. Tutors at the Writing Center may be able to help you learn topics you missed due to an absence. Or, you can set an appointment with me to discuss or review any topic.

If you would like to be withdrawn at any point in the semester, please email me a request and explain your situation. Do not simply stop coming to class. If you stop attending, you are subject to receiving a failing grade.

If you dispute any absences, you must speak to me within five days of the date in question. I may not be able to make changes to the attendance record if you come to me after this time.

Arriving Late / Leaving Early

Arriving late or leaving early can disrupt the class and distract from our learning environment, so please arrive early. I understand that sometimes circumstances prevent you from getting to class on-time. Maybe there's a car accident causing traffic, or maybe your car battery died. Therefore, you are allowed one late arrival for the semester without penalty.

However, it's your responsibility to ensure you get to class. If you arrive late or leave early more than once, 5 points will be deducted from your attendance grade for each occurrence (e.g. 5 points deducted for arriving late a second time, and another 5 points deducted for arriving late a third time, etc.).

Though I don't like doing so, being chronically late or consistently leaving early (more than six times in a semester) may result in being withdrawn from the course. If you have to arrive late or leave early, make prior arrangements with me. In most cases, you will still have to accept a "late" mark. Occasionally, I make exceptions, depending on the circumstances and whether you speak to me in advance.

Withdrawal Policy

- Students may initiate an official withdrawal from any course by submitting a withdrawal form with required signatures to the A&R office within published deadlines.
- Failure to attend any classes is not a guarantee for a refund or an excuse of debt incurred through registration. See Refund Policy in the [2017-2018 College Catalog](#) page 241.
- The official date of withdrawal is the last date of attendance as determined by student's withdrawal or as reported by the instructor.
- The official date of withdrawal will determine the degree of refund, if any.
- Failure to file an official withdrawal form within published deadlines can result in a failing grade and may affect refund of course tuition and fees.

Additional information on Withdrawals can be found in the [College Catalog](#) page 252.

College Policies

Students are responsible for the college policies included in the [college catalog and the student handbook](#).

Course Projects

Grade Scale

All grades are final. While I do not round up grades, I do provide opportunities for extra credit (see Bonus Points below).

Letter Grade	Points Range
A	90 – 100%

B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Course Projects

While changes are rare, please note that course projects are subject to change as needed. However, any changes will be announced on Canvas and in-class.

Project	Overview	Points
Assignments	Assignments (textbook chapters, discussion boards, quizzes, etc.) throughout the semester will help you engage with the course content and gauge your understanding.	350
Attendance	Points for in-class participation and learning activities.	150
Service Learning Experience(s)	Perform hands-on research by serving at approved organizations; use pre and post experience reflections to connect your service to learning objectives and develop critical thinking skills.	50
Civic Action Project (Part 1): Persuasive Research Essay	Write a research essay that demonstrates your ability to think deeply about a concept and articulate arguments. You will be evaluated on how well you create claims (thesis statement and topic sentences), organize ideas, support claims with credible evidence, explain evidence, and apply rhetorical strategies.	300
Civic Action Project (Part 2): Public-Facing Project	Generate a public-facing project based on an approved poverty topic. Demonstrate your learning throughout the semester by creating a project that uses both textual and visual elements.	150
Final Portfolio	Reflect on your progress over the semester. You may also choose to revise the Civic Action Projects to improve the grades on your original submissions.	50

Service Learning

This is a service learning course and links your classroom learning to real-world applications. Service learning is different from volunteering. The American Association of Community Colleges defines service learning as a combination of “community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Service Learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community.” In other words, this semester your classroom learning will be enhanced by participating in hands-on community research. This research will take the form of service at an approved nonprofit organization that is

linked to our course theme. The service will bring your classroom learning to life and provide valuable insights into the course content. Additionally, your experience will help you develop essential skills (such as civic responsibility) that will be valuable on your resume and scholarship applications.

You are required to participate in any service learning sessions at organizations approved by your instructor.

Bonus Points

Bonus Points can be used to purchase due date extensions on all assignments and quizzes EXCEPT for workshop assignments and during the final week of the semester. Please note that failing to submit a complete assignment for workshops will result in losing ALL Bonus Points. Any Bonus points remaining at the end of the semester will be converted to extra credit for a maximum of 25 extra credit points.

