

ENC 1101-0007  
Freshman Composition and Rhetoric:  
Rhetoric, Writing, and Community  
Summer 2019  
M-Th 1:15-2:45 Williams 120

Instructor: Michael Healy

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Course Website: Canvas

Office: WMS 329

Office Hours: T 3:00-4:30, Th 11:30-1:00 and by  
Appointment (Please come see me!)

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## College Composition Mission Statement

College Composition courses at Florida State University teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for a variety of purposes and audiences. Since writing is a process of making meaning as well as communicating, College Composition teachers respond to the content of students' writing as well as to surface errors. Students should expect frequent written and oral response on the content of their writing from both teachers and peers.

Students are expected to be active participants in the classroom community. Learning from each other and from their teachers, students are invited to give thoughtful, reasoned responses to both assigned readings and the compositions of their peers. With an emphasis on in-class discussions and workshops, College Composition courses facilitate critical understandings between reading and composing.

If you would like further information regarding FSU's College Composition Program, feel free to contact the program director, Dr. Elias Dominguez-Barajas ([edominguezbarajas@fsu.edu](mailto:edominguezbarajas@fsu.edu)).

## Course Description

This ENC 1101 course will serve as an introduction to college composition. As such, we will write, a lot, have small and large class discussions, read, and develop critical thinking, analysis, and writing processes. We will write and revise three different essays, each one relating to place and the texts that circulate within them. We will read, respond, and discuss each other's compositions, helping to revise and work through writing processes as we work towards our final ePortfolio. You will be asked to compose in ways that may be new or different for you, and you are encouraged to take risks and see what you can learn. We will work with different key terms and concepts through the semester to support the writing that we are doing.

## Course Objectives

In ENC 1101 and ENC 2135, students work to develop their own thinking through writing.

As specified by the Liberal Studies Committee, the general learning objectives to be accomplished by the completion of ENC 1101 and ENC 2135 at Florida State University include the following:

- Compose for a specific purpose, occasion, and audience.
- Compose as a process, including drafts, revision, and editing.
- Incorporate sources from a variety of text types.
- Convey ideas clearly, coherently, and effectively, utilizing the conventions of standard American English where relevant.

The College Composition program at Florida State has adopted the position of the Council of Writing Program Administrators regarding the outcomes that our CC courses seek to achieve. The CWPA divides these outcomes into the following categories:

- *Rhetorical knowledge* is the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.
  - By the end of college composition, students should:
    - Focus on a purpose
    - Respond to the needs of different audiences
    - Respond appropriately to different kinds of rhetorical situations
    - Use conventions of format and structure appropriate to the rhetorical situation
    - Adopt appropriate voice, tone, and level of formality
    - Understand how genres shape reading and writing
    - Write in several genres
- *Critical Thinking, Reading, and Writing: Critical thinking* is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use—whether print texts, photographs, data sets, videos, or other materials—they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate chains of reasoning, and compose appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing.
  - By the end of college composition, students should:
    - Use writing and reading for inquiry, learning, thinking, and communicating
    - Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
    - Integrate their own ideas with those of others
    - Understand the relationships among language, knowledge, and power
- *Processes*: Writers use multiple strategies, or *composing processes*, to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing

processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.

- By the end of college composition, students should:
  - Be aware that it usually takes multiple drafts to create and complete a successful text
  - Develop flexible strategies for generating, revising, editing, and proof-reading
  - Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
  - Understand the collaborative and social aspects of writing processes
  - Learn to critique their own and others' works
  - Learn to balance the advantages of relying on others with the responsibility of doing their part
  - Use a variety of technologies to address a range of audiences

➤ *Knowledge of Conventions:* *Conventions* are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design. Conventions arise from a history of use and facilitate reading by invoking common expectations between writers and readers. These expectations are not universal; they vary by genre (conventions for lab notebooks and discussion-board exchanges differ), by discipline (conventional moves in literature reviews in Psychology differ from those in English), and by occasion (meeting minutes and executive summaries use different registers). A writer's grasp of conventions in one context does not mean a firm grasp in another. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre, understanding that genres evolve in response to changes in material conditions and composing technologies and attending carefully to emergent conventions.

- By the end of college composition, students should:
  - Learn common formats for different kinds of texts
  - Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
  - Practice appropriate means of documenting their work
  - Control such surface features as syntax, grammar, punctuation, and spelling.

➤ *Composing in Electronic Environments:* As has become clear over the last twenty years, writing in the 21st century involves the use of digital technologies for several purposes, from drafting to peer reviewing to editing. Therefore, although the kinds of composing processes and texts expected from students vary across programs and institutions, there are nonetheless common expectations.

- By the end of college composition, students should:
  - Use electronic environments for drafting, reviewing, revising, editing, and sharing texts
  - Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources

- Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts.

