Course Syllabus
ENC 1101 - English Composition I
Summer B 2014

**Course Title**
English Composition I

**Course Number**
ENC 1101 CRN 30070

**Prerequisites**

**Credit Hours**
3.0

**Contact Hours**
45

**Class Meeting Times**
11 a.m.-2:40 p.m. Monday/Wednesday – Upper Keys Center

**Class Method**
This course is designed to meet face to face in the assigned location two days a week for six weeks. This is a technology-enhanced course which uses Desire2Learn (D2L), an online setting, as an interactive instructional resource. Students will be required to use D2L to access instructional materials, submit essays online in the D2L Dropbox and post responses as assigned in the online Discussion Board.

In this class students produce a variety of writing assignments for professional and academic purposes. We also analyze and evaluate multiple forms of rhetoric, information and writing found in multiple media (print, visual and digital). Students participate orally and online in discussion of readings, exercises and topical issues. Major writing assignments include a resume, letter of application, personal essay, rhetorical analysis essay, argumentative essays, and a final researched essay that integrates college-level sources and information.

A student can access the online portion of the course: [http://online.fkcc.edu](http://online.fkcc.edu). If there is difficulty in logging in to the course or the student does not see the course listed, contact the Office of Distance Learning helpline at 305-809-3177 or e-mail D2Lhelp@fkcc.edu for assistance. To meet with the instructor, see office and campus hours listed below; also use phone and email contact. Check the announcements page of the D2L course site regularly for instructor announcements. To access, click on "Announcements" under Course Tools.

**Instructor**
Dr. Lois Wolfe Markham
lois.markham@fkcc.edu
Cell # 305.942.1357
Marathon office: 305.809.3145
Coral Shores office: 305.809.3146
OFFICE AND CAMPUS HOURS

Middle Keys Center: Tuesday/Thursday 8:30 a.m.-5:15 p.m. during non-teaching times and also by appointment.
Upper Keys Center: Monday / Wednesday 8:30 a.m.-6:45 p.m. during non-teaching time and also by appointment.
As needed by appointment. Call 305.942.1357 or email lois.markham@fkcc.edu. Instructor is on campus and available to students during the non-teaching times above. Students should feel free to call and email with questions or concerns at any time.

COURSE DESCRIPTION

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.

Gordon Rule Writing Requirement:

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

COURSE OBJECTIVES

Students will demonstrate capacity to:
- Identify audience and purpose.
- Develop and apply an effective thesis statement.
- Develop and organize main ideas.
- Support main ideas using relevant detail and appropriate evidence.
- Compose sentences that are clear, concise and direct.
- Connect and cohere ideas and information in writing.
- Read, recognize, analyze and write in a variety of expository/rhetorical patterns and a variety of forms.
- Use inquiry and argument in writing.
- Create and develop written products using appropriate technologies.
- Demonstrate use of technology for research and communication.
- Analyze, respond to and evaluate diverse perspectives
- Use conventions of grammar and punctuation effectively
- Research, cite, document and evaluate source material

REQUIRED TEXTBOOK

The Bedford Reader, 11th edition
Publisher: Bedford/St. Martin’s
Authors: X. J. Kennedy, Dorothy M. Kennedy, Jane E. Aaron, editors
ISBN: 978-0-312-60969-6

OTHER MATERIALS NEEDED

Access to a computer and printer.

For use of FKCC computers, contact the FKCC Marathon Center (305-809-3145), Coral Shores Center (305-809-3146) 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 syllabus is both an organizational tool and instructional document. Consult it often.
- Major writing assignments such as essays receive percentage grades. Other requirements (such as oral participation, online responses, class preparedness and time management) receive participation points. See the Student Evaluation and Course Policies section of the syllabus below for point or percentage values of specific assignments.
- Students can accrue participation points in each class meeting for performance in specific areas.

MODULE 1: INTRODUCTION and PROFESSIONAL WRITING

Class 1 – Monday, June 23

- Welcome and introductions.
- Attendance and sign-in
- Introduction to textbook: The Bedford Reader, 11th ed.
- Review of course objectives, syllabus, student personal/professional goals and how to succeed in the course.
- Discuss composition terminology: professional writing; academic writing; genre; rhetoric; rhetorical techniques; rhetorical analysis; thesis; summary; paraphrase; argument; MLA style/APA style; essay; researched essay.
- Introduce critical reading process: analysis, inference, synthesis, evaluation.
- Critical reading and discussion in-class:
- Craft talk: find evidence of rhetorical appeals (logos, pathos, ethos); locate rhetorical techniques that help an author organize and develop ideas (narration, description, exemplification, classification, definition, comparison, cause and effect, analysis/division, synthesis, argument).
- Review parts of an essay
- Review and discuss handout for writing a resume. Discuss structure and content of an effective resume. Select one of three resume formats most appropriate for your situation and goals.
- In-class writing: Response to personal skill and competency inventory.