You are welcome to exchange bonus points for an extension on any major assignment (worth 25 points or more). However, please note that if you submit an assignment more than 72 hours after the original deadline, I may not be able to provide detailed feedback. Due to other professional obligations and responsibilities, the depth of feedback may vary depending on my schedule. While I will review all submissions, timely completion ensures the most thorough and constructive feedback possible.

If you submit an assignment after the due date, it is your responsibility to email me to notify me of your submission. Without notification, your assignment may not be reviewed in a timely manner. Please include the assignment name and the date of submission in your email for clarity.

At the end of the semester, bonus points will be converted to extra credit only if the student has a passing grade of 70% or higher in the class.

Writing Resources

Writing Center

The Writing Center offers professional tutoring both in-person and online. I highly recommend working with them, especially for major assignments. Work submitted online can take 72 hours for a response. Visit the Writing Center online <https://showcase.scottsdalecc.edu/writingcenter/>

Online Tutoring

SCC's tutors are available online to help with your courses. You may work with an SCC tutor remotely using Google Meet, your phone, or email. Visit the Tutoring & Learning Centers

page for detailed information on the five learning center's hours and procedures. As much as possible, it is highly recommended that you utilize SCC tutors since they are more familiar with SCC coursework, instructor expectations, and assignments; however, if you need to work with a tutor outside regular hours, online and hybrid students now have access to a 24/7 online tutoring service called Brainfuse. Brainfuse provides online tutoring in a variety of academic subjects. Each student may utilize up to 6 hours of online tutoring through Brainfuse per semester, and has the option of requesting additional time if needed.

To access Brainfuse and begin working with a tutor:

1. Visit the [SCC Online Tutoring Services Through Brainfuse](https://www.scottsdalecc.edu/students/tutoring/online-tutoring) page
(<https://www.scottsdalecc.edu/students/tutoring/online-tutoring>)
2. Click the Visit a tutor online button
3. Enter your MEID and password
4. Choose your topic and subject
5. Click the Connect button

Please use your time effectively and be prepared with your questions before you connect to a tutor. Tutors and students communicate in real-time so whatever you type, draw, or share on the screen, the tutor sees, and vice versa. You may also want to have screenshots ready if applicable. All Brainfuse sessions are recorded for review later.

Technology

Assignments submitted to Canvas can be formatted as Google docs or Microsoft Word. All SCC students can download Microsoft Office for free—go to our Canvas course and under the module First Steps: Helping You Succeed, click on FREE Microsoft Office 365 for Students and follow the instructions.

I am not the technology support staff. Questions and problems concerning technology, computers, Canvas, software, etc. must be directed to the TechCenter at (480) 423-6261.

It is the student's responsibility to be proficient in using Canvas, its required processes, and Google Docs / Microsoft Word programs to be successful in this learning environment. Students need to be proactive in ensuring they are skilled in Canvas's processes in order to complete all assignments on time. Technology excuses for late or incomplete assignments (such as a computer crash, forgetting or losing your memory stick, or not being able to access a computer/internet from home) will not be accepted. Anticipate technological problems and make arrangements to complete work early (and on campus if necessary).

Help with Canvas

- Check out the [Canvas self-help site](#) or call 1-888-994-4433 for 24/7 support
- Visit the [Maricopa 24/7 help site](#) for a live chat with a support team member
- The [Start Here Link](#) has information on student and academic resources as well as videos on how to use Canvas

Note: It is essential that you set your notifications in Canvas before you get started with the course. [Here is a video](#) to help you set your notifications.

SCC Help Desk

Contact the SCC Help Desk at (480) 423-6274. Hours are Monday – Friday 8 am - 8 pm and Saturday from 8 am - 4 pm. Summer Hours vary.

Technology Statement

Scottsdale Community College is committed to providing a fully accessible learning experience to all students. See [the list of accessibility statements and privacy policies for technologies](#) used for eLearning. If you require disability-related assistance, please [contact Disability Support Services](#).

By default, the web-based/discussion applications are open to the public for the purpose of sharing your work with the larger Internet community; specifically, using web-based presentation tools, online discussion and comments will:

- provide an opportunity to track and reflect upon your design process/progress,
- provide an opportunity to collaborate on design projects, and
- engage a larger audience who may provide feedback on the project.

