Course Syllabus

2026-2027

English Composition I

ENGL - 1510

Course Details

Credit Hours: 4.00

Course Description: In this course, students will develop writing skills through a total of 20 pages of medium -length writing assignments. Writing as a process will be stressed with emphasis on prewriting and revision. Students will be involved in in-class workshops and will confer individually with the instructor.

Per the Ohio Department of Higher Education's requirements for the First Writing Course, throughout the first course, students practice reading and writing in several genres.

Minimal Course Requirements: Students must compose a substantial amount and variety of work in order to demonstrate that they have met the learning outcomes for the first writing course. Learning to write and writing to learn are often discrete activities, but both should be part of the writing class.

To that end, students in the first writing class will:

- Compose a variety of texts with opportunities to consider and clarify their ideas in light of response from others, including teachers and peers.
- Produce at least 5000 words of text that has been thoughtfully revised and copyedited to meet the expectations of particular rhetorical situations. Multimodal texts may be included as part of the overall body of work students produce in the course.
- Complete frequent low-stakes or writing-to-learn activities such as single-draft reading responses, journals, in-class efforts, and discovery drafts.

Course Learning Objectives (notated throughout as CLO)

1. **Rhetorical Knowledge**

Students will develop their understanding of rhetorical situations as they read and write in several genres.

- ***Rhetoric*** *is the art of effective communication in speech, composition, and other texts, considering audience, purpose, and context.* ***Genre*** *is a category of text that shares characteristics---those characteristics are* ***genre conventions****.*
- ***Audience*** *is the person or group of people that a piece of writing is intended to be read by.*

By the end of their first writing course, students should

a. Understand how genre conventions shape the texts they read and should shape the texts they compose.
b. Understand the possibilities of electronic media/technologies for composing and publishing texts for a variety of audiences.
c. Compose texts that
    - ○ Have a clear purpose.
    - ○ Respond to the needs of intended audiences.
    - ○ Assume an appropriate stance.
    - ○ Adopt an appropriate voice, tone, style, and level of formality.
    - ○ Use appropriate conventions of format and structure.
d. Recognize common rhetorical strategies and appeals.
e. As appropriate, attempt to employ rhetorical strategies and appeals in their own writing.

2. **Critical Thinking, Reading, and Writing**

Students will develop their critical thinking skills as they analyze model texts and secondary sources.

By the end of their first writing course, students should be able to

a. Use reading and writing for inquiry, learning, thinking, and communicating.
b. Locate and evaluate secondary research materials, including visual texts such as photographs, videos, or other materials.
c. Analyze relationships among writer, text, and audience in linguistically diverse texts.
d. Use various critical thinking strategies to analyze texts.
e. Develop a clear line of reasoning and recognize how incorporating ideas and evidence from sources can strengthen their work.
f. Have confidence in the legitimacy of the content created.

3. **Knowledge of Composing Processes**

Students will work individually and collaboratively to hone their revising and editing skills.

- *A* ***draft*** *is one of potentially several versions of a written piece (ex: rough draft, final draft)*
- ***Editing*** *is the act of polishing a written piece by examining text structure, sentence structure, word choice, and mechanics*
- ***Revising*** *is the act of making change I a draft based on examination of the expectations of the piece*

By the end of their first writing course, students should be able to

a. Recognize that writing is a flexible, recursive process that typically involves a series of activities, including generating ideas and text, drafting, revising, and editing.
b. Use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and exploring texts.
c. Discover and reconsider ideas through drafting, reviewing, and revising.
d. Recognize the difference between revising and editing and understand why both processes are critical.
e. Understand that writing is often collaborative and social. To demonstrate that understanding, students should be able to

    ○ Work with others to improve their own and others' texts.

    ○ Balance the advantages of relying on others with taking responsibility for their own work.

f. Apply this understanding and recognition to make global and local revisions.

4. **Knowledge of Conventions**

Students will study genre conventions and apply appropriate conventions to their own work.

- ***Formatting*** *is the act of altering a written work so that it conforms to the genre conventions and style requirements of page publishing such as margins, line spacing, font, page numbering, headings, title pages, and paragraphing*

By the end of their first writing course, students should be able to

a. Recognize the genre conventions for structure, paragraphing, tone, and mechanics employed in various rhetorical contexts.
b. Use syntax, grammar, punctuation, and spelling appropriate to particular rhetorical situations.
c. Select and employ appropriate conventions for structure, paragraphing, mechanics, format, and design.
d. Acknowledge the work of others and use a standard documentation format as needed.