Online on D2L – due by 11:59 p.m. Tuesday, June 24

- Writing due: Brief message showing you have signed on to the Discussions Board in D2L.
  Directions for signing-on: Go to FKCC homepage. Scroll down the list of options on the left-hand side of the homepage. Find “Desire2Learn Login” and click. At Desire2Learn homepage, sign-on using your FKCC email name and default password. When logged into D2L, click on dropdown arrow for “Select a Course,” found in the menu across the top of the page. Select your course, Composition I, CRN 30070. At the course homepage, scan the top menu and select the drop-down arrow for “Assessments.” In the drop-down menu select “Discussions.” In Discussions, find the Forum field (shaded) entitled: “Evidence that you signed on successfully.” Below the shaded forum field is a Topic Thread of the same name. Click on the topic thread to open it. Select “Compose” to bring up a window in which you can write your message. Click “post” in order to post it in the Discussions thread.
- Writing due: short response to questions.
  Go to the course homepage. Click on Content in the top menu. On the Content page you’ll find information and postings related to course material. Find the link to an essay entitled “Too Much Pressure” by Colleen Wenke. Open or download the essay. Read it critically. Go to Discussions. Find the topic thread that says: “Too Much Pressure” by Colleen Wenke. Open the thread and post answers to questions.
Class 2 - Wednesday, June 25

- **Writing due today via email by 11:59 p.m.**
  
  **Resume and Email Communication:** Requires two items: 1) an email message; 2) your resume document attached. The email will be a short, professional, one-paragraph message to introduce and accompany the attachment which contains your resume. In the email message, pretend you are sending your resume in response to an advertisement for an internship or employment at a local business, governmental agency or non-profit organization. The attachment file should contain a properly formatted draft of your resume. Send the email message, with resume attached, to lois.markham@fkcc.edu by 11:59 p.m. Up to 100 participation points will be awarded for the assignment. Also submit the resume to the appropriate Dropbox folder in D2L.

- **Instructional / background reading due:**
  - Chapter 6, “Example: Pointing to Instances,” p. 203-10 in textbook.

- **Critical reading due:**
  - Essay, “On Compassion” by Barbara Lazear Ascher, textbook p. 211-15; also posted in Content, D2L.
  - Essay, “Too Much Pressure” by Colleen Wenke, p. 564 in textbook. Also posted in Content, D2L.
  - Writer’s Workshop sample essays (read in class)
  - 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.
  - Discuss handout, prompts and planning for Personal Narrative Essay. Review structure and content of an effective narrative essay.
  - **In-class writing:** draft an extended, illustrative personal example that addresses one of the prompts. Make the scene or anecdote vivid and significant.

---

**Online in D2L – by 11:59 p.m. Saturday, June 28**

- **Critical reading due:** Three interviews with executives: online links are posted in Content, D2L
  - “Bernard Tyson of Kaiser Permanente, on Speaking Your Mind”
  - “Sabine Heller of A Small World, on Teaching Yourself”
  - Brad Smith of Intuit: Follow the Fastest Beat of Your Heart”

- **Writing due: three paragraph response.** Go to Discussions. Find the topic thread “Which Executive Makes the Best Boss and Why?” Evaluate the responses, world views and leadership styles of the three executives interviewed. Post a three-paragraph response paper that argues for the management or leadership style of one of the three to be considered exemplary (worthy of being an example that others should emulate). Support your argument with details, evidence, evaluative comments and at least one quote from your source. Discuss how the executive uses examples and whether the examples are effective.

- **Optional submission** in Dropbox: DRAFT of Essay 1: Personal Essay for instructor feedback

---

**MODULE 2: RHETORICAL ANALYSIS AND INTEGRATING QUOTES**

Class 3- Monday, June 30
ESSAY 1: Personal Narrative Essay in Response to a College-Application Prompt. Submit an essay in response to a college application prompt. Use rhetorical techniques as appropriate: narration; description; exemplification; cause and effect. Requirements: two and a half 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. IF YOU ARE USING OPEN-SOURCE SOFTWARE, SAVE YOUR WORK IN RICH TEXT FORMAT—.rtf—BEFORE YOU UPLOAD YOUR FILE.

Instructional / background reading due: “Integrating Source Material,” p. 64-78 on paraphrasing, summarizing, quotations and avoiding plagiarism.

