

English Composition I--ENC1101
Florida Keys Community College
Fall 2011

I. Course Information

Course Number: ENC1101

Credit Hours: 3 / Contact Hours: 45

Prerequisites for the course: Appropriate score on placement exam

II. Course Method

This course is an interactive one, focusing on student-centered learning as opposed to traditional lectures. Classes will consist of small group and large group discussions of the assigned readings and essays; use of multimedia resources; and in-class writing and peer editing activities. We will use **Desire to Learn (D2L)**, an online learning management system, to access and post course materials and **Turnitin** for collection, storage and grading of essays. More information about these technological tools will be shared in class during the first week.

This course requires students to submit written work via Turnitin. I will only accept electronic submissions of assignments (no hard copies) and you are responsible for uploading all files to Turnitin. You will need the following course code and class ID number to create an account:

Course code: *fkccenglish*

Class ID: _____

III. Instructor Information

Instructor: Kerry Charron

Email: carolyn.charron@fkcc.edu

Office Location: C208

Office Hours: Mondays – Fridays 12:30-1:00pm and 2:00-3:30pm

Phone: 305-809-3288

Skype ID: kerrycharron2009

*Please feel free to stop in C208, phone, email, or call me via Skype during my office hours. If you cannot make my office hours, we can set up an appointment that works with your schedule.

IV. Description

From FKCC College Catalog: ENC1101 is a course that emphasizes accepted standards and techniques of expository writing, logical thinking, and reading with literal and critical comprehension. Students are expected to write coherent, unified prose, develop a thesis statement, arrange main ideas and supporting details, and use effective vocabulary, conventional sentence structure, and standard American English grammar and usage. This course also includes a 6,000-word (Gordon Rule) writing requirement.

V. College-level Competencies

Florida Keys Community College graduates who complete the core curriculum possess the knowledge, skills and values associated with college-educated individuals. Our graduates demonstrate mastery of competencies integrated within the academic disciplines, such as the ability to effectively communicate, seek creative solutions to problems, exhibit cultural awareness, and command basic technological skills.

1. **Communication:** Comprehend and articulate effectively – written and oral communication
2. **Critical thinking:** Demonstrate mastery of problem-solving skills in the discipline
3. **Diversity:** Interpret and evaluate societal and ethical issues, problems and values
4. **Technology:** Utilize technology effectively

VI. Course Calendar

1. The Course Calendar lists the learning activities and assessment measures that comprise this course on a weekly basis. These activities and assessments are directly related to learning outcomes that support the overall course objectives. There are a total of 1,500 points that can be achieved during this 15-week course (see tentative course calendar below for specific details). Students are able to gauge their performance according to this grading scale throughout the duration of the course. The “Student Assessment” column lists all of the assignments required by this course and their tentative due dates.
2. Students are responsible for following the course calendar. If you have questions regarding assignments and rough due dates, the answer is probably already published in this Course Calendar. Looking here first will probably get you a quick answer to your question. Each class meeting I will provide detailed information about all assignments, and I will post outlines and materials shared in class *after* each class. Therefore, if you miss class, please check Desire to Learn (D2L) instead of requesting a long review of the class activities via email. You can email me to explain why you are missing class, but please check D2L to review materials shared in class that day.
3. *I may revise this calendar to meet the needs of the class, so each class meeting I will provide detailed information about all assignments.*

Tentative Course Calendar

(Competencies, Learning Outcomes, Activities, Assessments and Point System)