This course also helps fulfill general education requirements, as well as institutional learning outcomes. This course relates to these Institutional Learning Outcomes:

- Demonstrate sound critical thinking, information literacy, and technological competency in the production of academic writing and presentations.
- Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings.
- Integrate content material to application in the workforce and apply discipline-specific knowledge and skills to successfully transfer or effectively meet the expectations of internships, workplace, volunteerism and/or entrepreneurship endeavors.

Books/Materials you need

- All students are required to have a laptop or tablet meeting the specifications of the Hocking technical specs policy. Chromebooks will not be accepted. Having a computer will ensure you can succeed by staying connected to your college email and having access to course components that are online.
- Students will be equipped with a Chat GPT Enterprise account for use at Hocking College.
- Texts and resources for this course are available online.

What to typically expect when you go to class

- See Instructor Addendum for specific class policies

Types of Assignments/Activities

- See Instructor Addendum for assignment schedule

Unit 1 (Weeks 1-2): Genre Conventions and the Personal Narrative

Writing Sample (250 words): Students will write a 250-word personal reflection and use available tools such as MS Word or Google Docs to evaluate grade level, strengths, and weaknesses of the writing. (CLO 4 a, b)

Introduction to Genre Conventions: Genre conventions are the qualities of writing that make a type of writing what it is---for example, tone, register, and formatting. Students will be introduced to the elements of genre conventions and view examples of various genres. (CLO 1 a; CLO 4 a-d)

Introduction to the Writing Process: Students will be introduced to the writing process and its purpose. They will view examples of the writing process in action. (CLO 3 a-f)

Introduction to Citing and Attributing Content: Students will be introduced to how to properly quote and cite research sources as well as how to attribute AI-assisted content per APA and ODHE standards in order to avoid plagiarism and academic dishonesty. (CLO 2 f; CLO 4 d)

Introduction to the Thesis Question: Students will learn how to consider purpose, audience, tone, structure, genre conventions, and other project criteria to construct a question that guides their writing process. Students will be provided with examples of effective thesis questions for various genres and will practice constructing their own. (CLO 1 c; CLO 2 a)

Introduction to the Personal Narrative: Students will be introduced to the genre conventions and criteria of the personal narrative (an essay that describes a personal experience in which the writer overcomes an obstacle and reflects upon it) and be provided with examples of personal narratives. (CLO 1 a, c; CLO 2 a, c, d)

Prewriting the Personal Narrative: Students will choose an experience from their lives in which they overcame an obstacle and outline the major elements that occurred within the arc of the experience, including narrative genre conventions such as characters, setting, events, and details. (CLO 1c; CLO 2 a; CLO 3 a, c)

Drafting the Personal Narrative (1000 words): Students will practice the writing process, using their prewriting as a framework to compose the first draft of a 1000-word composition that fulfills the genre conventions and criteria of a personal narrative. (CLO 1 c; CLO 3 a-c; CLO 4 a-c)

Revising the Personal Narrative: Using critical thinking skills and considering instructor and peer feedback as well as self-review, students will practice the writing process by revising their drafts to further align them to the project criteria as well as express themselves more authentically and effectively. (CLO 2 f; CLO 3 a-c, f; CLO 4 a-c)

Peer Critique of the Personal Narrative: Using critical thinking skills, students will read and assess their peers' drafts based on the criteria of the project and the effectiveness of the writing and deliver feedback. This is for the purpose of giving feedback for revision as well as broadening students' understanding of the genre. (CLO 2 f; CLO 3 c, e)

Editing and Formatting the Personal Narrative: Students will practice the writing process by editing, proofreading, and formatting the final draft in the appropriate style. (CLO 3 d; CLO 4 a-c)

Personal Narrative Reflection (100 words): Students will examine and review their practice of the writing process and their execution of project criteria and genre conventions, considering strengths and weaknesses and what they learned in a 100-word personal reflection. (CLO 2 a, d)

Unit 2 (Weeks 3-4): Rhetorical Analysis

- *An **analysis** is the process of breaking down and examining the components of something*
- ***Multimodal** refers to the use of more than one method of communication in a single text*

Introduction to Rhetoric: Students will be introduced to the elements of and how it relates to purpose, audience, and genre conventions. (CLO 1 a, b, c, d, e)