Critical reading due:
✓ Sample essay in progress, textbook p. 51-9, in Chapter 2, textbook (and handout)
✓ Writer’s Workshop: critique sample rhetorical analyses.

Craft talk: planning a rhetorical analysis; integrating sources using signal phrasing, in-text citation and Work Cited documentation.

Group work on critical reading: annotating ideas, details and main points; identifying opinions, beliefs and assertions.

Online in D2L - by 11:59 p.m. Tuesday, July 1

Writing due: Draft introduction plus.
Draft an introduction plus one paragraph of rhetorical analysis on an essay of your choice. Go to Discussions in D2L. Find the Forum and Topic threads for “Introduction to Rhetorical Analysis” and post your work.

Class 4 – Wednesday, July 2

Writing due: COMPLETE DRAFT of Essay 2: Rhetorical analysis. Submit an essay that analyzes the rhetorical techniques used in one of the following essays: “Disability” by Nancy Mairs, “Too Much Pressure” by Colleen Wenke, or “Black Men in Public Space” by Brent Staples. Requirements: MLA-style formatting in header, margins and page numbers; three or more double-spaced pages in length. Submit to Dropbox by 11:59 p.m.

Instructional/background reading due:
- Useful Terms, “Analogy.”

Critical reading due:

In-class writing: practice 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.

In-class analogy game.

Online in D2L - by 11:59 p.m. Friday, July 4

No assignment: Fourth of July holiday

MODULE 3: CAUSE AND EFFECT ANALYSIS AND SYNTHESIZING SOURCE INFORMATION

Class 5 – Monday, July 7

Writing due by 11:59 p.m.
Revised Essay 2: Rhetorical Analysis: Submit your revision of the draft essay analyzing rhetorical techniques used in one of the following: “Disability” by Nancy Mairs, “Too Much Pressure” by Colleen Wenke, or “Black Men in Public Space” by Brent Staples. Requirements: MLA-style formatting in header, margins and page numbers; three or more double-spaced pages in length. Submit to Dropbox in D2L by 11:59 p.m.
Introduction to visual analysis (print/text/image)
Craft Talk: visual analysis and persuasion in advertising
In-class writing: Critique of advertising images (short answer questions)
Critical viewing:
  ✓ Film excerpt, Waiting for Superman (take notes for later Discussion Board response; see below)

Online in D2L - by 11:59 p.m. Tuesday, July 8
Writing due: short response. Go to Discussions. Find the topic thread for Waiting for Superman. Post responses that address issues in the following questions. What rhetorical appeals and strategies are used to persuade the viewer about the problem? Note a specific instance of use of a visual strategy to create inference of cause and consequence. Which evidence seemed most valid? Which seemed questionable? What do you think is the ultimate purpose of the documentary, based on the segments you viewed?

Class 6 – Wednesday, July 9
Writing due: Letter to the Editor, a short persuasive essay, due by 11:59 p.m.
Write a Letter to the Editor of a local newspaper or online publication. See guidelines/handouts posted on D2L. The letter should be at least three substantial paragraphs in length. Support your point with facts and details. Signal your sources in the text. In a Letter to the Editor, you do not have to document sources with Work Cited, however, if you use a significant fact, signal the source in the sentence. Submit the letter to the Dropbox by 11:59 p.m.

Library Orientation: Find out how to do effective research – access, locate and evaluate resources -- using the FKCC Library.
Instructional / background reading due:
Critical viewing and discussion.
  ✓ Twelve Angry Men, film excerpt
Review and discussion of Guidelines for Final Researched Essay, instructor handout. The Final Researched Essay will consist of three stages: cause and effect/establishment of problem; argument/solutions; integration of local and global research. Students are encouraged to plan strategically and use Essay 3 (Cause and Effect) and Essay 4 (Argumentation) as basis for the Final Researched Essay.
Craft talk: cause and effect as a rhetorical technique; locating authoritative sources in research.
Exercises: in-text citation, documentation, evaluation of sources.
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, July 12
Writing due: Draft of Essay 3 / Cause and Effect for instructor feedback. Requirements: Three or more double-spaced pages; in-text citations and two or more references in Work Cited. Submit Draft Essay 3 to the Dropbox in D2L by 11:59 p.m.

Class 7 – Monday, July 14
Research and manuscript consultation: An individual 30-minute student-teacher conference to discuss student writing, questions, concerns, mid-term status check, and research plans for the Final Researched Essay. Consultations will be scheduled throughout the day.

