I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

ENC 1101 COMPOSITION I (3 CREDITS)

A course in essay writing designed to develop skill in paragraph construction and methods of presentation. The course includes practice in critical reading and analysis of texts as well as an introduction to researching and properly documenting sources using MLA format, composing and editing an essay using a word-processing program, accessing information from the World Wide Web, and understanding the differences between electronic databases and the Web. This course is termed a writing intensive course and requires a minimum of 4,000 words of instructor-evaluated writing per student, including a minimum of three graded assignments over the duration of the course. If completed with a grade of “C” or better, this course serves to complete part of the writing intensive course requirements.

II. PREREQUISITES FOR THIS COURSE:

SB 1720 Testing Exemption or Testing into ENC 1101; or completion of {{ENC 0025 and REA 0017) or (ENC 0022 and REA 0019)} with a “C” or higher; or EAP 1620 and EAP 1640 with a “C” or higher; or an eligible testing/course completion combination

CO-REQUISITES FOR THIS COURSE:

None

III. GENERAL COURSE INFORMATION: Topic Outline.

- The basic mechanics of language relative to the requirements for the College Level Academic Skills Program.
- The development of a central thesis into a complete essay.
- The reading of essays with critical awareness and comprehension.
- The introduction of electronic research techniques and MLA style of documentation.

IV. LEARNING OUTCOMES AND ASSESSMENT:
GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

*Communication (COM): To communicate effectively using standard English (written or oral).*

*Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.*

*Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.*

*Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.*

*Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.*

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>GENERAL EDUCATION COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must demonstrate the ability to write essays following various rhetorical modes, strategies, and purposes.</td>
<td>Students will be graded on at least four formal essays during the semester, one of which will be a research paper and one to be scored with a normed department rubric.</td>
<td>CT GSR</td>
</tr>
<tr>
<td>Students must demonstrate the ability to organize essays with clear thesis statements, coherent, unified paragraphs, and varied sentence structure and lengths.</td>
<td>Students will be graded on at least four formal essays during the semester.</td>
<td>CT GSR</td>
</tr>
<tr>
<td>Students must demonstrate effective research skills and incorporate documented direct quotations and paraphrases from a variety of sources using MLA Format. Introducing students to APA format is also left to the discretion of the instructor.</td>
<td>Students will complete a research paper using MLA with a passing grade. Assessing students on APA format is left to the discretion of the instructor.</td>
<td>COM CT</td>
</tr>
<tr>
<td>Students will demonstrate skills in digital literacy by engaging in analysis and use of emerging digital technologies of</td>
<td>Students will complete assignments--formal and/or informal--that address the questions, skills, and tools</td>
<td>COM TIM GSR</td>
</tr>
</tbody>
</table>
Students must demonstrate the ability to write using correct grammar, word usage, and diction.

Students will be assessed for appropriate usage in graded written essays, the completion of drafting and revision, and/or through graded exercises focused on internalizing best practices in grammar and mechanics.

Students must demonstrate college-level writing and English language skills as specified on the course outcomes.

Students will be graded on four formal writing assignments that meet the requirements for college-level writing in the categories of usage, content, style, and critical thinking.

Students must demonstrate the ability to analyze secondary source material for prescribed elements.

Students will participate in essay revision and peer editing workshops, as well as complete research for a research essay in MLA Format.

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**V. DISTRICT-WIDE POLICIES:**

**PROGRAMS FOR STUDENTS WITH DISABILITIES**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at [http://www.fsw.edu/adaptiveservices](http://www.fsw.edu/adaptiveservices).

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu). Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at [http://www.fsw.edu/sexualassault](http://www.fsw.edu/sexualassault).

