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:

<table>
<thead>
<tr>
<th>Writing Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1</td>
<td>10%</td>
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<tr>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>35%</td>
</tr>
<tr>
<td>Attendance &amp; Participation (including in-class writing)</td>
<td>20%</td>
</tr>
</tbody>
</table>

Note: Failure to complete any required major written assignment will result in a failing grade for the course. You MUST turn in all assignments. Even though you will receive a zero grade for late assignments, you must complete all written assignments to receive a passing grade in the course.

VII. ATTENDANCE POLICY:

Attendance in this course is calculated by Canvas. Canvas calculates the percentage of classes attended with the number of classes total for the semester. Furthermore, participation is a graded requirement. If you are not in class regularly, you cannot participate, so your grade will therefore be negatively affected. To receive full participation and attendance points, you should come to class fully prepared, having done the reading and any assignments that are due. Furthermore, while you are in class you should be listening attentively, taking notes, and engaging with your peers and me, depending on the activity being performed.
Should you need to miss class for any reason, you are responsible for obtaining class notes and assignments from one of your peers. If you miss a graded in-class assignment, you are required to submit confirmation or evidence of an “excused” absence—a doctor’s note, College business, or an approved emergency. Please do not email me and ask if we “did anything important in class today” or if you “missed anything.” You should assume that we are always doing something important and take the initiative to contact a peer for notes and to get caught up.

The attendance and participation grade accounts for 20% of your overall course grade, so excessive absences or poor participation will have a significant negative impact on your course average. The only exception to the attendance and participation policy is documented, long-term illness or an ongoing emergency that requires your absence from the College. In such cases, you should plan with me and with one of your peers to keep up with your work, or alternatively should explore withdrawal options with your academic advisor. Prompt notification and documentation of reasons for ongoing absence from the class is required. Because your work will be turned in through Canvas, absence from class will not be an excuse for late work except in cases of verifiable emergency.

VIII. **GRADING POLICY:**
Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.”)

IX. **REQUIRED COURSE MATERIALS:**


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

Any readings not in the textbooks will be posted to Canvas or reserved in the library.

XI. **CLASS SCHEDULE:**

**This schedule covers the readings from our reader, *They Say, I Say*. Additional readings from the *McGraw-Hill Handbook* or other sources (posted on Canvas) may be assigned weekly. The major writing assignments for this course are also on this schedule. Your shorter responses, in-class assignments, and/or Canvas assignments will be scheduled on a weekly basis as needed.**
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Chapter(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22 - 24</td>
<td>Introduction to the Course.</td>
<td>Preface and Introduction, <em>They Say, I Say</em></td>
</tr>
<tr>
<td>Aug. 29 - 31</td>
<td>Chapters 1 and 2, <em>They Say, I Say</em></td>
<td>Chapters 1 and 2, <em>They Say, I Say</em></td>
</tr>
<tr>
<td>September 5 - 7</td>
<td>Chapters 2 and 3, <em>They Say, I Say</em></td>
<td><em>Self-Reflection Writing Assignment Due</em></td>
</tr>
<tr>
<td>Sept. 12 - 14</td>
<td>Chapters 2 and 3, <em>They Say, I Say</em></td>
<td>Chapters 4 and 14, <em>They Say, I Say</em></td>
</tr>
<tr>
<td>Sept. 19 - 21</td>
<td>Chapters 5 and 6, <em>They Say, I Say</em></td>
<td>Chapter 7, <em>They Say, I Say</em></td>
</tr>
<tr>
<td>Sept. 26 - 28</td>
<td>Chapters 7 and 11, <em>They Say, I Say</em></td>
<td>Chapter 11, <em>They Say, I Say</em></td>
</tr>
<tr>
<td>Oct. 3 - 5</td>
<td>Chapters 8 and 13, <em>They Say, I Say</em></td>
<td>Chapters 8 and 13, <em>They Say, I Say</em> (Cont.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Group A Response Assignment Due</em></td>
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<tr>
<td>Oct. 10 - 12</td>
<td>Chapter 9, <em>They Say, I Say</em></td>
<td>Chapter 9, <em>They Say, I Say</em></td>
</tr>
<tr>
<td>Oct. 24 - 26</td>
<td>Chapter 15, <em>They Say, I Say</em></td>
<td>Discipline Guides on Canvas</td>
</tr>
<tr>
<td>Oct. 31 – November 2</td>
<td>Chapter 16, <em>They Say, I Say</em></td>
<td>Chapter 16, <em>They Say, I Say</em></td>
</tr>
<tr>
<td>Nov. 7 - 9</td>
<td>Chapter 17, <em>They Say, I Say</em></td>
<td>Chapter 17, <em>They Say, I Say</em></td>
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</tbody>
</table>