Online in D2L - by 11:59 p.m. Tuesday, July 15
No assignments due
Module 4: Argumentation and Research

Class 8 – Wednesday, July 16

- **Writing due: Revised Essay 3 / Cause and Effect**
  Submit your revision of Essay 3. 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.
- **Instructional / background reading due:**
- **Critical reading due:**
- **Craft talk:** argumentation and persuasion as rhetorical strategies; examples of rhetorical appeals; embedding opinions; stating proposals or solutions; thinking logically (deduction means taking a specific idea from a general one; an inference is drawing a general idea from something concrete and specific)
- **Introduction to APA-style format for citation and documentation.**

Online in D2L - by 11:59 p.m. Saturday, July 19

- **Writer’s Workshop / online:** Choose the work of two colleagues who have posted their Essays in the Writer’s Workshop forum of the Discussion Board. Post a paragraph of constructive analysis for each writer. Follow guidelines for critique as noted in the Discussion Board forum.

Class 9 – Monday, July 21

- **Writing due:** DRAFT of Essay 4: Argumentation. 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.
- **Critical readings due for discussion:**
  Essay, “Safety Through Immigration Control” by Mark Krikorian, p. 593-7
- **Group Work:** Guided questions on readings.
- **Peer critique** of draft essays.
- **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 Gale “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, July 22

- **No assignment due.**

Class 10 – Wednesday, July 23

- **Writing due: Revised Essay 4 / Argumentation**
  Submit your revision of Essay 4: Argumentation. 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 by 11:59 p.m.
- **In class reading and discussion:**
- Guidelines for proposal writing and outlines (handout)

- **Critical reading due:**
  - “The Best Kept Secret on Campus” by Rosie Anaya, p. 84-88. (MLA style)
  - “Sample Pages in APA style,” posted in Content, D2L

- **In class reading and discussion:** Guidelines for proposal writing and outlines (handout)

- **Writer’s Workshop/ in-class: selected proposals/outlines for group critique and discussion.**

- **In-class writing due:** Draft a one-page proposal for the Final Researched Essay project; use topics and research from previous essays as the basis for an eight-page Final Researched Essay. Refer to guidelines distributed at mid-term.

- **Critical viewing and discussion:**
  - Excerpt, film documentary: Waiting for Superman

- **In-class discussion:** What was the argument of the film? Who was posing the argument? What forms of informational text were used to make and support points? How did the director appeal to ethos and pathos?

**Online in D2L – by 11:59 p.m. Thursday, July 24**

- **Writing due:** Post your tentative proposal or outline in the Dropbox.

**Class 11 – Monday, July 28**

- **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.

- Prompts distributed for In-class Final Essay Exam

- Post-course Survey

- Pedagogical review

**Class 12 – Wednesday, July 30**

- In-class writing: Final essay exam.

**Online in D2L – by 11:59 p.m. Sunday, Aug. 3 -- Last Day of the Semester**

- **Writing due:** Final Researched Essay/Revised: Submit final manuscript (eight to 10 pages and five or more references in Work Cited) to the Dropbox on D2L by 11:59 p.m.

---

**STUDENT EVALUATION AND COURSE POLICIES**

<table>
<thead>
<tr>
<th><strong>STUDENT GRADE DETERMINATION</strong></th>
<th><strong>FKCC GRADING SCALE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>45% Four Graded Essays, averaged (maximum 45 points)</td>
<td>90-100% A</td>
</tr>
<tr>
<td>10% Draft Essays, averaged (max. 10 points)</td>
<td>80-89% B</td>
</tr>
<tr>
<td>15% Final Researched Essay (max. 15 points)</td>
<td>70-79% C</td>
</tr>
<tr>
<td>5% Letter to the Editor/short persuasive essay (max. five points)</td>
<td>60-69% D</td>
</tr>
<tr>
<td>15% Participation Grade (max. 15 points)</td>
<td></td>
</tr>
<tr>
<td>10% In-Class Final Essay Exam (max. 10 points)</td>
<td></td>
</tr>
<tr>
<td>Total 100 %</td>
<td>Final Grade (max. 100 points)</td>
</tr>
</tbody>
</table>

**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; effective 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 for a better grade the following essays: 1, 2 and 3.
- 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. RESPONSE PAPER:
   A response paper is an exploratory approach to a topic or a written response to an idea, an author or section of text. The response is not as formal as a three paragraph essay but reflects an organized pattern of approach and thought. The work should be one or more pages in length, double-spaced. Standard rules of good English usage and composition apply.
   General structure:
   - Introduce the topic and state the thesis; make sure you mention the author and title of the work to which you’re responding.
   - Support and develop the point of your thesis. Use specific details or examples.
   - Conclude the response. Affirm the thesis; elaborate and extend the point by discussing how it relates to other issues, situations or interests.

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.
   Most essays for this course are a 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 the assignment 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 and ideas this term. 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 further guidelines as stipulated in the assignment.