Division of Arts and Letters
Course Syllabus – ENC 1101 - English Composition I

COURSE TITLE English Composition I
COURSE NUMBER ENC 1101 CRN 30477
PREREQUISITES

CREDIT HOURS 3.0
CONTACT HOURS 45

CLASS MEETING TIMES Monday and Wednesday 5:30-9:10 p.m. at the Marathon Center, FKCC

CLASS METHOD This course is designed to meet face to face in the assigned location twice a week – Mondays and Wednesdays - for six weeks: May 7-June 18. Six weeks represents a shortened time frame and accelerated coverage of material. Students participate actively in class discussion of readings, exercises, current issues of local and national interest, and problems of human experience. Students write response papers, essays and a final researched essay.

This is a technology-enhanced course, which means that it uses Desire2Learn (D2L), an online setting, as an instructional resource. Students will be required to use D2L to access course materials in Course Content, read Announcements, submit essays in the Dropbox and post responses in the online Discussion Board (Cybercafe). Students can access the link to D2L on the FKCC home page. For D2L assistance, call the Help Desk at 305-809-3177.

INSTRUCTOR Dr. Lois Wolfe Markham
lois.wolfe@fkcc.edu loiswolfe@terranova.net
Cell # 305.942.1357
Marathon Center: 305.743.2133
Coral Shores Center: 305.852.8007

OFFICE HOURS Instructor is on campus and available to students during the following non-teaching times:
Middle Keys Center: Mondays and Wednesdays, 2-5:30 p.m.; alternate Fridays noon to 2 p.m.
Upper Keys Center: Tuesdays and Thursdays, 2-5:30 p.m.; alternate Fridays noon to 2 p.m.
By appointment as needed: call 305.942.1357 or email lois.wolfe@fkcc.edu.
ENC 1101 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.

This course satisfies the Gordon Rule writing requirement. Students must attain a final grade of “C” or higher.

Upon completion of the course, the student will demonstrate through written work the capacity to:

1) Engage a reading audience through effective, coherent writing that is structured for a purpose
2) Apply analytical thinking and critical judgment when managing information and integrating knowledge
3) Evaluate ideas and diverse perspectives
4) Read, analyze and write in a variety of expository/rhetorical patterns
5) Develop and apply an effective thesis statement
6) Develop and organize main ideas which are supported by relevant detail and appropriate evidence
7) Research, cite, document and evaluate source material
8) Select and develop productive topics for research
9) Write a researched essay
10) Use variety in sentence construction and vocabulary
11) Use grammar and punctuation effectively
12) Revise and edit written work

**REQUIRED TEXTBOOKS**

**PUBLISHER**
Bedford/St. Martin’s

**AUTHORS**
X. J. Kennedy, Dorothy Kennedy and Jane Aaron, editors

**ISBN**
978-0-312-60969-6

**ADDITIONAL TEXTBOOK REQUIRED**

**PUBLISHER**
Bedford/St. Martin’s

**AUTHOR**
Diana Hacker

**ISBN**

**OTHER MATERIALS NEEDED**
USB / thumb drive for storage of and access to your work; access to a computer and printer.

For use of FKCC computers, contact the FKCC Marathon Center (305-743-2133), Coral Shores Center (305-852-8007) or FKCC library in Key West: 305-809-3194.
PROPOSED COURSE SCHEDULE

Please note:  
- The course schedule is subject to change to meet the needs of the course and its students. If you miss a class, it is your responsibility to stay current.
- The following assignments receive grades: all essays and the graphic comparison analysis. The following assignments receive participation points: response papers, in-class writing, drafts of essays, proposals and outlines, and online postings in the Discussion Board. See the Student Evaluation and Course Policies section of the syllabus below for point/percentage values of specific assignments. Note that students accrue participation points in each class meeting for performance in specific areas.

Proposed Course Schedule – ENC 1101 – CRN 30477 – Monday and Wednesday – Marathon

MODULE 1: INTRODUCTION and RHETORICAL ANALYSIS

Class 1 – Monday, May 7
- Welcome, introductions, review of syllabus, requirements and course activity.
- Attendance and sign-in
- Introduction to textbooks: The Bedford Reader, 11th ed., and A Writer's Reference (handbook)
- Review of course objectives and student personal/professional goals
- Discuss composition terminology, including: rhetoric; rhetorical techniques; rhetorical analysis; thesis; argument; MLA style, essay.
- Review basic grammar in A Writer's Reference handbook.
- In-class reading:
  - Rhetorical analysis handout
- Craft talk: finding evidence of rhetorical appeals; locating rhetorical techniques (narration, description, exemplification, classification, definition, comparison, cause and effect, analysis/division, synthesis, argument)
- Review parts of an essay
- Introduce writing assignment: rhetorical analysis. A rhetorical analysis examines and identifies different techniques writers use to express themselves for a purpose.
- In-class writing: An Introduction to Me. Introduce yourself in three paragraphs. The situation: you are applying for a scholarship opportunity or an internship. Your audience is the review committee who is rating and ranking the applicants. Discuss personal, academic and professional characteristics that make you a good candidate for a scholarship or internship. Be professional and credible in your tone.