Introduction to Multimodality: Students will be introduced to multimodality in texts to give them the option to utilize it in their own writing projects. (CLO 1 a, b; CLO 2 b)

Prewriting the Rhetorical Analysis: Students will choose a rhetorical piece that reflects their own interests. Students will analyze that piece using the elements of rhetoric and breaking down the textual and visual pieces that help create a specific viewpoint. (CLO 1 a-c; CLO 2 a,d; CLO 3 a-c; CLO 4 a-c)

Drafting the Rhetorical Analysis (750 words): Students will use their prewriting and the outline in the description as a framework to compose the first draft of a 750-word composition that fulfills the genre conventions and criteria of a rhetorical analysis. (CLO 1 a-c; CLO 2 a,d; CLO 3 a-c; CLO 4 a-c)

Revising the Rhetorical Analysis: Using critical thinking skills, instructor and peer feedback, and self-review, students will revise their drafts for the purpose of further aligning the draft to the project criteria. (CLO 2 f; CLO 3 a-f; CLO 4 a-d)

Peer Critique of the Rhetorical Analysis: Students will read and assess their peers' drafts based on the criteria of the project and the effectiveness of the writing and deliver feedback. This is for the purpose of giving feedback for revision as well as broadening students' understanding of the genre. (CLO 2 f; CLO 3 c, e; CLO 4 a-d)

Editing and Formatting the Rhetorical Analysis: Students will practice the writing process and knowledge of genre conventions by editing, proofreading, and formatting the final draft in the appropriate style. (CLO 2 f; CLO 3 d; CLO 4 a-c)

Rhetorical Analysis Reflection (100 words): Students will examine and review their practice of the writing process and their execution of project criteria and genre conventions, considering strengths and weaknesses and what they learned in a 100-word personal reflection. (CLO 2 a, d)

Unit 3 (Weeks 5-6): Research Methods and the Research-Supported Proposal/Pitch

- ***Research*** *is the act of seeking information on a topic from an expert source*
- *A* ***proposal*** *is the presentation of an idea, concept, or change with the intention of persuading the audience to agree with, support, or act upon it*
- *A* ***pitch*** *is an appeal to an audience to generate interest or investment in or support for an idea, product, or process by the author or speaker*

Introduction to Argumentation and Persuasion: Students will be introduced to the elements of and how it relates to purpose, audience, and genre conventions. (CLO 1 a, b, d)

Introduction to the Research-Supported Proposal/Pitch: Students will be introduced to the genre conventions and criteria of a proposal/pitch. Students will be provided with examples of research-supported proposals. Students will consider issues and possible changes and innovations that could be made within an industry or profession relevant to them. (CLO 1 a-e; CLO 2 a-e; CLO 4 a-d)

Introduction to Research Methods: Students will be introduced to research methods and tools. They will be shown instructor modeling of the process and engage in guided practice of research methods and use of research tools. (CLO 2 a-f)

Exploring Research Questions: Students will apply their knowledge of research methods and tools by following various paths of inquiry on a topic, exploring several research questions in order to provide multiple options for stimulating research, culminating in a single line of reasoning and path of logic, supported by a selection of research sources. Students will frame their research around needs, issues, problems, or possible innovations that could be made as solutions or improvements within an industry or profession relevant to them. (CLO 2 a-e)

Prewriting the Research-Supported Proposal/Pitch: Students will apply the writing process by prewriting and outlining a composition that meets the criteria and genre conventions of a research-supported

proposal/pitch. Students will propose an innovation, solution, or change in policy that addresses a need, issue, or problem within an industry or profession relevant to them. (CLO 1 a-e; CLO 2 a-f; CLO 3 a-c)

Drafting the Research-Supported Proposal/Pitch (1250 words): Students will apply their knowledge of the writing process, genre conventions, and rhetorical strategies, using their prewriting as a framework to compose the first draft of a 1250-word research-supported proposal/pitch. Students will propose or pitch an innovation, solution, or change in policy that addresses a need or an issue and support it with research material and a cohesive line of reasoning. (CLO 1 a-e; CLO 2 a-f; CLO 3 a-c)

Revising the Research-Supported Proposal/Pitch: Using critical thinking skills, instructor and peer feedback, and self-review, students will revise their drafts for the purpose of further aligning the draft to the project criteria. (CLO 2 f; CLO 3 a-f; CLO 4 a-d)