*Academic Conversation*
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Assignment/Activity</th>
<th>Due/Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 14 - 16</td>
<td>Discipline Guides on Canvas</td>
<td>Review Chapters 7 and 8,</td>
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<tr>
<td></td>
<td></td>
<td><em>They Say, I Say</em></td>
</tr>
<tr>
<td>Nov. 21 - 23</td>
<td><strong>Major Research Project</strong></td>
<td><strong>Campus Closed</strong></td>
</tr>
<tr>
<td>Nov. 28 – 30</td>
<td>Review Chapters 2, 3 and 4, <em>They Say, I Say</em></td>
<td>Review Chapters 9 and 10,</td>
</tr>
<tr>
<td>(Last Day of Class)</td>
<td><strong>Major Research Project</strong></td>
<td><em>They Say, I Say</em></td>
</tr>
<tr>
<td></td>
<td><strong>Research Bibliography</strong></td>
<td><strong>Major Research Project</strong></td>
</tr>
<tr>
<td>Tuesday, December 5</td>
<td></td>
<td><strong>Research Essay Due</strong></td>
</tr>
<tr>
<td>(Finals Week)</td>
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</tbody>
</table>

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

**Course Conduct and Participation**

Every student is expected to participate in class and online in a mature and responsible way. No statements that are inflammatory or discriminatory will be tolerated. Should you make statements that are offensive to another person’s race, color, national origin, class, disability status, sex, gender, sexual orientation, gender expression, etc., you will be asked to leave class and you will not receive credit for attendance, participation, and/or discussion on that day. No behavior that is disruptive to class discussion or activities will be tolerated. You will be removed from the class if you use racial slurs or any derogatory language towards me or your fellow students. In addition, any assignments that contain inflammatory, offensive, inappropriate, or discriminatory language or sentiments will be returned immediately without a grade.

**Note:** This does not mean that differing views or perspectives will not be encouraged and discussed in class, but that those views and perspectives must conform to accepted academic discourse and to the standards of civil dialogue. Before you say something or write something about an identity category that might be important to someone else, think about whether or not you would want that same thing said to or written about you and a part of your identity you feel is important. This course is an introduction to rhetoric, so you should consider how your words and behavior will appear to others and how that behavior will cause others in your college community feel and react to you. This policy applies to your interactions with your peers and your professor.

**A note on technology:** I will not ask you to put away your phones or tablets in class. We will make use of technology throughout the course, so it helps for you to be able to practice with technology in the classroom. You are free to bring your own personal laptop, tablet, or mobile device with you and use it for learning during class time. Taking notes or taking photos of the whiteboard with your electronic devices can be very useful, as well as accommodate students with disabilities. “Disruptive behavior” with your electronic devices is considered, but not limited to, distracting others, texting or using social media throughout the class period (if unrelated to classwork), using the computers in the labs for personal purposes, taking phone calls, and so on. Should you use technology inappropriately in the classroom, you will receive a warning and upon
subsequent infractions be asked to leave the classroom and you will not receive credit for attendance, participation, or discussion on that day.

**Grades and Assessment**

**Grades are not negotiable.** Your final course grade will be earned based on your work in the course. If you are concerned about a grade, see me during regular office hours or make an appointment.

**Late Assignments**

You are required to submit assignments on the due dates listed on the syllabus and on our course website (Canvas). **Late submission of assignments (major or minor) will not be accepted except in cases of documented emergency.** The reason I do not accept late work is because all work will be submitted electronically through Canvas, and so except in cases of dire, documented emergency, you should be able to submit your work on time. Additionally, since you have the opportunity to resubmit all assignments for a new grade with revisions, it is not fair to those who submitted on time for others to turn work in late. Assignments submitted outside of the course website, class, or in the incorrect location (for example, left under the door of my office or submitted to the incorrect folder) will receive a grade of zero. **If you do have an emergency or an on-going issue that has you falling behind, please talk with me as soon as possible to discuss your options.**

**Academic Integrity**

Plagiarism will not be tolerated. Any incidences of plagiarism will be reported through appropriate channels. Should you be caught plagiarizing any or all of your work, you will receive a zero for that assignment. For a second offense, you will receive a failing grade in the course.

