

# ENC 1101: Composition I Syllabus

## Department of Language and Literature – College of Arts and Sciences

### Instructor information

- Instructor: Christina Prosnak
- Email: [cprosnak@fgcu.edu](mailto:cprosnak@fgcu.edu) (Do not message through Canvas)
- Office: Library 460H
- Office Hours: T 12-1:30, TH 12-3, W 5-5:30pm and by appointment

### Course Information

- Semester: Fall 2017
- Credit Hours: 3
- CRN: 83016
- Classroom: Whitaker Hall 131
- Meeting time: W 5:30-8:15pm

## Course Introduction

Welcome to Composition I! As a recent graduate of the FGCU English Master's degree program, I am excited to be your instructor this semester. This course should offer an introduction to the process of writing at the university level in a fun and personal way. I hope that each of you come prepared to share ideas and help each other along the path to becoming college level writers. As you read the rest of our course syllabus, keep any questions or concerns you have for our first day of class so that we can discuss them together. I am looking forward to meeting all of you then!

## Course Description

Composition I is a basic college composition course designed to deepen and expand the first year student's experience of reading and writing. It serves as an introduction to the collaborative realm of college-level critical inquiry, providing students with the skills necessary to examine diverse texts for meaning. This course offers students multiple opportunities to express themselves clearly, concisely, completely, and creatively. As students analyze and characterize the content, style, and tone of other writers, their own voices will emerge.

Students should enter Composition I with knowledge of the conventions of standard written English, i.e. grammar, mechanics, punctuation, and spelling. The course will cover the definitions and consequences of plagiarism, and teach students how to distinguish between paraphrase and direct quotations. Students will learn methods of navigating technology effectively for developing their research skills as well as how to use MLA documentation style. Ultimately, they should leave Composition I knowing more about how and why to add their voices to the vast, ongoing dialogue fueled by the written word.

# Our Course Goals

## Foundational Knowledge

### Essential Question:

How will I use my previous knowledge to help support my new academic goals?

**Goal:** Identify positive strategies for reading and writing at the college level

## Integration

### Essential Question:

How can I connect my experiences with my course content?

### Goal:

Connect and relate real world situations with written practice to learn how to synthesize ideas

## Learning how to learn

### Essential Question:

How does my learning style affect my behavior in a course?

### Goal:

Become a better learner through self-regulation and awareness

## Caring/Human Dimension

### Essential Question:

How can I have more meaningful relationships with others through developing communication skills?

### Goal:

Identify and acknowledge the impact of self-reflection on personal and academic abilities

## **Learning Outcomes for ENC 1101**

- Formulate a topic and develop it for a specific audience and purpose
- Identify how authors employ language and develop ideas in texts
- Use a rigorous writing process that includes inventing, drafting, and revising
- Select, organize, and relate ideas and information with clarity and precision
- Introduce basic research skills including collecting, managing, and documenting information
- Develop critical reading and thinking skills
- Consider diverse perspectives when formulating and developing ideas
- Employ conventions specific to academic writing in different types of essays
- Employ the conventions of standard written English

## **College-Level Writing Skills (CLWS, formerly Gordon Rule) Requirements**

In addition to a number of required shorter writing assignments, which may include exam answers, reviews, and/or personal response (the selection to be made at the instructor's discretion), students will complete multiple longer writing assignments (one of which may be a major revision) totaling no fewer than 2500 words. Each writing assignment will be the result of a writing process that includes creating, revising and proof-reading drafts.