## Course Materials

*Writing Situations*, FSU Edition, by Sidney Dobrin

Supplemental PDFs and readings on Canvas

Regular access to a computer and internet

## Brief Assignment Descriptions

### Project 1 – Invention, or how did you learn to write? (1500 Polished Words)

In this assignment, you will be mapping and tracing the texts and contexts of how you got here, to Florida State, summer C, and ENC 1101. I want you to think broadly about the things that you have brought with you: writing habits, daily habits, friends, favorite TV shows, games, social media, pictures, books, memories, and things. I then want you to think about how this intersects with your understandings of yourself as a writer. This is a narrative piece, and it asks you to think closely about who you are, where you come from, and what you bring with you. You will work with small scenes, snippets, and descriptions, and using detail explore how these pieces interact to tell something important about yourself and your experiences with writing and literacy.

### Project 2 – Analysis of a Discourse Community (1500 Polished Words)

This is an analysis piece which asks you to examine a community at Florida State or in Tallahassee: be it a social group, academic department, support group, Greek life, College Town, yoga, the Rez, a religious community, or some other social entity, and to analyze what it is. You will select the community that you are interested in, and through your analysis, discuss how it intersects through place, people, texts, and contexts. There are two parts to this assignment. The first is to trace the activities surrounding the community you chose through some specific text(s) that they use and circulate. This will require some (basic) research with the key question: What does this text express about this community?

Second, you will take this trace and analyze the ways in which it interacts with Tallahassee and/or at Florida State. This analysis should account for what goes on with the people, texts, compositions, and artifacts that are important to the community. How does your analysis of the group show how they create meaning, share knowledges, and interact with other communities? The analysis should demonstrate how this community actively engages with people and places and supports that analysis through careful presentation of evidence.

### **Project 3 – How are compositions assembled? (1500 Polished Words)**

The third project asks you to build on the work you did in projects 1 and 2 to assemble a new composition that says something about you and the community you analyzed. Instead of looking at how the community is connected to place through the compositions, you are to identify a gap or a need, and to create a composition that fits within that community. This could take a variety of forms, but it will take what you learned from your analysis and apply it to your new composition. There are a few requirements for this assignment: first, that it engages with the community from project 2; second, that it is multimodal; and third, that it incorporates some research.

### **ePortfolio (1500 Polished Words in Reflections)**

Throughout the semester you will be tasked with collecting your writing, selecting compositions, and reflecting upon them. Additionally, the ePortfolio will serve as a place to highlight and connect your best, polished, and revised work. Final drafts of the three major projects, along with other assignments, will be included in the portfolio. While the portfolio does serve as way for you to share and gather your work, it also functions as a document of its own, telling a story about who you are as a composer, student, and individual. Thus, the portfolio will include introductory and reflective texts, images, and other components that mark it as a cohesive document.

### **Writer's Journal**

To assist you throughout the semester, we will be keeping Writer's Journals. These can take a variety of forms, from a public blog to a more private location. This will be a space to write, invent, work through ideas, respond to readings, and other things. We will often use the contents of the journal as the basis for classroom activities and discussion, so be willing to share selected contents with others. Think of it as a place to start working with the content of the class. I will also ask to see the journal at a few points throughout the semesters, to give you credit for work done, and to respond to your invention work and ideas.

### **Writer's Workshops**

The content of this class is your writing. We will spend a great deal of this class working with, on, through, around, and in each other's writing. Students will take all major assignments through a series of revision workshops. Each workshop is required for students to successfully complete the assignment at hand. Since this course is assessed on a portfolio model, revision is vital to the course.

### **Conceptual Immersion Activities (CIAs)**

Two times this semester we will engage in collaborative activities where you will investigate, deeply, some aspect of the class. These will explore some of the theoretical “how” and “why” questions that structure this course. They will be ways to articulate some of the knowledge about writing that you are developing. The first will work with the writing process, and specifically the role that responding, workshopping, and revision play in the production of compositions. The second will examine the role of assemblage in composing, and how thinking about compositions as remixes and/or assemblages helps us see the social nature of composition.

## Attendance

FSU’s Composition Program maintains a strict attendance policy to which this course adheres: an excess of two weeks of absences—that’s more than four absences in a TR or MW class (or more than six absences in a MWF class) is grounds for failure. **For this class, an excess of three absences is grounds for failure.** You are required to be an active member of the ENC 1101 classroom community, and if you do not attend class regularly, you cannot fulfill that requirement. You should always inform your instructor, ahead of time when possible, about why you miss class. Save your absences for when you get sick or for family emergencies. **Additionally, not showing up for a conference counts as an absence.**

If you have an excellent reason for going over the allowed number of absences, you should call Undergraduate Studies (644 2451) and make an appointment to discuss your situation with them. If you can provide proper documentation of extreme circumstances (for example, a medical situation or some other crisis that resulted in you having to miss more than the allowed number of classes), Undergraduate Studies will consider the possibility of allowing you to drop the course and take it the following semester.

Important Note: FSU’s Composition Program Attendance Policy does not violate the University Attendance Policy that appears in the “University Policies” section later in this syllabus. The Composition Program Attendance Policy simply specifies the number of allowed absences, whereas the University Attendance Policy does not.

