



Course Information

Semester & Year:	Fall 2026
Course Title:	First-Year Composition, 1st Semester
Course Prefix & Number:	ENG101
Section Numbers:	18697 and 18720
Credit Hours:	3
Start Date:	Monday, August 24, 2026
End Date:	Friday, December 11, 2026

Course Format

This is a 16-week online, *on-your-own-time* course. This means that students will work independently to complete all assignments for a given week, meeting assignment deadlines and due dates. Assignments are typically due EVERY Friday night by 11:59 PM AZ/MST. Submitting assignments after the due date will result in a loss of points. **Late assignments will be accepted through Monday, December 14, 2026.** See the Course Calendar for more information.

Instructor Information

Instructor:	Cameron R. MacElvee, Ph.D.
Email:	cameron.macelvee@scottsdalecc.edu
Phone:	480-423-6439; please email me instead of leaving a voicemail
Office Location:	LC 348. I will not be on campus this semester.
Office Hours:	by appointment via WebEx; email me to request an appointment

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 ESL097 or WAC101), or (a grade of B or better in ALT100), or (a grade of C in ALT100 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+), or (a grade of C or better in ESL202 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+).

Course Competencies

1. Analyze specific rhetorical contexts, including the circumstances, purpose, topic, audience, and writer, as well as the writing's ethical, political, and cultural implications.
2. Use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics.
3. Use feedback obtained from peer review, instructor comments, and/or other resources to revise writing.
4. Assess one's own writing strengths and identify strategies for improvement through an instructor conference, portfolio review, written evaluation, and/or other methods.
5. Generate, format, and edit writing using appropriate technologies.
6. Organize writing to support a central idea through unity, coherence, and logical development appropriate to a specific writing context.
7. Summarize, paraphrase, and quote from sources to maintain academic integrity and to develop and support one's own ideas.

General Education & Institutional Learning Outcomes

General Education provides foundational learning experiences that contribute to academic and career success. It is reflected in [Scottsdale Community College's Institutional Learning Outcomes](#): Arts & Humanities Awareness, Career Readiness, Critical Thinking and Problem Solving, Effective Communication, Information Literacy, and Social Responsibility.

Program Learning Outcomes

Credit-bearing courses at Scottsdale Community College can count toward the completion of a degree or certificate program. Each program has Program Learning Outcomes, which are skills or knowledge that students can claim to have acquired by completing their academic or occupational program at SCC. Program Learning Outcomes can be found on the [Degrees and Certificates page](#) of the SCC Website. For each degree, look under "What You'll Learn."

This course is a General Education course that is foundational to many degree programs and a key component of the Arizona General Education Curriculum (AGEC) certificate program.

Required Texts and Course Materials

- There are no required textbooks for this course.
- Computer, internet, and access to Canvas via **Google Chrome**
- MCCC student email account with access to **Maricopa Google Drive** and **Google Docs**
- **Grammarly Premium** (free account through SCC-IT/MCCC student MEID)
- WebEx

Course Policies

The following are policies specific to this course. Students are also responsible for adhering to the college policies outlined on the [Student Regulations page](#) of the Maricopa Community College District website.

Attendance Policy

- This is a 16-week online, *on-your-own-time* course.
- Assignments are due on Friday nights at 11:59 PM AZ/MST.
- Student "attendance" will be determined by their **weekly** presence on Canvas.

- Students are expected to engage with the course material on Canvas *every* week (log in and access the course).
- Students who fail to show activity on Canvas for one week will be dropped from the course.
- Students can be reinstated one (1) time **by 5:00 PM on or before Friday, December 4, 2026.**

Instructional Contact Hours and Minimum Course Expectations

Instructional contact hours refer to the weekly time students spend directly learning with their instructor or participating in course activities. These activities include, but are not limited to, lectures, weekly readings, discussions, labs, group work, and viewing recordings. Instructional contact hours vary by course; refer to the [MCCCD course bank](#) for your course's details.

Minimum course expectations are for students to spend approximately 3 to 6 hours weekly completing coursework. Students are encouraged to use the [Time Management Calculator](#) to help estimate their weekly time commitment for classes.

Grading Standards and Practices

- Each week, there are various assignments with specific due dates (see the course calendar on Canvas).
 - Assignments are due on **Fridays by 11:59 PM AZ/MST.**
- Points for on-time submissions are calculated as part of each assignment's total points. These points are non-negotiable.
- Students may NOT rewrite and resubmit any assignment for a higher grade unless they have an official accommodation through [Disability Resources & Services](#) that specifically allows this.
- No assignment will be accepted after **Monday, December 14, 2026. 11:59 PM AZ/MST.**

Grade Scale*

The grading scale is based on a 10% distribution. I will not give extra credit or an Incomplete (I) for reasons other than medical emergencies. **Furthermore, I do not negotiate grades.**

Letter Grade	Percentage earned of available points
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

*(Grades will be rounded up only at #9.6% and above) 

Assignments

All assignments are provided via Canvas.