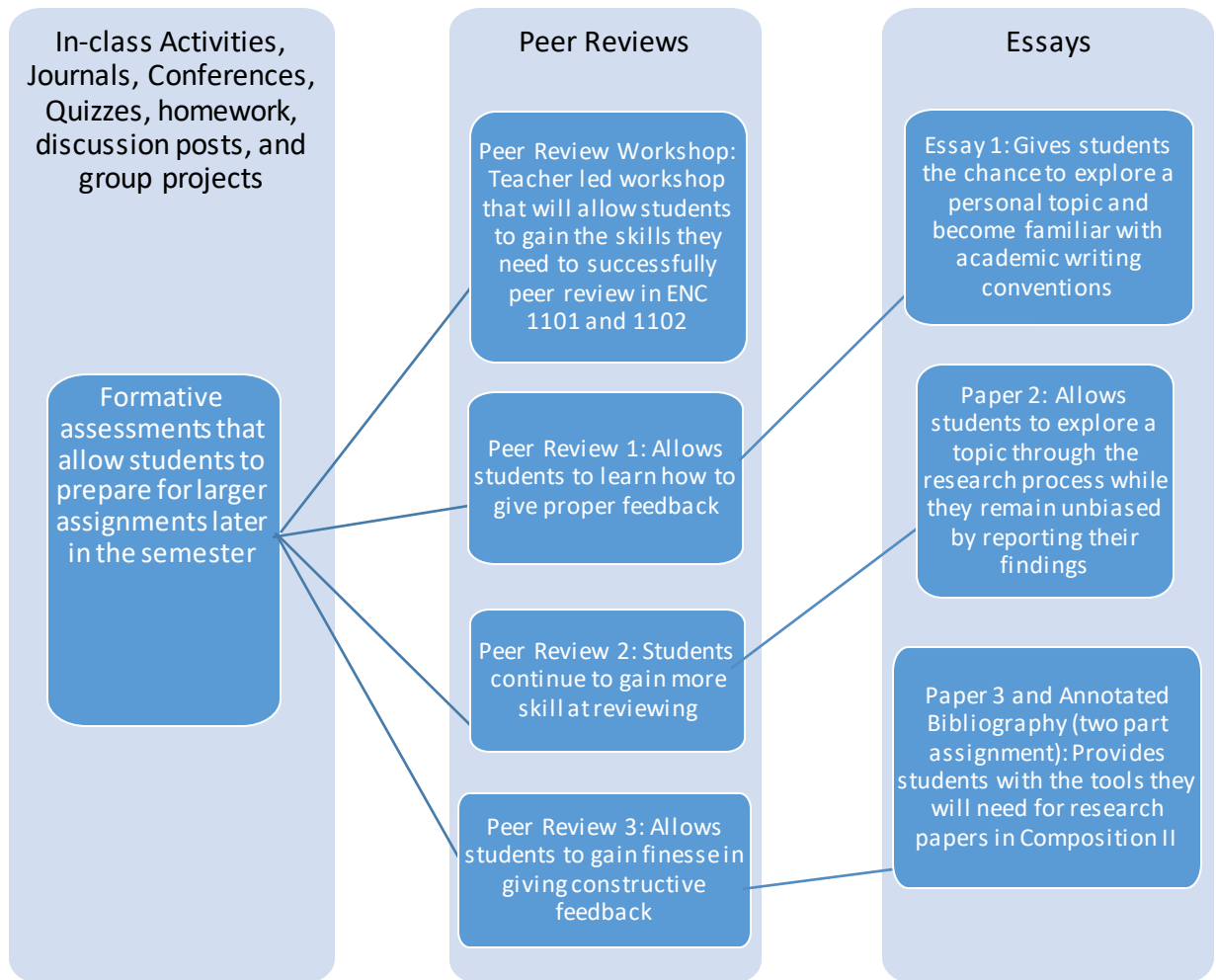
To ensure mastery of college-level writing skills, each assignment will reflect the attributes described in the General Education Competency on Written

Communication: select and develop a topic for a specific audience and purpose; apply the range of conventions particular to a given subject area/discipline when writing about this topic, including appropriate organization, formatting, and style; and demonstrate information literacy skills by identifying, accessing, and using credible and relevant sources to develop ideas.

## **Required Texts & Materials**

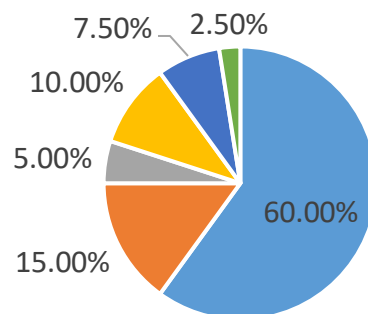
- Lunsford, Andrea, et al. *Everyone's an Author*. 2<sup>nd</sup> ed. W.W. Norton & Company, Inc., 2017. (ISBN: 978-0393617467)
- Bullock, Richard and Francine Weinberg. *The Little Seagull Handbook*. 3rd ed. New York: W. W. Norton & Company, 2014. Print. (ISBN: 978-0393602630)
- Access to Canvas and an FGCU e-mail account

# Assignment Layout



More detailed instructions will be given at the time of each individual assignment. If you have any questions, please feel free to let your instructor know throughout the semester.

## Grade Breakdown



- Papers
- Group Project/Ann. Bib.
- Homework/Quizzes
- Peer Reviews
- Conferences/Attendance
- Discussion Boards

# Required Course Assignments

## Peer Reviews



Students will complete peer reviews for each other in class before every paper deadline and will receive a grade for the quality of feedback they provide to their peers. Each student will be required to turn in their peer reviews on the day that their paper is due unless otherwise instructed

The presentation will consist of an informative speech accompanied by at least one visual aid. Presentations will be combined with the creation of an annotated bibliography. Further instruction on this assignment will be distributed further in the semester. Students must be prepared to present on their assigned day; no exceptions will be made.

## Presentations and Annotated Bibliography

## Homework and Quizzes

Short writing exercises and other shorter assignments will be assigned as homework as our course progresses. There will also be announced and unannounced quizzes on the readings.