## Grade Calculation

Final grades will be calculated using a labor-based contract:

To assist you in developing composition practices that are personal, robust, rhetorical, and reflective, I encourage you to take risks in your writing, and to try things that you have not done before. As such, I do not want you avoiding taking risks in your writing due to grades. If you do the work of this class, turn in everything on time, meet the assignment requirements, are present and participate in class, engage in the writing process, and are an active workshop respondent, you will earn a “B.” Earning an “A” in the class will require additional work and exceptional engagement. If you are interested in pursuing an A in the class, you will be required to meet with me within the first week of the term to discuss and draft a contract that specifies the requirements for earning that grade.

## Final Grades

A	93 – 100	C	73 – 76
A-	90 – 92	C-	70 – 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	63 – 66
B-	80 – 82	D-	60 – 62
C+	77 – 79	F	0 – 59

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### College-level Writing Requirement

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a “C-” or higher in the course, and earn at least a “C-” average on the required writing assignments. If the student does not earn a “C-” average or better on the required writing assignments, the student will not earn an overall grade of “C-” or better in the course, no matter how well the student performs in the remaining portion of the course.

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## Policy for Late Work

Per the labor-based grading contract, all work must be submitted by the due date to earn an B or higher for the course. Drafts need to be completed by the due date in order for you to receive feedback, both from your peers and from me, so that you can progress to the next draft. Drafts that are late are not guaranteed to receive timely, detailed feedback. If you have extenuating circumstances and need a little extra time, please contact me ahead of time for an extension.

## College Composition Course Drop Policy Statement

This course is NOT eligible to be dropped in accordance with the “Drop Policy” adopted by the Faculty Senate in Spring 2004. The Undergraduate Studies Dean will not consider drop requests for a College Composition course unless there are extraordinary and extenuating circumstances utterly beyond the student’s control (e.g. death of a parent or sibling, illness requiring hospitalization, etc.). The Faculty Senate specifically eliminated College Composition courses from the University Drop Policy because of the overriding requirement that College Composition be completed during students’ initial enrollment at FSU.

## University Policies

### University Attendance Policy

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

## **Academic Honor Policy**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

## **Americans with Disabilities Act**

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)

<http://www.disabilitycenter.fsu.edu/>

## **Free Tutoring from FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at <http://ace.fsu.edu/tutoring> or [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

## **Liberal Studies for the 21<sup>st</sup> Century**

The *Liberal Studies for the 21<sup>st</sup> Century* Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience. This course has been approved as meeting



the **Liberal Studies** requirements for English and thus is designed to help you become a clear, creative, and convincing communicator, as well as a critical reader.

## **Syllabus Change Policy**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. I reserve the right to make changes to this syllabus and the course calendar as necessary to accommodate the way the course takes shape. These alterations will only benefit students and will be updated via Blackboard, in class meetings, and e-mail to ensure students' awareness of the changes.

## **Other Information**

### **Reading/Writing Center (RWC)**

The Reading/Writing Center, with locations in Williams (Room 222C), Strozier Library, and Johnston Ground, offers writing support to all FSU students, including first-year undergraduates, students in all majors, international and other ELL students, CARE students, student athletes, and graduate students across the disciplines. Its approach to tutoring is to provide guidance to help students grow as writers, readers and critical thinkers by developing strategies to help writers in many situations. RWC tutors act as a practice audience for students' ideas and writing, helping them develop their writing in many areas.

RWC hours vary each semester. To view the RWC schedule or make an appointment with a consultant, please visit <http://fsu.mywconline.com/>

### **The Digital Studio**

The FSU Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a web site, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. We currently offer consultation at two locations, Williams 222B and Johnston G0062. Consultants in the Digital Studio offer assistance in composing digital and multimedia assignments/projects, such as designing an electronic portfolio, designing a website, creating a blog, composing a visual essay, selecting images to embed in a text, adding audio and/or video into a text, and creating a presentation.

Students who attend the Digital Studio are not required to work with a tutor: The Digital Studio is also open to those seeking to work on their own to complete assignments/projects or to improve overall capabilities in digital communication. However, tutor availability and workspace are limited so appointments are recommended.

Digital Studio hours vary by semester. To view the schedule or make an appointment at the Johnston Digital Studio, please visit <http://fsu.mywconline.com>.

To view the schedule or make an appointment at the Williams Digital Studio, please visit <http://wr.english.fsu.edu/Williams-Digital-Studio/Schedule-an-Appointment>

### **Civility**

This class will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or

anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). While each of you have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately. Disruptive behavior includes the use of cell phones, pagers or any other form of electronic communication during the class session (email, web-browsing). Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation (remember that I am a member of this class as well). This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate any part of this statement on civility. Remember that you will send me an email that indicates you have read and understand this policy.

## **Plagiarism**

Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of College Composition and the Director of Undergraduate Studies. Plagiarism is a counterproductive, nonwriting behavior that is unacceptable in a course intended to aid the growth of individual writers.

Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: "Regarding academic assignments, violations of the Academic Honor Code shall include representing another's work or any part thereof, be it published or unpublished, as one's own." A plagiarism education assignment that further explains this issue will be administered in all college composition courses during the second week of class. Each student will be responsible for completing the assignment and asking questions regarding any parts they do not fully understand.