### Course Syllabus
**ENC 1101 - English Composition I**
**SPRING 2014**

<table>
<thead>
<tr>
<th><strong>Course Title</strong></th>
<th>English Composition I</th>
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<tbody>
<tr>
<td><strong>Course Number</strong></td>
<td>ENC 1101 CRN 20170</td>
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<tr>
<td><strong>Prerequisites</strong></td>
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<tr>
<td><strong>Credit Hours</strong></td>
<td>3.0</td>
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<tr>
<td><strong>Contact Hours</strong></td>
<td>45</td>
</tr>
<tr>
<td><strong>Class Meeting Times</strong></td>
<td>Noon-1:15 p.m. Tuesday/Thursday – Middle Keys Center – Room TBA</td>
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<td><strong>Class Method</strong></td>
<td>This course is designed to meet face to face in the assigned location two days a week for 16 weeks. This is a technology-enhanced course which uses Desire2Learn (D2L), an online setting, as an instructional resource. Students will be required to use D2L to access instructional materials, submit essays online in the D2L Dropbox and post responses 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 print, visual and electronic media to learn how writers, artists and content producers create authoritative and rhetorically effective work. Students participate orally and online in discussion of readings, exercises and topical issues. Major writing assignments include a resume, professional letter, academic essays and a final researched essay. A student may access the online portion of the course: <a href="http://online.fkcc.edu">http://online.fkcc.edu</a>. If the student has 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 <a href="mailto:D2lhelp@fkcc.edu">D2lhelp@fkcc.edu</a> 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 &quot;Announcements&quot; under Course Tools.</td>
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<tr>
<td><strong>Instructor</strong></td>
<td>Dr. Lois Wolfe Markham</td>
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<td><a href="mailto:lois.markham@fkcc.edu">lois.markham@fkcc.edu</a></td>
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<tr>
<td></td>
<td>Cell # 305.942.1357</td>
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<td></td>
<td>Marathon office: 305.809.3145</td>
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<td>Coral Shores office: 305.809.3146</td>
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Office/Campus Hours

Middle Keys Center: Tuesdays / Thursdays 8:30 a.m. – 4:00 p.m.
Upper Keys Center: Mondays and Wednesdays 8:30 – 10 a.m., 11:30 a.m.-noon, 1:30-3:00 p.m.
As needed by appointment: 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

1. Compose units of discourse and provide ideas and information suitable to the purpose and the audience.

2. Transmit ideas and information in effective written language by employing good diction, conventional sentence structure, and standard written American English grammar and usage.

3. Develop strategies for analytical thinking, organizing ideas and creating coherent connections in writing.

4. Locate and evaluate primary and secondary sources and incorporate the relevant information at an introductory level.

Required Textbooks

The Bedford Reader, 11th edition
Publisher: Bedford/St. Martin’s
Authors: X. J. Kennedy, Dorothy Kennedy and Jane 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).
COURSE SCHEDULE AND ACTIVITY

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.  
- This syllabus is both an organizational tool and instructional document.  
- Major writing assignments such as essays are graded; 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.

ENC 1101 – T/TR – MKC

INTRODUCTION TO COURSE AND RHETORICAL PRACTICES

Class 1 – Thursday, Aug. 21
- Welcome, introductions, review of syllabus, requirements and sequence of 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: rhetoric, rhetorical techniques, rhetorical analysis, integration of information, thesis; argument; MLA style; essay, researched essay.
- Demonstration: accessing D2L course site.
- **In-class writing:** Introduce yourself in a hand-written essay: who are you and what are your goals? Describe yourself as a student and as an individual. Discuss your experience as a writer and communicator: in what situations are you most effective? When are you least effective? Discuss why.

Online: D2L – due by 11:59 p.m. Friday, Aug. 22

- **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 30201. 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.

MODULE 1: PROFESSIONAL WRITING

Class 2 – Tuesday, Aug. 26
- Instructional reading due:
- **Critical reading due for discussion:**
Craft Talk: find evidence of rhetorical appeals (logos, pathos, ethos); locate rhetorical techniques (narration, description, exemplification, classification, definition, comparison, cause and effect, analysis/division, synthesis, argument); understanding parallelism in resume writing.