Unless otherwise advised by your professor, students will be expected to submit their paper by class time on the day an assignment is due digitally through our Canvas course page and into the Turnitin (an electronic plagiarism checker) database. All assignments must be in .doc or .docx format; other file types will not be accepted. E-mail or paper submissions will not be accepted unless prior arrangements have been made with the instructor. In class on the day a paper is due, students must turn in their completed peer review sheet(s). Failure to turn in these documents may result in a reduced grade on the paper. Students who are having trouble with their papers are strongly encouraged to visit the Writing Center and see their instructor during their office hours.

## Discussion Boards

Throughout the semester, students will complete a variety of discussion boards on Canvas to practice and “stretch” their writing muscles (skills).



## Papers

During the semester, each student will write three papers of varying lengths. Each paper will have its own unique prompt and instruction sheet with directions that you must follow in order to receive full credit. All papers must be word-processed, in MLA format, and free of grammatical and spelling errors. Students must complete and submit all formal essay assignments in order to pass the course. More details will be given later in the course.

## Submission Details



Students will complete conferences for Papers 1-3. Students will be expected to attend a minimum of one conference, but can attend up to three conferences at their discretion.

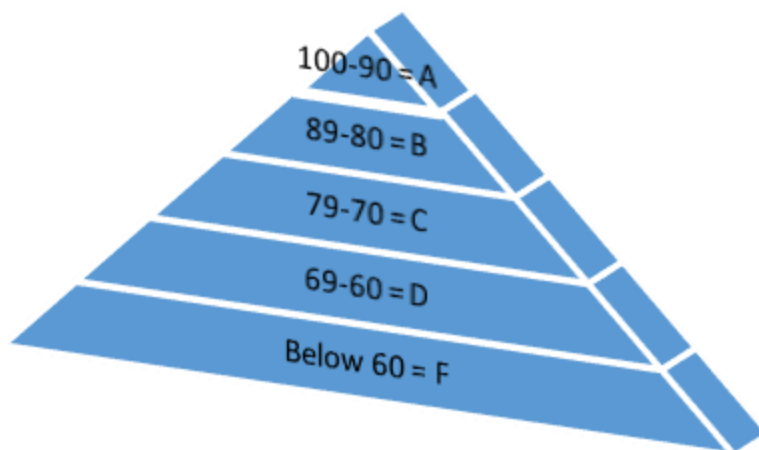
## Conferences

## Attendance Policy

Attendance in this course is calculated by the percentage of classes attended and participation is evaluated by the quality of work in the class. If you are not in class regularly, you cannot participate, so your grade will therefore be negatively affected. In order 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 instructor, 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 or other form of approved emergency documentation. Please do not email your professor and ask if we “did anything important in class today” or if you “missed anything.” You should take the initiative to contact a peer for notes and to get caught up.

## Grading Policy



**\*\*A note on technology:** You will not be asked to put away your phones, laptops, 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.

## 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. In addition, any assignments that contain inflammatory, offensive, inappropriate, or discriminatory language or sentiments will be returned immediately without a grade for revisions. Students who do not complete the revisions on time will receive a grade of "0."
- **Note:** This does not mean that differing views or perspectives will not be encouraged and discussed in class, but that those views and perspectives should 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.

## Revision Plans

- During the course, you will have the opportunity to revise your first two major writing assignments for a new grade. In order to complete a revision for a new grade, you must go through the following procedure:
- When your grade/assignment is returned to you, take at least 24 hours to carefully read the comments and suggestions for improvement.
- Revise your assignment/essay based on the feedback in the rubric for the assignment.
- Take your revised essay to the Writing Center. You must have evidence that you went to the Writing Center in order to complete the revision plan.
- Complete a second revision of your assignment.
- Send me a copy of your revised essay. Schedule an appointment to go over your new draft.
- Complete a final round of revisions and resubmit.

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

- **Beginning Fall 2017, FGCU will implement the 3/2 Withdrawal Rule.**
- **This rule is designed to help students stay on track for timely graduation.**
- Starting in Fall 2017, FGCU students will be allowed to withdraw from a maximum of three (3) lower-level courses (numbered 1000-2999) and two (2) upper-level courses (numbered 3000-4999) without academic penalty after the drop/add dates.
- Any W's that students acquired prior to Fall 2017 will not count toward this limit.
- An appeal process will be in place.
- Withdrawals for approved extenuating circumstances such as medical reasons and active duty military service will not count toward this limit.



## Course/University Policies

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### Academic Behavioral Standards

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the *Student Code of Conduct* and *Policies and Procedures* sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/StudentConduct/>

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### Academic Dishonesty

Plagiarism is a form of intellectual theft and occurs when students present the words or ideas of another without giving credit to the original source. The University's definition of plagiarism can be found in the *Student Code of Conduct*, which also outlines the University's policies and procedures regarding academic dishonesty/cheating (of which plagiarism is one form), students' responsibilities, and the consequences for violating this policy.