Competency	Module	Learning Outcomes	Learning Activities	Student Assessments	Points
1, 2, 3, 4	<i>Week 1: August 22, 2011</i>	Students will become familiar with course requirements and assignments.	<p>Course Introduction Review syllabus and class policies.</p> <p>Review section B (“Basic Grammar”) in <i>A Writer’s Reference</i> and take diagnostic grammar quiz.</p> <p>Read in <i>The Bedford Reader</i> Chapter 1 (Critical Reading) and Chapter 2 (The Writing Process)</p>	Active engagement in class activities; written and oral participation	20
		<p>Students will assess their grammar knowledge.</p> <p>Students will review the process of drafting, writing, and editing an essay.</p>	<p>Personal Writing: Narrative and Descriptive Modes</p> <p>Read:</p> <p>“Fish Cheeks” by Amy Tan (p. 116)</p> <p>“The Chase” by Annie Dillard (p. 121)</p> <p>“Good” by Bradley Philbert (p.127)</p> <p>Discussion and review of elements of an essay</p> <p>Essay 1</p> <p>Sample essay and editing exercise</p>	<ul style="list-style-type: none"> • Diagnostic grammar quiz <p>Email assignment (see handout sent to your FKCC email regarding this assignment)</p>	25

<p>1, 2, 3, 4</p>	<p><i>Week 2: August 29, 2011</i></p>	<p>Students will identify and analyze the elements of narrative and descriptive essays.</p> <p>Students will identify the style, purpose, and thesis statement in essays.</p> <p>Students will review tips to avoid intentional and unintentional plagiarism.</p> <p>Students will write a 750 word narrative/ descriptive essay in MLA format.</p>	<p>Food and Nutrition</p> <p>Sample essay and editing exercise</p> <p>“The Best Pizza in the World” by Elizabeth Gilbert (p.181)</p> <p>“Corn’s Conquest” by Michael Pollan (p. 337)</p> <p>“Sweet, Sour, and Resentful” by Firoozeh Dumas (p. 320)</p> <p>Read Chapter 3 (Academic Writing) in <i>The Bedford Reader</i>.</p> <p>Plagiarism discussion and proper use of citation</p> <p>Turnitin overview</p> <p>Grammar Review (verbs)</p>	<p>Active engagement in class activities; written and oral participation</p> <p>Essay 1</p>	<p>20</p> <p>100</p>
<p>1, 2, 3, 4</p>	<p><i>Week 3: September 5, 2011</i></p>	<p>Students will write a 750 word essay in MLA format.</p> <p>Students will demonstrate the ability to locate and evaluate the thesis of an essay.</p> <p>Students will be able to cite, summarize, and evaluate readings in oral and written form.</p> <p>Students will demonstrate proficiency in appropriate and powerful word choice, including active verbs, nouns, and specific modifiers and descriptors.</p>	<p>Psychology and Behavior</p> <p>“A Vocabulary of Smiles” by Dacher Keltner (p. 445)</p> <p>“The Menace of Negative People” by Barbara Ehrenreich (p. 634)</p> <p>Grammar Review (nouns)</p>	<p>Active engagement in class activities; written and oral participation</p> <p>Essay 2</p>	<p>20</p> <p>100</p>

1, 2, 3, 4	<i>Week 4: September 12, 2011</i>	<p>Students will be able to identify and analyze the elements of argumentative and persuasive essays.</p> <p>Students will learn to cite and explain sources in their writing.</p> <p>Students will be able to identify and employ strategies for writing for a specific audience.</p>	<p>Comparing and Contrasting Places</p> <p>“Remembering My Childhood on the Continent of Africa” by David Sedaris (p.274)</p> <p>“Rural Delivery” by Barbara Kingsolver (p. 534)</p> <p>Grammar Review (pronouns)</p>	Active engagement in class activities; written and oral participation	20
1, 2, 3, 4	<i>Week 5: September 19, 2011</i>	<p>Students will write competently in correct Standard American English.</p> <p>Student will be able to synthesize different sources in essays and journals.</p> <p>Students will write a 750 word essay in MLA format.</p>	<p>Scientific Issues</p> <p>“Chronicles of Ice” by Gretel Ehrlich (p. 313)</p> <p>“The Adored, Buzzing around Us” by Sharman Apt Russell (p. 221)</p> <p>“Identity’s Edge” by Andrea Jones (p. 541)</p> <p>Grammar Review (adjectives)</p>	<p>Active engagement in class activities; written and oral participation</p> <p>Essay 3</p>	20
1, 2, 3, 4	<i>Week 6: September 26, 2011</i>	<p>Students will be able to demonstrate analytical reading skills in discussing assigned readings.</p> <p>Students will explore uses of tone, purpose, and awareness of audience in writing.</p> <p>Students will be able to cite, analyze, and write about a visual image.</p> <p>Students will write a 750 word essay in MLA format.</p>	<p>Historical Issues</p> <p>“The Capricious Camera” by Laila Ayad (p. 387)</p> <p>Using Laila Ayad’s essay “The Capricious Camera” as an example, analyze the photo I have assigned to you. Write about the photo’s historical significance; make sure to cite and discuss secondary sources that shed light on this photo.</p> <p>Grammar Review (adverbs)</p> <p>Read pp 85-90 (A4) in <i>A Writer’s Reference</i>.</p>	<p>Active engagement in class activities; written and oral participation.</p> <p>Essay 4</p>	<p>20</p> <p>100</p>