Peer Critique of the Research-Supported Proposal/Pitch: Students will read and assess their peers' drafts based on the criteria of the project and the effectiveness of the writing and deliver feedback. This is for the purpose of giving feedback for revision as well as broadening students' understanding of the genre. (CLO 2 f; CLO 3 c, e; CLO 4 a-d)

Editing and Formatting the Research-Supported Proposal/Pitch: Students will practice the writing process and knowledge of genre conventions by editing, proofreading, and formatting the final draft in the appropriate style. (CLO 2 f; CLO 3 d; CLO 4 a-c)

Research-Supported Proposal/Pitch Reflection (100 words): Students will examine and review their practice of the writing process and their execution of project criteria and genre conventions, considering strengths and weaknesses and what they learned in a 100-word personal reflection. (CLO 2 a, d)

Unit 4 (Weeks 7-8): Rhetorical Self-Analysis

Introduction to the Rhetorical Self-Analysis: Students will be introduced to the genre conventions and criteria of the rhetorical analysis (an essay that breaks down and discusses the rhetoric of a text, including context and purpose) and be provided with examples of rhetorical analyses. Students will be asked to analyze their research-supported proposal/pitch. (CLO 1 a-e; CLO 2 a-f)

Prewriting the Rhetorical Self-Analysis: Students will practice the writing process by making observations on the rhetoric in the source text (their own research-supported proposal/pitch) and outlining ideas based on these observations. (CLO 1 a-e; CLO 2 a-f; CLO 3 a-c)

Drafting the Rhetorical Self-Analysis (1000 words): Based on the outline, students will draft a 1000-word rhetorical analysis of their own research-based proposal/pitch. (CLO 1 a-e; CLO 2 a-f; CLO 3 a-c)

Revising the Rhetorical Self-Analysis: Students will practice the writing process by utilizing instructor and peer feedback, as well as self-review to make revisions in their drafts with the purpose of further aligning the draft to the project criteria. (CLO 3 a-f; CLO 4 a-d)

Peer Critique of the Rhetorical Self-Analysis: Using critical thinking skills, students will read and assess their peers' drafts based on the criteria of the project and deliver feedback. This is for the purpose of giving feedback for revision as well as broadening students' understanding of the genre. (CLO 2 f; CLO 3 c, e; CLO 4 a-d)

Editing and Formatting the Rhetorical Self-Analysis: Students will practice the writing process by editing, proofreading, and formatting the final draft in the appropriate style. (CLO 2 f; CLO 3 d; CLO 4 a-c)

Rhetorical Self-Analysis Reflection (100 words): Students will examine and review the content of their completed rhetorical and genre analysis final drafts by answering questions about it as well as examining and reviewing their practice of the writing process and their execution of project criteria and genre conventions, considering strengths and weaknesses and what they learned. (CLO 2 a, d)

Final Writing Sample (250 words): Students will write a 250-word personal reflection and use tools such as MS Word or Google Docs to evaluate grade level, strengths, and weaknesses of the writing as well as compare it to the first writing sample to gauge growth of writing skills over the span of the course. (CLO 4 a, b)

Course Grade

- See Instructor Addendum for specific class policies

Grading Scale

Hocking College grading scale to be used for all courses.

93% - 100% = A	73% - 76% = C
90% - 92% = A-	70% - 72% = C-
87% - 89% = B+	68% - 69% = D+
83% - 86% = B	66% - 67% = D
80% - 82% = B-	65% = D-
77% - 79% = C+	0% - 64% = F

Submission Policies

- See Instructor Addendum for specific class policies

Tips for Succeeding in this Course

- See Instructor Addendum for specific class policies

Blackboard

All Hocking College courses are delivered in conjunction with our Learning Management System Blackboard. Students are expected to actively log into their Blackboard account and subsequent courses on a regular basis. You will find information about how to contact your professor, assignments, grades, and more for your courses in Blackboard.

Click the image to view a 2-minute introduction to Blackboard:



You can access your courses in Blackboard in the Hocking College app OR by going to the Hocking College website at www.hocking.edu and clicking the Blackboard link near the top.

Attendance Policy

In support of preparing Hocking College students for the world of work, the following policy has been developed to model work environments they will enter upon graduation.

The expectation is that students attend all classes. In the event of illness or emergency, it may be necessary for a student to miss a class. To report an absence, a student must contact their faculty member in advance and make arrangements to complete all required coursework.