Furthermore, plagiarism is addressed in the FSW Student Code of Conduct and may carry any of the following sanctions:

1. Academic Penalty—the student may be given a zero/“F” for the assignment/course as indicated by the case;
2. Suspension—Separation of the student from FSW for a definite period of time, after which the student is eligible to return.
3. Dismissal—Separation from the College for an indefinite period of time. Readmission may be possible, based on meeting all readmission criteria and obtaining clearance from the Dean of Student Services or designee;
4. Expulsion—Permanent separation of the student from FSW. All recommendations of expulsion are must be reviewed and approved by the President.

**Collaboration**

Collaboration, online and face-to-face, is an important part of 21st century learning. In this class, we will be collaborating online and in class, as well as on some of the major assignments. Collaborative assignments will usually result in both a group and an individual grade based on self and peer evaluation. The two grades ensure that each student receives fair credit for the amount of effort and work that he or she contributes to the group. We have all been in collaborative situations before where we feel like we are carrying the bulk of the workload, and so some people may have
a predisposition to dislike collaborative work. Part of this problem will be alleviated by the individual grade and self and peer evaluation, where each member of the group will have the opportunity to “grade” the other members, and where each member can be rewarded for the work that he or she contributes specifically.

Despite the possibility of uneven participation, the justification for collaborative assignments is the increased amount of collaborative work required in nearly every contemporary career field and academic discipline. For example, if you go into the business world, you will likely be part of a team that is responsible for working on projects, presentations, and proposals that further the goals of your company. In this workplace situation, you may encounter individuals who do not “pull their weight”, but you and your team will still be responsible for meeting your company’s expectations and furthering their goals. Not only that, but you will often work on collaborative assignments in your college courses. Examples of collaborative college assignments include lab reports, presentations, and peer instruction. The collaborative assignments in this course are intended to prepare you for future collaboration and peer teaching, as well as equip you with the skills required to work productively in teams, evaluate your own work and the work of your peers, adapt to the different learning and working styles of others, and synthesize your own learning practices with those of others.

**Time Requirements and Priorities**

A good rule of thumb is to count on doing between six and twelve hours of work for any college course per week, including class time and depending on the course. For this class, you should expect to spend at least three hours outside of class per week working on the readings, your assignments, and other course-related tasks. You are entirely responsible for judging whether or not you are capable of prioritizing the class in order to achieve success. I will not judge you personally if you cannot, for whatever reason, prioritize this course. I must, however, assess each student’s participation and assignments equally and fairly, and your choices about priorities and time management will be reflected in your individual assessments.

That said, I understand that life sometimes interferes with our academic work in unexpected ways. If you find yourself in a position where you are struggling to successfully complete the work required for this course, I encourage you to discuss any issues with me as soon as possible so that we may explore your options. These options might include withdrawing from the course, negotiating a medical or late withdrawal with the College, extending due dates in some verifiable emergencies, or even something as simple as coming up with better time management strategies. Contacting me and making an appointment to talk to me are necessary steps if you are having trouble meeting the requirements of the course; I cannot help if I do not know there is a problem, so I will rely on you to tell me if you are having difficulty meeting your commitments for this class.

**Feedback Expectations (Or, “Have you graded our papers yet?/Can you look over this for me really quick?”)**

I know you want your grades as quickly as possible, and I understand why you do. In a writing class, you should adjust your expectations for how quickly you receive feedback to ensure the best possible response from your professor. Some assignments, like multiple choice quizzes, are easily graded and can be returned in a matter of days. Other assignments, like your essays or your research assignments require significantly more time to grade. Consider the following chart, which
shows how long it takes to grade writing assignments, work that is done in addition to 15 hours of regular class time and 10 office hours per week, as well as prep for class sessions.

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>5 minutes per paper</th>
<th>10 minutes per paper</th>
<th>15 minutes per paper</th>
<th>20 minutes per paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>125</td>
<td>10 hours</td>
<td>21 hours</td>
<td>31 hours</td>
<td>42 hours</td>
</tr>
</tbody>
</table>

I have 125 students, and to really give you feedback to help you improve your writing, I cannot spend any less than 10 minutes responding to each one. So, that means it takes me a minimum of 21 hours to respond to all of my students’ written assignments, and these 21 hours are in addition to the regular prep time, office hours, and class time I have each week. Though waiting might be frustrating for you at times, because you want to know how you did immediately, it is better in the long run if you have quality feedback to help you become a better writer than it is to immediately know your numerical score. As a general rule, your writing assignments will be returned to you within two weeks of submission. You should be spending time on your assignments to ensure quality—likewise, I need to spend time on your assignments to ensure quality feedback. You should want me to dedicate the same amount of energy to grading your assignments as you have to completing them.