Online in D2L – by 11:59 p.m. Tuesday, May 8
- Sign-on and click on the folder for ENC 1101, Composition I, CRN 30477.
- Go to the Discussion Board. Find the topic thread that says: Evidence that you signed on successfully. Open the thread and post a brief message.
- Go to the Course Content page. Find the link to an essay entitled “Too Much Pressure” by Colleen Wenke. Read the essay.
- Go to the Discussion Board. Find the topic thread that says: “Too Much Pressure” by Colleen Wenke. Open the thread and post a brief answer to the question: What’s Wenke's point?
Class 2 - Wednesday, May 9

- Critical reading due:
  Essay, “Too Much Pressure” by Colleen Wenke (posted online)
  An essay in progress, textbook p. 51-9, in Chapter 2 (handout)
  Writer’s Workshop sample essays (in-class AV)

- Craft talk: exemplification as a rhetorical technique to help you make convincing points; selection of anecdotes, scenes, facts, illustrations; thesis as a focused claim with an arguable point; supporting details as tools of credibility.
- Group work: discussion of thesis, focus and structure for an essay of rhetorical analysis.
- In-class writing as a group: draft an introduction to your essay of rhetorical analysis
- In-class writing/individual: choose a descriptive topic from The Bedford Reader, p. 183, section 4, and create an extended example that uses description to make a scene vivid and significant.

MODULE 2: EXAMPLES AS EVIDENCE and CLASSIFICATION AS ORGANIZATION

Online in D2L – by 11:59 p.m. Saturday, May 12

- Read the following essays posted in Course Content:
  Essay, “On Compassion” by Barbara Lazear Ascher, textbook p. 211-15; also posted in D2L.
  Essay, “Homeless” by Anna Quindlen, textbook p. 216-20; also posted in D2L.
- Answer questions related to the two essays in the Discussion Board.
- Optional: Submit DRAFT of Essay 1: Rhetorical Analysis for instructor feedback

Class 3- Monday, May 14

- Writing due:
  Essay 1 is due: Submit an essay that analyzes the rhetorical techniques used in one of the following essays: “Disability” by Nancy Mairs or “Too Much Pressure” by Colleen Wenke. Requirements: MLA-style formatting in header margins and page numbers; two and a half double-spaced pages in length. Submit to Dropbox in D2L by 11:59 p.m. Monday, May 14.
- Reading due for group discussion:
  - In The Bedford Reader: “Integrating Source Material,” p. 64-78 on paraphrasing, summarizing, quotations and avoiding plagiarism.
- Craft talk: categorizing ideas, objects and activities; sorting them into kinds; selecting appropriate examples.

Online in D2L - by 11:59 p.m. Tuesday, May 15

- Read the current affairs article (TBA) posted in Course Content. Note how sources of information are signaled and integrated in the flow of the article.
- In the Discussion Board, answer questions related to summarizing, paraphrasing and quoting the article.
MODULE 3: COMPARISON AND ANALYSIS

Class 4 – Wednesday, May 16
- **Reading due:**
- **In-class writing/individual:** using graphic organization as a comparison strategy. Use Graphic Comparison worksheet to set up and organize a side by side comparison. Cite a quote in the comparison. Document the quote in Work Cited.
- **Craft Talk:** citation and documentation
- **In-class discussion/small groups:** citation and documentation exercises; highlight rhetorical appeals in “Choosing Sides” excerpt.

**Optional Online in D2L - by 11:59 p.m. Friday, May 18**
- Optional: Submit DRAFT of Essay 2: Exemplification and Classification for instructor feedback

**Online in D2L - by 11:59 p.m. Saturday, May 19**
- **Writing due:** Graphic Comparison and Analysis. Download the Graphic Comparison worksheet from the Course Content section on D2L. Choose appropriate topics for side by side comparison. Fill in the worksheet. Remember to cite one or more authoritative sources for some of the information in your comparison. Also remember to complete the second page of the worksheet with a paragraph of interpretive summary at the end. Submit the completed Graphic Comparison to the course Dropbox on D2L by 11:59 p.m. Saturday, May 19. Also post your comparison analysis in the Discussion Board.