Policy*

In an 8-week course, students have 1 Unexcused Absence
In a 16-week course, students have 2 Unexcused Absences

Unexcused absences greater than the above may result in being administratively DROPPED from the course(s). Students administratively DROPPED from a course(s) will not be re-admitted. They will be required to repeat the course to complete the program and are responsible for all associated charges.

The College is not responsible for the student's failure to follow the official withdraw policy. Students will be responsible for tuition and fees according to the refund policy.

***Selective Intake Programs may have specific and/or different programmatic attendance requirements than stated above. Please check your programmatic Student Handbook for the applicable attendance policy requirements.**

Academic Success Center

The Academic Success Center (ASC) is located on the first floor of Davidson Hall. The ASC houses the Testing Center, Library, Accessibility Resource Office, and Tutoring services.

The Testing Center – Location Davidson Hall Room 108. Testing Center hours are Monday – Friday, 8:00 am – 5:00 pm. Make-up tests are arranged with your instructor and can be taken on a walk-in basis. Standardized tests such as TEAS and ACE, SCANTRON and NOCTI are scheduled through the testing firm or coordinating agency and can be taken in the Hocking Testing Center. Please allow adequate time to complete an exam by the 5:00 pm closing time.

Library services – The Hocking College Library is committed to the advancement of teaching and learning by providing resources and services that support the core values of the college and enriching the experience by creating a community of lifelong learners. The Hocking College Library is an OhioLINK member. All faculty, staff, and currently registered students can borrow books from the Library or from other OhioLINK member libraries through the OhioLINK Catalog, or on site at other OhioLINK libraries.

Library Hours:

Autumn/Spring Semester:	Summer Semester:
Monday – Thursday 7:30 am – 9:00 pm	Monday – Friday 8:00 am – 5:00 pm
Friday 7:30 am – 5:00 pm	
Saturday – Sunday 12:00 pm – 5:00 pm	

Tutoring – The Academic Success Center offers free academic assistance to all Hocking College students. From tutoring to reinforcing good study habits, they help students overcome difficulties they might have with coursework and collaborate with them in managing the challenges of academic life. Studies show that students who seek academic assistance tend to perform better in their classes and retain more information. Tutoring schedules and locations are listed on the college website here: https://www.hocking.edu/academic-support#tutoring. Students are encouraged to make an appointment for tutoring, but walk-ins are welcome.

Health Resources

Hawks Center for Well-being

Mental health support

Netiquette

Hocking College delivers many courses online, whether wholly or in a blended format. Online communication is expected to be professional and respectful, just as it is in a traditional classroom.

Accommodations Notice

The Accessibility Resources Office located in Davidson Hall (DVD) Room 114 is dedicated to serving the various needs of individuals with documented disabilities and to promoting their full participation in college life.

Disability Accommodations

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990 and subsequent Amendments in 2008 ("ADA"), Hocking College will make reasonable modifications to its practices and will provide certain individualized services and accommodations as needed to assure nondiscrimination on the basis of disability. Students or applicants for admission who would like to request disability-related services and accommodations should contact the Director of Academic Support and Disability Services. The Accessibility Resources Office (Access Center) is located in Davidson Hall, Room 114. Accessibility Resources Office hours are Monday – Friday, 8:00 am – 5:00 pm. Contact information: accessibility@hocking.edu

Religious Accommodations

Students seeking an accommodation for absences permitted under Ohio's Testing Your Faith Act must provide written notice of the specific dates for which the student requires an accommodation and must do so not later than fourteen (14) days after the first day of instruction to accessibility@hocking.edu. Students with questions about their religious accommodations under Ohio's Testing your Faith Act may contact the Vice President of Student Affairs or the Dean of General Studies, Arts & Science. Contact information may be found in the College Directory located at: www.hocking.edu/directory.

Title IX Statement

As an instructor, I'm committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, and stalking. There are college policies that may require me to report disclosures about sexual misconduct to the Title IX coordinator whose role is to coordinate the Hocking College response to sexual misconduct.

Commitment to Diversity and Inclusion

Our mission is immeasurably enriched by the students, faculty and staff who bring diverse experiences and backgrounds to our campus. We believe that diversity comes in many flavors, not just those typically considered--race, religion, color, age, gender, national origin, sexual orientation, physical challenge, or marital status--but also in thought, political persuasion, physicality, and spirituality.