**REQUIREMENTS FOR THE STUDENTS:**

- Students will compose a Literacy or Autobiographical Narrative.
- Students will compose an Expository Report.
- Students will compose an Argument Essay.
- Students will complete a Final Examination.
VI. ATTENDANCE POLICY:
Your attendance is critical to performing well in this class. Please attend class regularly. If you must miss for any reason, it is your responsibility to obtain information delivered during your absence through my school website another student. Please refer to the Lemon Bay Student Handbook for specific details concerning attendance. **Students who miss more than nine (9) class periods will not pass this course.**

VII. GRADING POLICY:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Narrative</td>
<td>20%</td>
</tr>
<tr>
<td>Expository Report</td>
<td>20%</td>
</tr>
<tr>
<td>Argument Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Personal Statement</td>
<td>5%</td>
</tr>
<tr>
<td>Daily Classwork, Quizzes, Activities</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Grading Scale**
- 90 – 100: A
- 80 – 89: B
- 70 – 79: C
- 60 – 69: D (will receive high school credit only)
- Below 60: F (or failure to complete papers)

**Grading Scale for Essays (only on-time essays will be graded):**


**A (90-100 points)**
An A paper has a very clear, thoughtful overall message. The writer states the thesis assertively in precise language, or the writer effectively implies the thesis, and the thesis is the guiding principle of the essay. The development of the thesis in the body of the essay is extensive and sophisticated, including examples, facts, descriptions, quotes from experts and other specific details. In other criteria listed above, the essay is excellent or nearly so; especially effective are intro and conclusion, unity, fluidity, language use, and mechanics. Overall, the A essay clearly expresses high-caliber content (a judgment by the instructor) and highly polished grammar and usage.

**B (89-80 points)**
A B paper has a clear overall message. The thesis guides the essay and is clearly stated with sufficient assertiveness; the development is ample and provides specific details to support the thesis effectively. In other criteria, the essay is very strong, especially in introduction and conclusion, unity and language use. Mechanics are solidly college level and appear mostly polished. Overall, the B essay displays thoughtful content and good grammar and usage.

**C (79-70 points)**
A C paper has a mostly clear overall message. The thesis guides the majority of the essay and carries at least some assertiveness; the development supports the thesis but may be generalized and somewhat unconvincing. In other criteria, the essay is adequate, especially in unity and language use. Mechanics are college level but may need close attention in one or more areas. Overall, the C essay shows a mostly clear thought process and competent grammar and usage.

**D (69-60 points)**
A D paper has an unclear message. The thesis may be stated but is not effective for a variety of reasons; the development is sketchy or somewhat illogical and thus unconvincing. In other criteria, the essay falls short of being effective, especially in lack of unity, organization, and clear language.
Mechanics are nonstandard and may interfere with the communication. The D paper may be the result of not reading the assignment carefully and/or not following directions closely, or the writer may be insufficiently prepared for college-level writing courses. **A conference with the instructor to review the D paper is crucial in helping to avoid similar weaknesses on the next essay.**

**F (59 points or less)**  An F paper has an unclear message or is incomplete. The thesis may be vague or weak for a variety of reasons and thus ineffective; the development lacks details and may tend to ramble. In other criteria, the essay is inadequate and not college level. Mechanics show pervasive errors. **The F paper requires a conference with the instructor.**

VIII. **REQUIRED COURSE MATERIALS:**

**Textbooks (Provided):**


**Materials (Responsibility of Student):**

- 1 ½” Three ring binder (can keep on shelves in classroom)
- Five tabbed dividers for binder in this order: Syllabus, Handouts, Assignments and Notes, Essays, and Paper
- Daily: College ruled paper, pens and pencils, erasers, etc.
- USB Flash Drive to save work

IX. **RESERVED MATERIALS FOR THE COURSE:**

None

X. **CLASS SCHEDULE:**

See separate course schedule for specific dates and assignments.

XI. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

**Late Papers** –

- Papers must be turned in when requested at the beginning of your class period or they are late.
- Late papers will not be accepted for credit.
- **Absences will not excuse the student from this policy.** All final papers will be submitted electronically.
- Technology problems, such as your printer running out of ink, are not an excuse for late papers. Please plan ahead and prepare for emergencies.
- If you are absent, your work should be submitted by email or Google Classroom and must arrive BEFORE the beginning of your scheduled class time.