Review parts of an essay, common problems in grammar and resources

Review and discuss handouts for upcoming professional writing assignments:
- Resume plus email communication: guidelines and sample
- Cover letter of application for a scholarship: guidelines and sample
- Personal essay for college application: guidelines and sample

Class 3 - Thursday, Aug. 28

Writing due: Email message with resume attached due to instructor at

Resume and Email Communication Assignment: email a short, one-paragraph message to introduce and accompany an email attachment which contains your resume. In the email message, pretend you are sending your resume in response to an advertisement for an internship or a job position at a local business, governmental agency or non-profit organization. The attachment file should contain a properly formatted resume. Send email to

Instructional reading due:

Critical reading due for discussion:
Essay, “Good” by Bradley Philbert, p. 127-132. Also posted on D2L website.

Craft Talk/ critical reading: description, detail and credibility; specific word choice (diction); clear and concise writing; objective perspective; subjective perspective; annotating ideas, details and main points; identifying opinions, beliefs and assertions.

Online in D2L – by 11:59 p.m. Saturday, Aug. 30

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.

Class 4- Tuesday, Sept. 2

Instructional reading due:

Critical reading due for discussion:
Craft Talk: using incidents to reveal information and personal traits; writing clear, concise sentences.

Class 5 – Thursday, Sept. 4

- **Writing due:** Cover letter of application for scholarship is due in the D2L Dropbox by 11:59 p.m.
  - Write in application for a specific scholarship from the FKCC Foundation or another scholarship-granting entity. The letter should be one single-spaced page in length and address the components noted in the guidelines. **IF YOU ARE USING OPEN-SOURCE SOFTWARE, SAVE YOUR WORK IN RICH TEXT FORMAT – .rtf — BEFORE YOU UPLOAD YOUR FILE.** Up to 100 participation points will be awarded for the assignment.

- Instructional reading due:

- **Critical reading due for discussion:**
  - Essay, “Too Much Pressure” by Colleen Wenke, p. 564-69; also posted on D2L course site

- Group work: Evaluate Wenke’s argument about the causes of cheating. Analyze her main points and rhetorical strategies. Are you persuaded? Why and why not?

- Group work: Prepare for personal essay assignment. Critique sample personal essays for applications. Look for use of professional tone and effective examples (exemplification).

- **In-class writing:** Brainstorming material for writing your Draft of Essay 1: Personal Essay for College Application

  List five personal traits. Identify a time, event or accomplishment which provides evidence of one or more of the traits.

**Online Writing due by 11:59 p.m. Monday, Sept. 8**

Read two essays: “On Compassion” by Barbara Lazear Ascher, textbook p. 211-15; “Homeless” by Anna Quindlen, textbook p. 216-20. Both works are also posted in Content, D2L.

- **Writing due: short response.** Go to Discussions. Find the topic threads for the essays above. Post one paragraph answers to each question.

Class 6 – Tuesday, Sept. 9

- **Writing due today:** DRAFT Essay 1: Personal Essay for Applications.
  - Submit an essay in response to a college application prompt. Use rhetorical techniques as appropriate: narration; description; exemplification; cause and effect. Requirements: two double-spaced pages or more in length; MLA-style manuscript format. Submit to Dropbox in D2L by 11:59 p.m. Please note that drafts are important and must be complete. Drafts are graded using a rubric for Draft Essays.

- Instructional reading due:

- **Critical reading due for discussion:**

- Craft talk: exemplification as rhetorical strategy; selecting anecdotes, scenes, facts, illustrations; creating a thesis statement.

- Group work: find exemplification in the form of examples, instances, facts, quotes, anecdotes, evidence, statistics, scenarios, incidents, news, historical events, recollection, personal reports, illustrations, analogies.