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While we will discuss what plagiarism is and how to avoid it in this class, it is ultimately the student's responsibility to understand and avoid plagiarism.

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In this course, those who plagiarize, regardless of intent, will be required to meet in conference with the instructor and may be referred to the Dean of Students Office for a hearing before the Academic Integrity Committee. In all cases, an adjudication form will be filed with the Dean of Students Office. Based on these meetings and/or hearings, students found guilty of plagiarism are subject to penalties including but not limited to receiving a failing grade for the assignment and/or course, or even suspension or expulsion from the University.

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### University Nondiscrimination Statement

Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. As such, the University prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC's phone number is (239)745-4366; the OIEC email address is [OIEC@fgcu.edu](mailto:OIEC@fgcu.edu).

## Course/University Policies Continued

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### **Disability**

#### **Accommodation Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities.

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If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453.

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If you need more information about how to create a personal emergency evacuation plan, see the Environmental Health and Safety and University Police Department websites. Adaptive services is also available to assist you.

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### **Student observations of religious holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

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Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

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### **Incompletes**

Incompletes will only be granted when a student has a documented and unavoidable emergency situation and has completed all course work except for a final project, paper, or exam (approximately 75% of course work). In cases where students have not finished most of the course assignments, they will be given the grade earned. In these cases, an "I" is NOT an appropriate option. The last day to withdraw from classes without academic penalty is Friday, November 03, 2017.

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## Tentative Course Schedule

### Important Notes:

- ✚ The course schedule is subject to change. Any changes will be announced in class, on Canvas, and/or via e-mail.
- ✚ “Canvas” refers to a reading that can be found on Canvas in the Readings folder/module. EA refers to our textbook *Everyone’s an Author*. TLS refers to *The Little Seagull*.
- ✚ Please bring readings to class with you on the day they have been assigned. Canvas readings should be printed and books should be brought in person for the day they are assigned.
- ✚ All assignments must be completed by class time on the date they are due unless otherwise noted below. Assignments should be submitted through Canvas on the day/time they are due. See specific assignment sheets for a detailed schedule for that assignment.
- ✚ Topics for each individual class session are *italicized*, assigned papers are underlined, and major due dates appear in **bolded font**.

## Week 1

W August 23      Part 1 *Course Introduction*, Syllabus Overview, Icebreaker  
                       Part 2 *Academic Conventions*: "The Ultimate Guide to Writing  
 Better than                                  You Normally Do" Canvas, In-Class Writing  
 and Grammar Diagnostic Quiz  
                       **\*Attendance Verification Due by 8/25\* on Canvas**

## Week 2

W August 30      Part 1 *Reading*; EOA Chapter 3, W-16 in LSH  
                          Part 2 *Rhetorical Contexts*, EA Chapter 9 and 31

## Week 3

W September 6      Part 1 *Brainstorming, Mapping, and Selecting a Topic*; Essay 1 assigned  
                                  Part 2 *How to Outline*, EA Chapter 4 and 7

## Week 4

W September 13      Part 1 *MLA Format/Organizational Basics*, EA Chapter 27  
                                  Part 2 Peer Review Practice Workshop – How to give helpful  
 feedback

## Week 5

W September 20      Part 1 Peer Review for Paper 1  
                                  Part 2 Conferences  
**Paper 1 due Friday September 22 5:30PM**

## Week 6

W September 27 TBA

## Week 7

W October 4      Part 1 Essay 2 Assigned, EA Chapter 12  
                          Part 2 *Thesis Statements*

**Week 8**

W October 11      Part 1 *Organization and Coherence*  
Part 2 Coherence and Unity game

**Week 9**

W October 18      Part 1 Peer Review for Paper 2  
Part 2 Conferences

**Week 10**

**Essay 2 Due by Monday October 23 at noon**

W October 25      Part 1 *Introductions*  
Part 2 *Transitions*

**Week 11**

W November 1      Part 1 *Introduction to Argument*; EA Chapter 11, Essay 3 assigned  
Part 2 *Conclusions*

**Week 12**

W November 8      Part 1 *Overview of Group Project, Introduction to Sources*; EA  
Chapter 8 and 23, Annotated Bibliography and Group Project  
Assigned  
Part 2 *Evaluating Sources*, EA Chapter 22

**Week 13**

W November 15      Peer Review 3

**Week 14**

W November 22      No Class – Study Day

**Week 15**

W November 29      Presentations

**Week 16**

W December 6      Conferences

**Week 17 Finals Week**

W December 13      **Final Paper due; In-class Celebration**

## Course Grades Accountability Form

Use the following form to keep track of your grades for each graded assignment in our course. As a class, we will be keeping track of this sheet as a way for you to be accountable for checking your total with the scores on Canvas. Print additional sheets as necessary.

[illegible]