1, 2, 3, 4	<i>Week 7: October 3, 2011</i>	<p>Students will be able to interpret graphs and charts and understand how a writer uses visual information to support a thesis.</p> <p>Students will write a 750 word essay in MLA format.</p>	<p>Sociological Issues</p> <p>“Mary Ellen’s Story” by Howard Markel (p.133)</p> <p>“The Myth of Doomed Kids” by Bella DePaulo (p. 379)</p> <p>Read “Cause and Effect” (pp 455-463)</p> <p>“Live Free and Starve” (p. 466) by Chitra Divakaruni</p> <p>“Plata o Plomo: Silver or Lead” by Marie Javdani (p. 472)</p> <p>Citing and explaining visual sources (graphs, charts, diagrams, etc.) in essays</p> <p>Grammar review (end and internal punctuation)</p>	<p>Active engagement in class activities; written and oral participation</p> <p>Essay 5</p>	<p>20</p> <p>100</p>
1, 2, 3, 4	<i>Week 8: October 10, 2011</i>	<p>Students will write a 750 word essay in MLA format.</p> <p>Students will learn to identify and analyze elements of cause and effect writing.</p>	<p>Communication and Language Use</p> <p>“The Ways We Lie” by Stephanie Ericsson (p. 408)</p> <p>“The World of Doublespeak” by William Lutz (p 418)</p> <p>“But What Do You Mean?” (p. 435) by Deborah Tannen</p> <p>Grammar review (capitalization)</p> <p>View clips of documentary on body language</p>	<p>Active engagement in class activities; written and oral participation</p>	<p>20</p>

1, 2, 3, 4	<i>Week 9: October 17, 2011</i>	<p>Students will explore different writing styles and purposes.</p> <p>Students will examine the contexts and meanings of language use.</p> <p>Students will synthesize different writers' opinions on language use in written and oral form.</p> <p>Students will write a 750 word essay in MLA format.</p>	<p>Communication and Language Use</p> <p>“Definition” (pp 479-487)</p> <p>“The Meanings of a Word” by Gloria Naylor (p. 517)</p> <p>“Being a Chink” by Christine Leong (p. 523)</p> <p>In response to the essays by Naylor and Leong, write an essay about another word (of your choice) that illustrates the points they make about language use, or more specifically, “labels.” Give specific details and examples to support your point.</p> <p>Revision assignment</p> <p>Grammar review (apostrophe)</p>	<p>Active engagement in class activities; written and oral participation</p> <p>Essay 6</p>	<p>20</p> <p>100</p>
1, 2, 3, 4	<i>Week 10: October 24, 2011</i>	<p>Students will demonstrate the ability to identify audience and adapt writing strategies to different audiences.</p> <p>Students will identify elements of an argumentative essay.</p>	<p>Current Topics</p> <p><i>Steroids in Sports:</i></p> <p>“Destroyed” by Peter F. Martin (p. 580)</p> <p>“The Designer Player” by Rodrigo Villagomez (p. 586)</p>	<p>Active engagement in class activities; written and oral participation</p>	20
1, 2, 3, 4	<i>Week 11: October 31, 2011</i>	<p>Students will write a 750 word essay in MLA format.</p> <p>Students will demonstrate the ability to use examples and supporting details in their writing.</p>	<p>Legends</p> <p>“Vampires Never Die” by Guillermo del Toro and Chuck Hogan (p. 372)</p>	<p>Active engagement in class activities; written and oral participation</p> <p>Essay 7</p>	<p>20</p> <p>100</p>
1, 2, 3, 4	<i>Week 12: November 7, 2011</i>	<p>Students will learn to analyze and evaluate written and auditory information.</p> <p>Student will be identify elements of comparison/contrast essays.</p>	<p>Gender Expectations</p> <p>“Men-It’s in Their Nature” by Christina Hoff Sommers (p.365)</p> <p>“Batting Clean-up and Striking Out” by Dave Barry (p. 261)</p> <p>Read “Division or Analysis” (pp 331-339)</p>	<p>Active engagement in class activities; written and oral participation</p>	20