**MODULE 2: ACADEMIC WRITING**

**Ethics, Analysis and Arguable Claims**

Class 7 – Thursday, Sept. 11

- **Critical reading due for discussion:**
- Essay, “Whistling Vivaldi Won’t Save You” by Tressie McMillan Cottom at

- Writing due ONLINE by class time:
  - Response to Discussions Forum topic questions regarding “Black Men and Public Space”
  - Instructional reading due:
    - “Integrating Source Material,” p. 64-78 on paraphrasing, summarizing, quotations and avoiding plagiarism; signal phrasing, in-text citation and Work Cited documentation.
  - Craft Talk: revising paragraphs for more effective coherence and integration of information.

Class 8 - Tuesday, Sept. 16
- Writing due today:
  - REVISED Essay 1: Personal Essay for Applications. Requirements: evidence of revision; two double-spaced pages or more in length; MLA-style manuscript format. Submit to Dropbox in D2L by 11:59 p.m.
  - Critical reading due for discussion and two-minute verbal report:
    - Online proprietary mass media news article, your choice of topic
    - Online aggregator media news article, your choice of topic
  - Instructional reading due:
    - On revising and editing, p. 42-50
  - Group work: practice development of thesis statements
  - Writing exercises on word choice and sentence clarity; guidelines for in-text citation and Work Cited documentation for Draft Essay 2: Rhetorical Analysis.

Class 9 – Thursday, Sept. 18
- Craft Talk: visual analysis and persuasion in advertising
- In-class writing: Critique of advertising images (short answer questions)
- Group work: individual report on visual rhetorical analysis; practice development of thesis statements.
- Handout: Grade Status Check Form

Class 10 – Tuesday, Sept. 23
- Writing due today: DRAFT Essay 2: Rhetorical Analysis.
  - Submit a rhetorical analysis of an essay that we have discussed critically in class. Requirements: three or more double-spaced pages; in-text citation and one or more references in Work Cited required. Submit your Draft of Essay 2 in the D2L Dropbox by 11:59 p.m. Drafts are graded assignments.
  - Critical reading due for discussion:
  - Discussion of handout and Graphic Comparison Assignment
  - Group work: practice using graphic organization as a comparison strategy.

Class 11 – Thursday, Sept. 25
- Exercises in locating and evaluating sources.
  - Instructor Handout in class
- In-class Writing: revision reflection: Write a three - paragraph reflection on your DRAFT of Essay 2. Discuss elements of your writing that are effective and pinpoint two elements you wish to improve for the revised version of Essay 2.
- Craft Talk: revision: changing more than words; guidelines for giving/receiving constructive criticism.

Class 12 – Tuesday, Sept. 30
Writing due today: REVISED Essay 2: Rhetorical Analysis.

- Requirements: evidence of revision; three or more double-spaced pages; in-text citation and one or more references in Work Cited required. Submit in the D2L Dropbox by 11:59 p.m.

Instructional reading due:
- Craft Talk: effective structure cause and effect essays; effective topics. For topic list, consult The Bedford Reader, p. 503.
- Writer's Workshop/ in-class: group discussion of selected essays and graphic comparisons.
- Library Orientation: Find out how to research more effectively and use the Internet and FKCC library to access, locate and evaluate sources.

Optional / Due by 11:59 p.m. Wednesday, Oct. 1
- **OPTIONAL** Assignment for Extra Participation Points

**Graphic Comparison:**
Submit a Graphic Comparison to the Dropbox by 11:59 p.m. Note: remember to cite one or more authoritative sources for information in your comparison.

Class 13 – Thursday, Oct. 2
- Review and discussion of Guidelines for Final Researched Essay. 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 bases for the Final Researched Essay. The Final Researched Essay comprises 15% of the final grade.
- Instructional reading due:
  - Chapter 13, “Argument and Persuasion,” p. 547-63
- Film viewing:
  - Excerpt, Twelve Angry Men
- Craft talk: inferring cause and consequence; difference between correlation and coincidence.
- Exercises: in-text citation and documentation.
- Writer’s Workshop/ in-class: selected essays for whole group discussion.
- Writer’s Workshop/online: Post your graphic comparison in the Discussion Board by 11:59 p.m.

