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. ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:
Communicate clearly in a variety of modes and media.
Research and examine academic and non-academic information, resources, and evidence.
Evaluate and utilize mathematical principles, technology, scientific and quantitative data.
Analyze and create individual and collaborative works of art, literature, and performance.
Think critically about questions to yield meaning and value.
Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.
Visualize and engage the world from different historical, social, religious, and cultural approaches.
Engage meanings of active citizenship in one’s community, nation, and the world.

A. General Education Competencies and Course Outcomes
1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Communicate clearly in a variety of modes and media. Acquire communication and rhetorical literacy in order to speak and write effectively, express one’s knowledge, read critically, analyze rhetorically, and synthesize information, skills necessary to furthering one’s own educational and occupational goals. Understand, evaluate, and discuss rhetoric, argument, and persuasion in a variety of contexts. Critically examine evidence, interpret and integrate information, identify solutions and potential outcomes, and apply rhetorical and communication literacies to the real world.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

1. Students must demonstrate the ability to compose in a variety of rhetorical modes and genres at the college level.
2. Students must demonstrate the ability to organize, compose, revise, and edit essays with clear thesis statements, coherent, unified paragraphs, and varied sentence structures and length.
3. Students will understand how purpose, audience, context, and medium/mode shape processes of reading and composition, as well as the rhetorical situation.
4. Students compose through multiple drafts in order to revise their writing, rhetoric, and ideas through feedback, as well as use drafting and revision as a means of inquiry.

General Education Competency: Research and examine academic and non-academic information, resources, and evidence. Understand how scholars across all academic disciplines investigate and speak to the human condition. Conduct in-depth, reflective, and ethical research about the dynamics of the human condition and the physical world in order to acquire information literacy, refine critical thinking and analytical skills, and sharpen intellectual focus. Effectively locate, interpret, manage and use information and evidence from academic and non-academic sources in order to create original projects that engender meaningful learning in the classroom and beyond.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

1. Students must incorporate research into their own writing using summary, paraphrase, and direct quotation by composing academic research assignments.
2. Locate, analyze, and evaluate primary and/or secondary sources in a variety of modes (print, digital, visual, oral etc.) in order to conduct academic research.
3. Students will learn how to cite sources appropriately and avoid plagiarism in academic research and writing.
B. In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for Communication.

- Students will demonstrate the ability to communicate effectively.
- Students will demonstrate the ability to analyze communication critically.

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.

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. 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.

VI. 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 Series of In-Class Assignments and Activities

VII. 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.

VIII. GRADING POLICY:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Literacy Narrative</td>
<td>20%</td>
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<tr>
<td>Expository Report</td>
<td>20%</td>
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<tr>
<td>Argument Essay (Counts as Final Exam)</td>
<td>25%</td>
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<tr>
<td>Personal Statement</td>
<td>10%</td>
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<tr>
<td>Daily Classwork, Quizzes, Activities</td>
<td>25%</td>
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</tbody>
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Grading Scale

90 – 100   A
80 – 89    B
70 – 79    C
60 – 69    D (will receive high school credit only)
Below 60   F (no high school or college credit)

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.
IX. **REQUIRED COURSE MATERIALS:**

Textbooks (Provided):


Materials (Responsibility of Student):

- 1” or 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, and other personal school supplies
- USB Flash Drive to save work

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

N/A

XI. **CLASS SCHEDULE:**

**Overview of Major Concepts, Assignments, and Assessments by Unit**

**Introduction to the Class**

- Course syllabus, norms, and procedures
- Academic Literacy Self-Assessment. Identifying strengths and areas of need, establishing goals, and identifying post-secondary intentions.

**Unit 1: Literacy Narrative**

- Reading: “Making the Most of Lectures” from LBHS Media Center Website.
- Readings from *The Norton Field Guide to Writing with Readings*:
  - Chapter 4: Developing Academic Habits of Mind. Pages 45-52.
  - Chapter 2: Reading in Academic Contexts. Pages 10-32.
  - Chapter 1: Writing in Academic Contexts. Pages 3-9.
- Grammar and Sentence Structure Assessment.
- Activity: Writing an autobiographical narrative. Group and individual writing activity based on selection of topics. Includes prewriting, drafting, editing, and presenting.
- Readings from *The Norton Field Guide to Writing with Readings*. Chapter 59—Literacy Narratives. Choice of two of the following:
  - *Rebel Music*, by Daniel Felsenfeld
  - *Se Habla Espanol*, by Tanya Maria Barrientos
• Class Reading: from *Narrative of the Life of Fredrick Douglass, An American Slave*. Chapters 1, 6, and 7. Includes questions, answers, and class discussion.