1, 2, 3, 4	<i>Week 13: November 14, 2011</i>	Students will write a 750 word essay in MLA format. Students will be able to identify and utilize different rhetorical strategies.	Psychology: The Power of the Mind “The New Witch Doctors: How Belief Can Kill” by Helen Pilcher (p. 479) “Dance of the Hobs” by William Least Heat-Moon (p. 187)	Active engagement in class activities; written and oral participation Essay 8	20 100
1, 2, 3, 4	<i>Week 14: November 21, 2011</i>	Students will write a 750 word essay in MLA format. Students will learn to analyze and evaluate written information.	Philosophical Thoughts “This Is Water” by David Foster Wallace (p. 233)	Active engagement in class activities; written and oral participation Essay 9	20 100
1, 2, 3, 4	<i>Week 15: November 28, 2011</i>	Students will demonstrate proficiency in citing secondary sources using MLA format.	Final Individual Conference <u>(Counts as Final exam)</u> Read “Too Much Pressure” by Colleen Wenke (p. 564) “The Shadow Scholar” essay by an anonymous writer (http://chronicle.com/article/The-Shadow-Scholar/125329/)	Active engagement in class activities; written and oral participation	20
1, 2, 3, 4	<i>Week 16: December 5, 2011</i>	Students will demonstrate the ability to identify their writing strengths and weaknesses in.	Final Individual Conference <u>(Counts as Final exam)</u> Economic Issues: “The Squeeze” by Charles Fishman (p. 487)	Active engagement in class activities; written and oral participation Essay 10	20 100

VII. Materials

Required Textbooks:

Kennedy, X.J., Dorothy Kennedy, and Jane Aaron, eds. The Bedford Reader, 11th ed. Boston: Bedford/St. Martin’s, 2012.

(ISBN: 10:0-312-60969-8)

Hacker, Diana. A Writer’s Reference, 6th ed. Boston: Bedford/St. Martin’s, 2009.

(ISBN: 0-312-45025-7)

You will need a notebook for in-class writing exercises and a jump drive (or an appropriate and secure place to save your work), access to a computer and printer (check FKCC library hours, if necessary), and black ink pens.

VIII. Grading Scale (This is Standard Through Out the College)

The following grade scale will apply to this class:

A:	90 % or above
B:	80 - 89 %
C:	70 - 79 %
D:	60 - 69 %
F:	below 60 %

SPECIFIC CRITERIA

300 points	Attendance & Class Participation: class discussions, small group activities, in class writing, MLA exercises, etc.
100 points	Midterm Conference
100 points	Final Individual Conference
1,000 points	Ten Essays (600 words each)
1,500 points	Maximum Total

**See Essay Rubrics (distributed in class and in Turnitin) for a complete breakdown of the criteria on which each essay will be graded.

IX. Class Policies

E-mail Communication: All class e-mail communications should be conducted using your FKCC student email address to my FKCC email address (carolyn.charron@fkcc.edu). The prime responsibility for timely communications rests with you - the student.