Class 14 – Tuesday, Oct. 7
- **Writing due:** Draft of Essay 3 / Cause and Effect.
  - 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.

- Critical reading due for discussion:
- Craft Talk: effective structure for argumentative essays; effective topics. For topic list, consult The Bedford Reader, p. 616.
- In-class writing: develop an argumentative thesis.

Class 15 – Thursday, Oct. 9
- Critical readings due for discussion:
  - Essay, “Safety Through Immigration Control” by Mark Krikorian, p. 593-7
- Peer critique of draft essays.
- Group Work: Guided questions on readings.
Writer’s Workshop/ in-class: selected essays for whole group discussion.

Class 16 – Tuesday, Oct. 14
- **Writing due: Revised Essay 3 / Cause and Effect.**
  - Requirements: evidence of revision; three or more double-spaced pages; in-text citations and two or more references in Work Cited. Submit in Dropbox in D2L by 11:59 p.m.
- **In-class writing:** reflection and self-assessment; mid-term status check.
- Sign up for manuscript consultations.
- Writer’s Workshop/ in-class: selected essays for whole group discussion.
- Writer’s Workshop/ online: Post your Revised Essay 3 in the Discussion Board by the start of the next class meeting.

Class 17 – Thursday, Oct. 16 – Individual student meetings
- **Research and manuscript consultation:** An individual 30-minute student-teacher conference to discuss student writing, questions, concerns, drafting Essay 4 / Argumentation and review of research plans for the Final Researched Essay. Consultations will be scheduled throughout the day.
- Writer’s Workshop/ online: Post your Essay 3 in the Discussion Board by 11:59 p.m. Post constructive critique of essays by two colleagues before the next class meeting.

Class 18 – Tuesday, Oct. 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 by 11:59 p.m.
- Research and manuscript consultations, continued if necessary.
- Local research project planning: review handout and guidelines for Final Researched Essay
- 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.

**MODULE 3: RESEARCH WRITING  Locating, Organizing and Presenting Information**

Class 19 – Thursday, Oct. 23
- Peer editing/peer review exercise: bring a hard copy of your Draft Essay 4 for peer exchange and feedback.
- In-class writing: reflection on being an editor and being edited.
- Craft talk: creating a critical question for research; how to interview; how to plan close observation over time; capturing relevant detail; maintaining validity of raw data and notes; protecting sources; maintaining objectivity.

Class 20 – Tuesday, Oct. 28
- **Writing due: Revised Essay 4 /Argumentation.**
  - Requirements: evidence of revision; 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.
- Review of the Gale “Opposing Viewpoints” database online at the FKCC Library and citation resources.
- Review guidelines for Letter to the Editor assignment and sample letters.
- Group work: generate two ideas appropriate for a Letter to the Editor.
Class 21 – Thursday, Oct. 30
- Critical viewing and visual argumentation techniques:
  - Excerpt, film documentary: Waiting for Superman
- Large group discussion: how does the film appeal to logic, emotion and ethics?
- Review: Guidelines for Letter to the Editor assignment.
- Group work: generate two ideas appropriate for a Letter to the Editor.
- Writer’s Workshop/ in-class: selected essays for whole group discussion.

Class 22 – Tuesday, Nov. 4
- Writing due: Letter to the Editor, a short persuasive essay
  ✓ Write a Letter to the Editor of a local newspaper or online publication. Select a topic, issue, population or action that, in your opinion, the public does not perceive accurately. Discuss the problem, why it is misunderstood and how to correct it. 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. Submit the letter to the Dropbox by 11:59 p.m.
- Writer’s Workshop/ in-class: selected essays for whole group discussion.
- Quiz preparation

Class 23- Thursday, Nov. 6
- Three-part Quiz: grammar, in-text citation and external citation. Quiz grade comprises five percent of the final grade.