To use the web-based/discussion/comment applications responsibly please observe all laws, SCC, and MCCCDC policies that are incorporated into the Codes of Conduct and Academic Integrity. Some specific aspects of law and policy that might be well to remember are prohibitions against copyright infringement, plagiarism, harassment or interferences with the underlying technical code of the software. Some resources to remind yourself about SCC and MCCCDC policies as well as laws about copyright and fair use:

- [SCC College Catalog and Student Handbook](#)
- [MCCCDC Copyright Guidelines](#)

As a student using the web-based/discussion/comment applications certain rights accrue to you. Any original work that you make tangible belongs to you as a matter of copyright law. You also have a right to the privacy of your educational records as a matter of federal law and may choose to set your discussion privacy settings to private and only share with the instructor and your

classmates. Your contributions to the web-based/discussion/comment applications constitute an educational record. By contributing to the web-based/discussion/comments applications, and not taking other options available to you in this course equivalent to this assignment that would not be posted publicly on the Internet, you consent to the collaborative use of this material as well as to the disclosure of it in this course and potentially for the use of future courses.

Maricopa Learning Tool Disclaimer

SCC utilizes a variety of software applications and web-based tools operated by third party vendors to support student learning. To allow student access to the application, site or tool, certain identifiable information may be required to establish a user name or password, and submit work and/or download information from these tools. Inherent with all internet-based tools, there is a risk that individuals assume when electing to use these tools, as they may place information at risk of disclosure.

To use learning tools responsibly, please observe all laws and the Maricopa Community College District [Student Conduct Code](#), such as copyright infringement, plagiarism, harassment or interference with the underlying technical code of the software. As a student using a learning tool, you have certain rights. Any original work that you produce belongs to you as a matter of copyright law. You also have a right to the privacy of your educational records. Your contributions to learning tools constitute an educational record. By using the tool, and not taking other options available to you in this course equivalent to this assignment that would not be posted publicly on the internet, you consent to the collaborative use of this material as well as to the disclosure of it in this course and potentially for the use of future courses.

Public Safety Services

SCC Public Safety Office Phone Number: (480) 423-6175

SCC Emergency Number: (480) 784- 0911

All Maricopa County Community College Public Safety offices have a fully monitored, centralized dispatch center. This center is actively staffed 24 hours a day. Dispatchers will send officers to the location of the emergency activity. Non-emergency situations should be reported directly to the SCC Public Safety office by calling (480) 423-6175 or x36175. The SCC Public Safety office provides the campus with AZPOST certified police officers and MCCCCD board approved police service aides and is staffed 24 hours a day, providing services such as patrol (foot, bike, cart, or patrol car), safety and disability shuttles (when resources allow), and camera surveillance. There are classroom intercom systems and outdoor call boxes that ring into the public safety office when activated.

Please remember, if you see something “out of place” or suspicious contact the Public Safety Department.

Helpful links for review can be found on the public safety page of the SCC website:

- [Public Safety Procedures](#)
- [Active Shooter How to Respond](#)
- [Emergency Response Quick Reference Guide](#)
- [Workplace Violence Overview](#)

Acknowledgements

Land Acknowledgement

Scottsdale Community College (SCC) credits the diverse Indigenous people still connected to the land on which we gather. Our college resides on the tribal territory of the Salt River Pima-Maricopa Indian Community (SRP-MIC). SRP-MIC is a federally recognized nation - one of 22 Arizona Indigenous nations and one of 574 across the United States. Attached to this physical space is a painful history of forced removal and the resulting intentional genocide of its Indigenous people. We remain appreciative of our ability to teach, learn and serve in a space of such importance and reverence.

SCC acknowledges the land on which we are situated today as the traditional land and home, established by Executive Order on June 14, 1879, of two distinct tribal nations: the Onk Akimel O’odham (Pima) and the Xalychidom Piipaash (Maricopa) people. We take this opportunity to thank the original caretakers of this land. We offer our respect to their Elders and to all O’odham and Piipaash people of the past, present and future.

Students are responsible for the information contained in this syllabus, the Syllabus Link in your Canvas course and the Course and College Policies found in the First Steps Module of your Canvas course.

Students will be notified by the instructor of any changes in course requirements or policies.