Important Note: If I have not responded to your email or voicemail message by the end of the day after you left the message, you should assume that I did not receive it and leave another message. I will try to respond to emails and calls as soon as possible given my teaching schedule and other responsibilities on campus.

E-mail Communication: All class e-mail communications should be conducted using your FKCC student email address to my FKCC email address (carolyn.charron@fkcc.edu). **You must use this email account and check it frequently for emails from me regarding the course AND important information from FKCC regarding registration, policies, cancellations dues to severe weather, etc.** You can set up your account so that it forwards email to an address you check regularly or daily if it means you will be more likely to “stay in the loop” of FKCC communication.

Late Work

1. Any assignment not submitted by the date and time specified by me via the course calendar (and updates shared in class) is considered late, unless you have contacted me and I have approved an extension in advance.

2. Assignments (other than class participation) will be accepted up to 7 days late unless you have contacted me and we have mutually agreed on an alternate submission date in advance of the day that the assignment is due.
3. The above policy does not apply to any assignments that may due during the Final Exam period. No assignments due during the last week of classes will be accepted late to allow me to submit the course grades to the college on time. No exceptions will be made to the above policies unless you can provide documentation that I consider adequate.
4. A student that consistently submits assignments late runs the risk of substantial points deducted from the final grade. For example, it is possible that I may drop the final grade from a B to a C, or a C to a D, etc.
5. If you are out of contact and miss a deadline due to an extenuating circumstance, I expect you to contact me as soon as possible to discuss the situation. You can email me to inform me that you will miss class or have missed class, but do not expect a full recap of what was covered in class when you were absent. **Please check D2L to review materials covered in class.**
6. Depending on the circumstances and with my permission, it is possible to submit late work in Turnitin. Turnitin indicates what date an essay was submitted and whether or not it was submitted on time. ***I will grade late essays and journal entries only once I have graded ALL work submitted on time by other students.*** This means I may or may not get a chance to grade and assign points for late work, because my priority is to provide feedback to students who conscientiously adhere to deadlines.

Class Participation

Class participation is defined as *actively participating in classroom activities and discussions*. In order to receive credit for class participation, students must be present in class. During each class meeting, you can expect to engage in small group activities, MLA exercises, and in class writing, so class absences will have a significant impact on your class participation grade. I expect students to come to class ready to discuss and write about assigned readings.

Withdrawal Policy

1. Students may withdraw without academic penalty from any course by the established deadline published in the College's calendar. This will result in a grade of 'W' for the course and will not count against the student's GPA.
2. Students will be permitted a maximum of two withdrawals per course. Upon the third attempt, the student WILL NOT be permitted to withdraw in accordance with State of Florida regulations and will receive an earned grade for that course.
3. It is the responsibility of the student wishing to withdraw from the course to do so by the date published in the College Academic Calendar.
4. Students who abandon the course or do not withdraw themselves by the published deadline are subject to receiving a grade of F.
5. An instructor may withdraw a student from courses for excessive absences and/or non-attendance up to the 70% point in the semester.