Procedure for Feedback on Drafts

The above chart and explanation also illustrates why I cannot “look at your paper really quick” in the five minutes before or after class. I am, however, happy to read your drafts in office hours before the paper is due in order to give you feedback so you can revise before the deadline. You may come to my office hours with a draft of your essay/composition before the due date. I welcome the opportunity to discuss your draft with you and help you improve before the submission. A draft conference is for addressing issues of content, style, and organization. It is not a time when I will correct all of your Grammar. You should sign up for a Grammarly account using your student email address (see details in Canvas) or alternatively use the McGraw-Hill Handbook for common grammatical mistakes. Below is the procedure for feedback on drafts. This procedure must be followed in order to receive feedback before you submit your essay—there are no exceptions in order to be fair to everyone. (**NOTE: A draft conference is NOT a guarantee that you will receive an “A” on the assignment.)

1. Email me a draft of your assignment between the Friday and Monday (no later than 9AM) before it is due. (EX: Your essay due on February 3rd should reach my inbox no later than 9AM on February 1st.) In your email, include three possible times you can come to discuss your draft with me during office hours. Additionally, you should provide in your email two-three areas of your assignment for which you want to receive feedback (ie-thesis statement, organization, MLA, context, design, etc.). These two-three areas will be the basis of our discussion during your appointment.

2. I will email you back letting you know which of your three appointment times will work.

3. Come to my office (U-215C) for your appointment time. We will discuss your draft, focusing on your two-three areas for feedback.

4. Revise your essay based on the feedback you received and submit before the due date.

Revision Plans
During the course, you will have the opportunity to revise any of your major writing assignments, up until the research essay and digital poster, for a new grade. In order to complete a revision for a new grade, you must go through the following procedure:

1. When your grade/assignment is returned to you, take at least 24 hours to carefully read my comments and suggestions for improvement.
2. (This step is optional.) You may schedule an appointment with me during my office hours to discuss your assignment and how you can improve based on my feedback.
3. Revise your assignment/essay based on the feedback I have given you in the rubric for the assignment.
4. Take your revised essay to the Writing Center (Rush Library, 2nd Floor) in order to receive feedback. You must have evidence that you went to the Writing Center in order to complete the revision plan.
5. Complete a second revision of your assignment.
6. Schedule an appointment with me during my office hours to go over your new draft so I can give you some additional feedback.
7. Complete a final round of revisions and resubmit.

The revision plan must be completed within two weeks of receiving your grade/feedback.

Academic Support

In addition to your peers in the class and me, the Peer Tutoring Center and the Writing Center are good resources if you are struggling with the assignments or requirements, or you are having problems with grammar and mechanics in your written assignments. If you think you are lacking preparation in any academic area, I highly suggest that you make use of the tutors in the Writing Center or Peer Tutoring Center. I am of course available during my office hours to help you with any concerns you might have, but both of these services are open during regular hours every weekday.

Electronic Communication

Electronic communication between you and me, the professor, should be treated as professional communication. You should use appropriate language, as well as include a salutation and a signature in emails. Electronic communication (Twitter, Canvas, Email, etc.) should address appropriate issues that can be handled or discussed in the given medium. If the syllabus page numbers do not match your book, for example, that is an appropriate question for an email or other quick message. If you need help working on one of your journals, you should come to office hours or make an arrangement with me to meet another way, such as a Canvas conference. I will never, under any circumstances, discuss your grades via electronic communication.

Often, the questions students have are already answered in the Syllabus, on Canvas, or in course documents, so please check your class materials for the information you are seeking before sending me an email. For instance, “When is the paper due?” is on the syllabus, the Canvas schedule, and on the assignment page. “How is my attendance grade calculated?” is located on the syllabus, and so on. Make sure you have checked all available resources already in your possession before you send me an email with your question or you run the risk of having your email go unanswered (or answered via meme!).

Please give me 24 hours to respond to your electronic communications during the week and 48 hours on the weekend. I usually will not take that long, but in some cases I may, so please
make sure I have enough time to answer your question fully (i.e.-Do not email me with a question about an assignment the night before it is due). Since this course is an introduction to rhetoric, you should keep in mind how you want to craft relationships with your professors, and adjust your communication practices accordingly!

All policies listed in the syllabus will be strictly enforced.