• Writing Assignment (500 Words): Personal Goals Statement, Scholarship Letter, or College Essay. Ongoing writing assignment to aid students in drafting letter for the local scholarship packet or college entrance essay. May include short lecture on identifying your own personal philosophy.

• Unit Essay—Literacy Narrative. 1000 word essay in MLA Format. Must be word processed using Google Docs or MS Word. All sources must be cited in-text and on a works cited page.

• Reading from *The Norton Field Guide to Writing with Readings*:
  o Chapter 30: Getting Response and Revising. Pages 306-312.
  o Chapter 31: Editing and Proofreading. Pages 313-317.

• Writer’s Workshop: Includes modeling and students participating in writer’s workshop. Students will give and receive feedback on their writing. (Fishbowl Method)

• Grammar and Sentence Structure: Subject / verb agreement. Includes activity and quiz.

**Unit 2: Reporting**

• Reading from *The Norton Field Guide to Writing with Readings*:
  o Chapter 25: Writing as Inquiry. Pages 281-284.

• Lesson/Activity: James Moffett’s Universe of Discourse. Recording, reporting, generalizing, and theorizing. Introduction to basic writing theory and survey of theorists (Elbow, Bakhtin). Includes simulation and writing activities.

• Reading from *The Norton Field Guide to Writing with Readings*:

• Grammar and Sentence Structure: Commas, semicolons, other punctuation. Includes activity and quiz.

• Readings from *The Norton Field Guide to Writing with Readings*. Chapter 61—Reports. Choice of two of the following:
  o *Why We Keep Playing the Lottery*, by Adam Piore
  o *Homeless on Campus*, by Eleanor J. Bader
  o *Fremont High School*, by Jonathan Kozol
  o *Multitasking Can Make You Lose...Um...Focus*, by Alina Tugend

• Unit Essay—Reporting on an Issue. 1200 word essay in MLA Format. Must be word processed using Google Docs or MS Word. All sources must be cited in-text and on a works cited page. Essay must follow the structure of Moffett’s Universe of Discourse.

• Continued use of Noodle Tools, Google Docs, and Google Classroom applications.

• Writer’s Workshop: Includes students participating in writer’s workshop. Students will give and receive feedback on their writing. (Must have some online feedback via Google Docs).

• Grammar and Sentence Structure: Comma splices and parallel structure. Includes activity and quiz.
Unit 3: Arguing a Position

- Reading from *The Norton Field Guide to Writing with Readings*:
- Lesson/Activity: Structure of an Argument Essay. TECCECC (with counterclaim and rebuttal).
- Group Activity: Develop and deliver an argument. Selection of various topics (current events, local, regional, national, or global issue). All arguments must have evidence and follow the TECCECC format (with counterclaim and rebuttal).
- Readings from *The Norton Field Guide to Writing with Readings*. Chapter 62—Arguments. Choice of two of the following:
  - *Should Gamers Be Prosecuted for Virtual Stealing?* by Alex Weiss
  - *Is Google Making Us Stupid?* by Nicholas Carr
  - *Our Fear of Immigrants*, by Jeremy Adam Smith
  - *Anti-Intellectualism: Why We Hate the Smart Kids*, by Grant Penrod
- Unit Essay—Arguing a Position. 1300 word essay in MLA Format. Must be word processed using Google Docs or MS Word. All sources must be cited in-text and on a works cited page. Essay must follow the TECCECC (with counterclaim and rebuttal) structure.
- Continued use of Noodle Tools, Google Docs, and Google Classroom applications.
- Writer’s Workshop: Includes students participating in writer’s workshop. Students will give and receive feedback on their writing. (Choice of Fishbowl method, online feedback, or other instructor approved method).
- Grammar and Sentence Structure: Pronouns and Misplaced Modifiers. Includes activity and quiz.

XII. 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.
  - Include the word count at the end of each paper. After your last paragraph, enter once and type: “Word Count: 1026 (obviously your own count)”
- **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.

*In 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.

**XIII. 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.

XIV. STUDENT CONDUCT

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