Essays, In Class Writing, and Other Assignments

1. Required Reading Assignments: I recommend the following steps when reading the assigned short stories, essays, and other materials.
 - a. Read each short story once to get an idea of its elements.
 - b. Annotate the story as you read (underline passages, jot down key words/phrases, write comments and questions in the margins, etc.) and write responses immediately after you read the short stories so that they are fresh in your mind.
2. In Class Writing: You will engage in eight in class writing exercises throughout the semester. I will assign topics the day of the in class writing exercise. These exercises are informal and you will receive 25 points per each exercise for a total of 200 points towards your final grade. Topics are designed to further your reflection and comprehension of the assigned readings, give you additional writing practice, and generate ideas for your formal essays.
3. MLA Citation Exercises: We will engage in brief MLA exercises designed to reinforce proper use of paraphrasing, quotation, and citation according to MLA format.
4. Essays: Start to draft your essays well before the due dates. We will discuss topics and sources in class so that you will have guidance and feedback from me and your classmates. I will provide rubrics for all essays so that you know what I expect in terms of quality of work and content.
 - **Meeting the Gordon Rule requirement for this course**: Students must write a minimum of 6,000 words in this course according to the Gordon Rule. To keep track of your word count, please include the number of words on your title page underneath your name, date and course section. You can find the total number of words in a Microsoft Word document in the bottom left hand corner of the screen. I have designed the assignments so that students who complete all the work and address each assignment's requirements will easily meet the Gordon Rule stipulation of writing more than 6,000 words.
 - All work must be typed using Times New Roman font 12 point.
 - You must save ALL essays and journals as either DOC or RTF files.
 - **You are required to create an account in Turnitin.** All work will be graded and stored in this program. *You can access your scores, attendance records, qualitative feedback on written work, and grades through your account.*
 - I will provide rubrics for all essays, journal entries, and assignments via Turnitin so that you know what I expect in terms of quality of work and content. I will also share student samples of assignments so that you have models to guide your work.
5. Individual Conferences: You are required to have two individual conferences with me (at the midterm point and during the final week of classes. We will review your writing and any questions you have at that point.

Extra Credit Work

I will provide several extra credit opportunities in addition to the requirements of the course-not in lieu of these requirements. Extra credit work may involve attending and participating in campus activities and lectures that relate to the content of the course and/or additional academic assignments.

How Much Study Time You Should Expect To Devote To This Course

1. Most educators recommend that students spend 1-2 hours outside of class studying and completing assignments for every hour spent in class. For a typical 3 credit hour class, this translates into a total of 6-9 hours every week per course. You should expect to spend a total of 6-9 hours each week reading and writing in preparation for this course.
2. This class requires a lot of reading and writing and you must spend a significant amount of time focusing on this course in order to refine your writing skills. Experience has shown that students who are successful in this class generally have study time totals on the higher of the scale.
3. Few students do well in this course if they are spending fewer than 5 or 6 hours studying every week. If you do not have a certain level of proficiency as a writer, your study time will almost certainly need to be on the higher end of the scale if you want to earn a good grade.

Academic Honesty & Plagiarism

Students are expected to respect and uphold the standards of honesty in submitting written work. Even though I will use Turnitin to check the originality of your work, I realize that there are ways to “use” the written work of others that Turnitin cannot catch. A brief definition of plagiarism is the presentation of another person’s work as if it were one’s own. At times, a student may unintentionally plagiarize even when he/she thinks that a paper reflects proper citation. Since working with citations can be a complicated task, I will go over all forms of plagiarism (intended and unintended) and how to avoid it. **Plagiarism is a very serious violation of academic integrity.** In essence, it is fraud. If I suspect plagiarism, I will speak with you and determine further action. Depending on the circumstances, I will take appropriate action. It could involve the following one or more of the following options: redoing the assignment, writing a paper on plagiarism, no grade/credit for the assignment, a grade of F for the course, and/or reporting the case to the Office of Dean of Student Affairs for disciplinary action. **It is the student’s responsibility to review the College’s policy on Academic Honesty (see pages 81-86 regarding academic dishonesty).**

Copyright Notice

The materials and content provided in this course are intended only for registered Florida Keys Community College students who have paid their tuition and fees to attend this course. Materials that are affected include, but are not limited to, text, still images, audio recordings, video recordings, simulations, animations, diagrams, charts, and graphs. Every effort has been made to insure these materials are not disseminated to anyone beyond those who have legally registered for this course. Download, revision, or distribution of course material with anyone other than registered classmates and the instructor is strictly prohibited.

Attendance Policy

1. I will monitor student attendance and participation in class. Two absences for critical reasons may be excused, but I may drop your final grade by one letter grade if you have more than three absences and consistent tardiness. I designed this course with interactive class time activities and collaborative work in mind; therefore, it is imperative to have excellent attendance. I am more than happy to review assignments and lessons with students who have valid reasons for missing a class or two. However, students with

excessive absences should not expect me to review large amounts of course content at the end of the semester, nor should they assume that it is possible to make up class activities and other assignments successfully in a short amount of time.