Class 5 – Monday, May 21
- **Writing due:**
  - Essay 2: Exemplification and Classification. Submit an essay that uses exemplification and classification as rhetorical techniques for an effective essay. Requirements: three or more double-spaced pages; MLA-style format; in-text citation and one or more references in Work Cited. Submit to Dropbox in D2L by 11:59 p.m. Monday, May 21.
- **Reading due:**
- **Craft Talk:** revision: changing more than words.
- **Instructional reading:** Chapter 9, “Division or Analysis: Slicing into Parts,” p. 351-9.
- **Writer’s Workshop/ in-class:** selected essays for whole group discussion.
- **Group work:** graphic comparison of an issue in one of the readings; use format in Graphic Comparison handout.

**Online in D2L - by 11:59 p.m. Tuesday, May 22**

MODULE 4: CAUSE AND EFFECT

Class 6 – Wednesday, May 23
- **Library Orientation:** Find out how to do effective research – access, locate and evaluate resources -- using the FKCC Library.
Reading due:
Craft talk: cause and effect as a rhetorical strategy
Exercises: in-text citation and documentation exercises.
Group work: develop a thesis using cause and effect as a strategy. Consult topics, p. 503.
Writer’s Workshop/ in-class: selected essays for whole group discussion.

Online in D2L - by 11:59 p.m. Saturday, May 26
- Read the following essay in your textbook: “Corn’s Conquest” by Michael Pollan, p. 337-47. Note how sources of information are signaled and integrated. Answer questions related to the essay in the Discussion Board.
- Writing due. Required draft: Draft of Essay 3/Cause and Effect for instructor feedback. Post draft in Dropbox on D2L by 11:59 p.m.

Class 7 – Monday, May 28 – NO CLASS MEETING – COLLEGE CLOSED
- Receive instructor feedback on your draft via email.

Online in D2L - by 11:59 p.m. Tuesday, May 29
- Writing due: Essay 3: Cause and Effect. Requirements: Three or more double-spaced pages; in-text citations and two or more references in Work Cited. Submit Essay 3 to the Dropbox in D2L by 11:59 p.m. Tuesday, May 29.

Module 5: Argumentation

Class 8 – Wednesday, May 30
- Readings due on issue of performance-enhancing drugs:
- Craft talk: embedding opinions; stating proposals or solutions; thinking logically (we deduce something specific from something general; infer something specific from something general); noting the difference between causation, correlation and coincidence.
- Introduction to APA-style format for citation and documentation.

Online in D2L - by 11:59 p.m. Saturday, June 2
- Writer’s Workshop / online: Choose the work of two colleagues who have posted their Essay 3 in the Discussion Board. Post a paragraph of constructive analysis for each writer.

Class 9 – Monday, June 4
- Receive instructor feedback on your draft of Essay 4.
- Reading due on issues of immigration, assimilation and globalization:
- Craft talk: argumentation and persuasion as rhetorical strategies; examples of rhetorical appeals
Group work and in-class writing: Consult topic list in *The Bedford Reader*, p. 616, section 4. Develop a thesis and main points for one of the topics. Identify three research questions needed to effectively support the argument.

Review of the Opposing Viewpoints database online at the FKCC Library.

Writer’s Workshop/ in-class: selected essays for whole group discussion.

**Online in D2L – by 11:59 p.m. Tuesday, June 5**

- **Writing due: Essay 4: Argument.** Requirements: four or more double-spaced pages; in-text quotation and citation with three or more references documented in Work Cited. Submit in Dropbox on D2L. Also post Essay 4 in the Discussion Board.

**MODULE 6: RESEARCHED ESSAY AND FINAL ASSESSMENTS**

**Class 10 – Wednesday, June 6**

- In class reading and discussion:
  - Guidelines for proposal writing and outlines (handout)
- Writer’s Workshop/ in-class: selected proposals for group critique and discussion.
- **In-class writing due: Proposal writing workshop.** Bring a USB/jump drive to class. In computer lab, write a one-page proposal for the Final Researched Essay project; use topics and research from a previous essay as the basis for an eight-page Final Researched Essay.
- If time permits: Critical viewing and discussion
  - Excerpt, film documentary: *Waiting for Superman*

**Online in D2L – by 11:59 p.m. Thursday, June 7**

- Post your tentative proposal or outline in the Dropbox. As part of your proposal for the Final Researched Essay, identify five promising sources for information.

**Class 11 – Monday, June 11**

- **Writing due: complete draft of Final Researched Essay** (eight to 10 pages) with in-text citations, authoritative sources and Work Cited documentation. Submit to Dropbox by 11:59 p.m. Monday, June 11
- Prompts distributed for In-class Final Essay Exam
- Post-course Survey

**Class 12 – Wednesday, June 13**

- Draft of Final Researched Essays returned with feedback.