Class 24 – Tuesday, Nov. 11 – VETERAN’S DAY – COLLEGE CLOSED – NO CLASS

Class 25 – Thursday, Nov. 13
- Writing due today:
  ✓ Submit the following to the D2L Dropbox by 11:59 p.m.: tentative outline or proposal for Final Researched Essay; five promising bibliographic resources; survey questions, if applicable.
- Craft Talk: focus on APA style formats and writing in the sciences and social sciences
- Exercises and resources: APA in-text citation and documentation
- Sign up for manuscript consultations

Class 26 – Tuesday, Nov. 18 – Individual Student Meetings
- Research and Manuscript Consultations: Individual 30-minute meetings with each student to discuss writing progress, class participation and Final Researched Essay project planning.
- Research and Writing Day

Class 27 – Thursday, Nov. 20
- Critical reading due for discussion:
  - Business article, TBA Role-play assignment
  - Education article, TBA Role-play assignment
  - Science article, TBA Role-play assignment

Class 28 – Tuesday, Nov. 25 – Online assignment only – No formal class meeting
- Writing due today: Tentative Outline or Proposal
  ✓ Submit the following to the D2L Dropbox by 11:59 p.m.: tentative outline or proposal for Final Researched Essay; five promising bibliographic resources; survey questions, if applicable.
Class 29 – Thursday, Nov. 27 – THANKSGIVING HOLIDAY – COLLEGE CLOSED

Class 30 – Tuesday, Dec. 2

- **Writing due today:** Complete DRAFT of Final Researched Essay
  - Submit complete draft of Final Researched Essay (eight to 10 pages with MLA or APA citations and documentation) to the D2L Dropbox by 11:59 p.m. Drafts are graded assignments Feedback on Draft Final Researched Essay
- Prompts distributed for In-class Final Essay Exam; strategies for success
- Pedagogy review

Class 31 – Thursday, Dec. 4

- **In-class writing:** Final Essay Exam

Class 32 – Tuesday, Dec. 9

- **Writing due:** Revised Final Researched Essay
  - Submit final manuscript (eight to 10 pages and five or more references) in hard copy by class time; submit the essay in the Dropbox by 11:59 p.m.
- Survey
- Final words and acknowledgments

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**STUDENT EVALUATION AND COURSE POLICIES**

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<tr>
<th>STUDENT GRADE DETERMINATION</th>
<th>FKCC GRADING SCALE</th>
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<tr>
<td>35% Four Graded Essays, averaged x .40 (max. 40 percentage points)</td>
<td>90-100% A</td>
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<tr>
<td>10% Draft Essays, averaged x.10 (max. 10 percentage points)</td>
<td>80-89% B</td>
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<tr>
<td>5% Quiz: Grammar, Citation, Documentation</td>
<td>70-79% C</td>
</tr>
<tr>
<td>15% Final Researched Essay Project x .15 (max. 15 percentage points)</td>
<td>60-69% D</td>
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<tr>
<td>10% Letter to Editor or Graphic Comparison, averaged x .10 (max. 10 percentage points)</td>
<td>Below 60% F</td>
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<tr>
<td>15% Participation Grade x .15 (max. 15 percentage points)</td>
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<tr>
<td>10% In-Class Final Essay Exam x .10 (maximum 10 percentage points)</td>
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<td><strong>Total 100% Final Grade (maximum 100 percentage points)</strong></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.

Policy on Revision for a Better Grade (Revision FBG)
• Students may further improve Revised Essays 1, 2 and 3 to achieve 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.

Personal Professionalism and Class Decorum
Students should read FKCC policies and guidelines for conduct and decorum which can be found in the current Student Handbook. A professional attitude and approach to learning contribute to the class dynamic and enrich the learning experience for all. Disruptive use of electronic devices in class is prohibited.

Guidelines for Writing Assignments

Writing assignments must be typed, double-spaced, and use 12 point Times New Roman font. Remember to save hard copies of drafts, revisions and graded essays for teacher review. Electronically save your drafts and revisions in separate files.

Types of writing in this course include:

1. BASIC RESPONSE PAPER:
   A basic response paper is:
   ▪ an informal, exploratory approach to a topic
   ▪ like a three paragraph essay; it 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 point; 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 further guidelines as stipulated in the assignment.