2. There will be at least one assignment in this course that is due every week of the semester, unless the College is officially closed for the entire week. These may include class participation, exams and quizzes, homework, projects, or a combination of these. I will take attendance each class, so it is important that you attend each scheduled class session.
3. An instructor may withdraw a student from courses for excessive absences and/or non-attendance up to the 70% point in the semester.

Delays in Getting the Textbook

Having regular access to the textbook is a requirement for this class. Whenever possible students should have the text in hand before the first day of class each semester, but there will be times that students are unable to get the text until after the class begins. If you are in this situation, follow the guidelines below. These guidelines are intended to be general enough to apply to all classes you take, and they may not all apply to this class. Not having the text is not an acceptable excuse for doing no work at all in this class.

1. The FKCC library has reserve copies of the textbook available for student use. These textbook copies cannot be removed from the library.
2. I will provide links and handouts regarding the readings for the first two weeks of class on an as needed, individual basis. Please let me know if you need the materials as soon as possible.
3. Look at the publisher's web site for the text. Most publisher text sites have student resources that can help you, and many of these are available even if you do not have the text. As a minimum, the web sites usually have a Table of Contents, which can also help you get an idea what topics we will cover.
4. Please let me know if you do not have the text by the end of the first week of class. I will not be sympathetic if you wait until after the first week of the semester to tell me you do not have the text.

The above guidelines will probably not be enough to replace the text entirely, but they will allow you to learn enough to participate in the discussion forums each week. This participation is critical to your grade and also for attendance purposes.

Special Needs

If you have any special needs or requirements pertaining to this course, please discuss them with the instructor early in the term. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office for Students with Disabilities at 305-809-3292 via email at: karla.malsheimer@fkcc.edu or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Classroom Etiquette

A positive learning experience depends upon respect among all members of this classroom community. Disregard or disrespect for the learning process, the group or toward any individual will result in removal from the class and may result in you being dropped from the course. Respectful discourse in discussion and email areas is expected and anonymous posting will not be tolerated.

I expect all students to approach the subject matter and fellow students in a humanistic manner. Since writing and the assigned readings reflect all aspects of life, class discussions might touch on sensitive topics. I expect students to listen and respond carefully to the comments of others.

To facilitate an environment conducive to learning, I expect you to do the following:

- Turn cell phone rings off (you may leave your phone on vibrate and leave the room quietly if you are expecting an urgent call).
- Enter the room quietly if you are late.
- **No texting** in class.
- Please do not have side conversations. If you have something to say in class, the content must be relevant and appropriate for all to hear.
- No sleeping in class. Sleeping suggests you are not “present” in the class and therefore cannot earn participation points.
- Engage in class discussions in a professional, academic manner.

Sexual Predators

Federal and State law requires a person designated as a “sexual predator or offender” to register with the Florida Department of Law Enforcement (FDLE). The FDLE then is required to notify the local law enforcement agency where the registrant resides, attends or is employed by an institution of higher learning. Information regarding sexual predators or offenders attending or employed by an institution of higher learning may be obtained from the local law enforcement agency with jurisdiction for the particular campus, by calling the FDLE hotline (1-888-FL-PREDATOR) or (1-888-357-7332), or by visiting the FDLE website at www.fdle.state.fl.us/sexual_predators. If there are questions or concerns regarding personal safety, please contact the Campus Security Officer on your campus.

Class Contract

The Class Contract assignment is my method of ensuring you know what you should expect from me, and what I expect from you. By returning the Class Contract to me, you are acknowledging that you:

- a. Understand the policies detailed in this Syllabus.
- b. Understand the expectations and due dates listed in the Course Calendar and Assessment Measures.
- c. Understand that you will be held accountable to the standards published in this document.
- d. The Class Contract must be submitted via the dropbox by the date published in the Course Calendar and Assessment Measures.

By signing my name I acknowledge the above.

Print Name: _____ Date: _____

Signature: _____