Course Technologies

View the [Accessibility Statements & Privacy Policies](#) of the technologies used in this course.

Maricopa Systems

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account
- Maricopa Open Educational Resource Learning System (MOER)

Synchronous Communication Tools

This course uses web conferencing and/or other synchronous course tools for instructor office hours (by appointment only).

- WebEx

Streaming Media/Audio/Video Tools

This course uses webcasting, lecture capture systems, YouTube, and/or other streaming media services.

- YouTube

Student Assignment Tools

This course requires students to participate in or submit assignments using desktop or cloud-based applications.

- Google Products
- Microsoft Office 365

Plagiarism Checker Tool (Turnitin)

Turnitin is a plagiarism-checking tool that matches text against a vast database of sources, including the internet, published works, commercial databases, and student work submitted to Turnitin at institutions worldwide. Students must submit designated papers to Turnitin when instructed. Information and instructions for Turnitin are provided in the course. For your reference, read the [Turnitin Terms of Service](#).

Generative Artificial Intelligence (AI) Policy

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 Gemini, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

Some Generative Artificial Intelligence (AI) is Allowed in Specific Circumstances

In this class, you are permitted to use generative AI tools to complete your assignments. When submitting work that incorporates generative AI content, please clearly indicate what content was generated by AI tools. In such cases, no more than 25% of your work should be generated by a generative AI tool. If any part of this is unclear, please reach out to me for a conversation before submitting your work.

Recommended AI Tools for ENG101

- [Grammarly Premium](#) (through SCC)

Student/Instructor Interaction

In this course, you can expect regular and substantive interaction (RSI) that aligns with Scottsdale Community College's mission to provide challenging and supportive learning experiences and the US Department of Education's requirement for regular and substantive interaction (RSI) for online courses. My commitment to your success includes the following:

- Being available by appointment via WebEx for student support hours, as stated in the syllabus.
- Sharing weekly information about the course materials, including key information, explanations, examples, and resources via weekly emails/Canvas announcements through recorded and/or text-based messages and lectures.
- Providing group or individual feedback regularly on assignments.
- Promptly responding to student questions about the course via email, MOER messaging, or the Canvas inbox.
- Regularly posting announcements about the course content and activities.

Response Time

Students can expect the instructor to respond to messages sent via the Canvas Learning Management System or Maricopa email from 8:00 AM to 5:00 PM, Monday through Friday, excluding holidays. Students can expect assignments to be graded within 1 week of the assignment's due date.

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 hours and procedures of the five learning centers.

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. To access Brainfuse and begin working with a tutor, visit the [SCC Online Tutoring Services Through Brainfuse](#) page.

MCCCD Policies

MCCCD is committed to providing a safe, fair, and accessible environment for all students. This includes laws such as the ADA and Title IX, which protect against discrimination. These

statements outline your rights, available support, and provide guidance on where to seek help or obtain more information. Please review the following policies:

Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act (ADA), the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g., physical, sensory, neurological, chronic illness, mental health, learning disabilities, or other health concerns). If you require accommodations for this course, please contact [Disability Resources and Services](#) (DRS) at your college.

Contact DRS as soon as possible to ensure academic needs are met promptly. Additional information can be found in the [Non-Discrimination Statement](#) and [MCCCD Non-Discrimination Policies](#).

[Addressing Incidents of Title IX Sexual Harassment](#)

Code of Civility

I will be professional, courteous, respectful, and empathetic to students. I will do my best to

- Be available via WebEx (upon request), Monday through Friday.
- Provide academic feedback and grade assignments promptly.
- Clarify assignments and inform students of any adjustments to the class schedule.

Students are expected to be reflective, courteous, and respectful toward their classmates, instructors, and other college staff who support their learning. Students will be expected to

- Regularly access the Canvas course material
- Follow instructions and complete assignments
- Keep up with and turn in assignments by the due dates
- Put forth their best efforts
- Ask questions when they don't understand
- Maintain knowledge of their grade status
- Contact the instructor right away about concerns or situations that may interfere with their success in class.

Please remember that this class *may* discuss controversial social, cultural, and political issues. You must conduct yourself civilly and respectfully, even when you disagree with others' opinions.

I will support each student's right to express their opinions and beliefs; however, I will not tolerate abusive *language* or *behavior* directed toward another student or myself, specifically if it is focused on race/ethnicity, sex, sexuality, religion, gender expression/identity, disability, language, country of origin, or political affiliations. My professional duty and obligation are to provide a safe learning environment for ALL students.

Students are responsible for the information in this syllabus, the Syllabus page in your Canvas course, and the **College Policies & Student Services** page found in the First Steps module of your Canvas course. The instructor will notify students of any changes in course requirements or policies.