Hocking College is committed to fostering an inclusive environment where the individual differences among us are understood, respected, recognized as a source of strength, and valued as qualities that enrich the environment in which we work.

Hocking College believes that diversity is a matter of institutional integrity and plays an integral role in educational excellence. Students learn better in a diverse educational environment, and are better prepared to become active participants in our pluralistic global society.

Our institutional commitment to diversity is made visible through celebration, through opportunities for introspection, and through artistic expression. It is a commitment that never ends, an open and ongoing dedication to creating an environment within which all individuals feel safe, valued and welcomed.

Hocking College expects the members of our campus community to promote this vision as fully and conscientiously as possible.

Academic Grievance Process

Hocking College requires faculty and students to uphold the highest principles of academic integrity and to act in a manner that preserves freedom of inquiry and intellectual exploration. The Hocking College faculty is composed of individuals whose professional skills enhance the learning process and who, by their commitment to advancing knowledge, are expected to apply common principles of good teaching, strong mentoring, and fair evaluation of student performance in a course of study or work experience.

The assessment and evaluation of student performance is the responsibility of the faculty. The faculty member is the sole judge of student performance and only the faculty renders and evaluation of student work and progress in a course or work experience. College grading policies and procedures reflect the quality of performance and achievement of competency by students who complete one or more courses. Students have the right to ask instructors for an explanation of any grade received. A final grade appeal should not be entered lightly by a student nor lightly dismissed by an instructor. It is the responsibility of the instructor to assign a final grade. Students have the responsibility of providing documentation that establishes sufficient grounds for changing a grade.

Simple disagreement with the instructor's professional judgment about the quality of the work does not constitute legitimate grounds for filing a complaint. Before filing an official complaint, students should speak with the faculty member regarding their concerns. This conversation will provide clarification and better understanding and may result in grade mediation and no need to file a formal complaint.

Students who have reason to believe that a violation of professional ethics has occurred or that the assessment of their work was the result of error or capriciousness or was evaluated by criteria other than those stated in the course syllabus or appropriate for the course or work experience have the right to file an academic complaint pursuant the Student Grievance Procedure located at:
https://www.hocking.edu/student-affairs

Policy Regarding Honesty

Honesty and integrity are major elements in professional behavior and are expected of each student. This is part of the Success Skill "Maintains a Code of Ethics." All work is assumed to be your own unless special permission is granted from the instructor or sources are appropriately cited. It is expected that you will be honest in all endeavors related to the completion of this course, just as you must be in all activities at work. The definition of academic misconduct that is provided in the Hocking College Student Guide applies to this course and all other courses that you are taking at the College. It is a Code I Offense:

Academic Misconduct refers to dishonesty in examination (cheating); presenting the ideas or writing of someone else's as one's own (plagiarism); knowingly furnishing false information to the college by forgery, alteration, or misuse of college documents, records or identification. Academic dishonesty includes but is not limited to:

1. Permitting another student to plagiarize or cheat from your work,
2. Submitting an academic exercise, written work, project, or computer program that has been prepared totally or in part by another,
3. Improperly acquiring knowledge of the contents of an exam,
4. Using unauthorized material during an exam, to include notes, information, calculators, or other electronic devices or programs during exams or for assignments from which they have been expressly or implicitly prohibited,
5. Submitting the same paper in two different courses without knowledge and consent of all faculty members involved,
6. Obtaining academic material through stealing or other unauthorized means,
7. Falsification of research findings and methodology.

Academic Misconduct is unacceptable behavior in all Hocking College courses. A student observed or found to be engaged in academic misconduct on a test or assignment in this course will receive will be held accountable as described by the academic school policy in addition to the Hocking College student code of conduct. A written report of the incident, signed by the instructor and the student, will be submitted to the Campus Judiciaries Office. The Office of Student Rights and Responsibilities and Judicial Affairs will conduct a judicial proceeding with the accused student, resulting in a finding of "In Violation" or "Not In Violation" of the Hocking College Code of Conduct. The outcome of the judicial process will not be used to modify or validate the specific consequence as decided by the individual faculty/program or academic unit, but may be used to determine future Judicial consequences, in demonstrating a pattern of behavior on the part of the student.

Further information pertaining to Academic Misconduct can be found by contacting the Office of Student Rights and Responsibilities and Judicial Affairs, JL 269, or by referring to the Student Code of Conduct found on the Hocking College website (www.hocking.edu).