**Incomplete Papers** –

- Any paper that does not reach the assigned length will receive a zero. This course is carefully constructed so that the student will achieve the required word count for completion of this course.
- The word count begins with the first paragraph of your paper. They do not include the heading, title, or Works Cited page.
• **Plagiarized Papers** – All plagiarized papers will receive an automatic zero and will be dealt with on a case by case basis. Plagiarism may result in a zero for the assignment, a letter grade penalty on student’s final grade, a failing grade for the course, or expulsion from the course. **All papers will be submitted to an online database to check for plagiarism.**

• **Original Papers** – All papers assigned during this course must be written during the time period of this course and for this course alone. Papers or essays previously submitted in any other course may not be submitted for any assignment in this course. This will be considered plagiarism and treated accordingly. However, if the instructor is working with another teacher on a similar paper or topic, that specific shared essay may be submitted. (cross-curricular writing)

• **Missing Papers** – Because of the word requirement for this course, failure to turn in an assigned paper and/or failure to reach the assigned length will result in failing the course on the college level.

• **Rough Drafts** – Rough drafts are a required part of the writing process and must be completed on time. No late papers will be accepted even in the case of absence. If a student is absent, the paper should be emailed to the instructor before the start of the student’s class. Rough drafts should be 80-90% complete and properly formatted, typed, and cited. **Rough drafts are not first drafts. Incomplete rough drafts will be given a zero (0).**

• **Peer Reviews** – Peer reviews are an important part of the writing process and students are required to attend and participate in all peer reviews. **Peer review days cannot be made up,** and students will receive a zero for missing a peer review day unless there are serious, extenuating circumstances. Peer review dates are listed in the syllabus. Please do not schedule college visits, doctor’s appointments, etc. for those days as even an excused absence will not exempt a student from this policy. If there is a genuine conflict, it is the student’s responsibility to meet with the instructor BEFORE the date in question.

• **Reflections** – Following each paper, students will complete a reflection on the writing process and possibly the set of lessons that led up to that particular essay. This is a required part of submitting your essay. You will receive credit for your reflection.

• **Formatting Papers** –
  
  • All formal papers must be word processed and follow correct MLA format.

*XIn college, you will find that each instructor has his/her own way of doing things. The most important thing you can do to succeed is to learn to follow the specific instructions of each and every instructor. These guidelines are given to help the course run smoothly in all directions.*

*Read the syllabus carefully and refer back to it often. You are responsible for the material in the syllabus whether you remember it or not.*

**XII. SPECIFIC PROCEDURES FOR ROOM 241:**

• **Electronic Devices** – Electronic devices may be used for academic purposes only. Play games and social media on your own time. Laptops, tablets, e-readers, etc. are welcome in the classroom. Misuse of this privilege will result in a loss of the privilege.
• **Leaving Class** – Please plan to use the restroom, get a drink, etc. before or after class. If you have an emergency and need to use the restroom, take the classroom pass and go. Please do not disrupt the class. Excessive use of the pass or unnecessarily long absences from class will result in a loss of this privilege. You may not leave the room during an exam for any reason, so please plan accordingly.

• **Absences** – If you miss class for any reason, it is your responsibility to check my school website for missed information and/or handouts. Reading assignments will be posted in advance, and you are responsible for keeping up with them regardless of absence. **If you are absent for a scheduled quiz, you must notify me in advance of your class to make alternate arrangements. If you do not contact me before your scheduled class, you may not make up the quiz.** All papers (rough and final) are due on the scheduled dates with no exceptions.

• School wide rules as well as classroom academic and behavior norms are clearly posted in class. The basic theme is students come to class prepared to learn with an “Academic Frame of Mind” and show respect to themselves and other students.

• Be prepared for class with all required materials: pen or pencil, paper, binder, text, and any current assignment.

XIII. **STUDENT CONDUCT**

Misbehavior in a course at this level is not expected and will not be tolerated.

XIV. **PROJECTED COURSE SCHEDULE**

Please refer to the “Course Overview” for a detailed outline of the course curriculum. I will provide it in a separate handout.