**Class 13 – Monday, June 18 – LAST DAY OF CLASS**

- **Writing due: Final Researched Essay/Revised**: Submit final manuscript (eight to 10 pages and five or more references in Work Cited) in hard copy by 5:30 p.m., the beginning of class. Also a requirement: Submit your Final Researched Essay to the Dropbox on D2L by 10:00 p.m. June 18.
- Post-course survey
- Pedagogical review
STUDENT EVALUATION AND COURSE POLICIES

<table>
<thead>
<tr>
<th>STUDENT GRADE DETERMINATION</th>
<th>FKCC GRADING SCALE</th>
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<tbody>
<tr>
<td>50 % Four Graded Essays, averaged (maximum 50 percentage points)</td>
<td>90-100% A</td>
</tr>
<tr>
<td>15 % Final Researched Essay (maximum 15 percentage points)</td>
<td>80-89% B</td>
</tr>
<tr>
<td>25 % Participation Grade (maximum 15 percentage points)</td>
<td>70-79% C</td>
</tr>
<tr>
<td>10 % In-Class Final Essay Exam (maximum 10 percentage points)</td>
<td>60-69% D</td>
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<tr>
<td>Total 100 % Final Grade (maximum 100 percentage points)</td>
<td>Below 60% F</td>
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Participation

- Students earn points for each class they attend and participate in. Arriving late, leaving early, cell phone and non-class computer usage, as well as any other disruption of class, will result in loss of points.
- Students earn participation points for performance in each of the following 10 areas: attendance; preparedness; verbal participation in class; submission of draft writing; response papers and in-class writing; peer group collaboration and critique; Discussion Board postings; on-time submission of written work; professional attitude and presentation; good time management. Participation points are totaled at the end of the term; the second highest point total becomes the base of calculating the participation grade of all students in the course.
- Unexcused absences will result in a loss of participation points; excused absences (i.e., those with acceptable documentation of an emergency) will not result in point loss.

Late Work

- Any assignment not submitted by the date and time specified in the Course Schedule is considered late, unless you have contacted me and I have approved an extension.
- Late assignments (other than class participation) will be assessed a late penalty. The maximum penalty will be equal to 15% of the total point value of the assignment.

Revision Policy

- I encourage revision of submitted work. Students may revise Essays 1, 2 and 3 for a better grade.
- Please note that revising involves substantial change and improvement. Minor editing and proofing do not constitute revision.
- Revisions must be submitted within two weeks of the date a graded essay is returned to the class. Attach the original graded essays to the revised work when you submit.

Students are expected to familiarize themselves with FKCC Policies, which can be found in the current Student Handbook.
Guidelines for Writing Assignments

Writing assignments must be typed, double-spaced, and use 12 point Times New Roman font. Remember to save drafts, revisions and graded essays for teacher review and your final portfolio.

Types of writing in this course include:

1. BASIC RESPONSE PAPER:
   A basic response paper is:
   - an informal, exploratory approach to a topic
   - not as formal as a three paragraph essay but reflects an organized pattern of approach and thought.
   - one or more pages in length, double-spaced. Standard rules of good English usage and composition apply.
   - generally structured like this: 1) Introduce the topic and state your perspective; 2) elaborate on or describe aspects of the topic; 3) conclude the response.

2. ESSAY:
   Development and writing of essays follow general guidelines for effective expository writing (writing that is designed to explain, inform, clarify, define and/or persuade). That means that an essay with good structure and effective content offers:
   - an engaging introduction with a focused thesis;
   - main ideas supported by relevant detail, description and evidence;
   - insightful interpretation, analysis and elaboration;
   - selective use of references;
   - documentation of source material through proper attribution, in-text quotations and in-text citation;
   - a conclusion which states findings and their significance;
   - properly-formatted list of Work Cited.
   - an authoritative and professional tone that is indicative of college-level thinking and analysis while reflecting the individuality of the writer.
   Essays should be minimum of three double-spaced pages in length; feel free to write longer work depending on focus and scope of your topic.

3. RESEARCHED ESSAY:
   A researched essay is a longer form of academic expository writing. Like shorter essay assignments, a researched essay requires a clear thesis argument that focuses development of the writing, presentation of evidence and integration of research. A researched essay has more extended and developed supporting information and also more documentation. However, do not approach it as if it is a report on a topic. Gathering and reporting information about a subject is not adequate. The final researched essay will reflect a student’s in-depth study of a critical question that emerged in response to readings for this course. The researched essay process requires good time management by students in order to allow for topic development, research, draft, revision and final submission.
   The paper should: be at least eight pages in length; follow Modern Language Association (MLA) guidelines for paper format, in-text citation, documentation and Work Cited references; and cite information from five or more sources. The handbook, A Writer’s Reference by Diana Hacker, offers excellent guidance to the process of research writing. Read “Researching” and the MLA documentation section.