

Syllabus for Fall 2022

Fall C (Aug. 15 – Dec. 8)

I. Course Information

Course Title: Freshman Composition Skills I

Course No. & Section: ENC 1101.42

Credit Hours: Three (3)

Meeting Day & Time: M from 11 a.m.-12:15 p.m.

Course Location: C3-207

Meeting Dates: Aug. 15-Dec. 5

Instructor Name: Melissa Alling

Telephone No.: 352.746.6721 ext. 6132

Extended Emergency Closure

For emergency campus closings (natural disasters, etc.) call 352-291-4499 or 800-831-9244 or check our [website](#) (CF.edu).

Email: allingm@cf.edu; however, [Canvas Inbox preferred](#)

Office Location: C3-208J

*For health reasons, no visits to professor's office; one-on-one meetings will be held online, by phone, in classroom or outdoors

Virtual Office Hours: M-H, 9:30-10:45 a.m.; T, 12:30-3:15 p.m.; W, 3:30-4:45 p.m.; & H, 11 a.m.-12:15 p.m.

II. Course Description

“The first course in college composition designed to develop skills in writing multi-paragraph essays with emphasis on exposition, including the selection, restriction, organization, development, and revision of essays. The student examines selected writing samples as models of form and sources of ideas for the student's own writing. Gordon Rule applies.”

Teaching Philosophy and Expectations: My job as professor is to offer you significant readings and writing examples for consideration; to help you hone your writing process; to design challenging assignments so that you may grow as a writer, researcher, and critical thinker; to provide resources and academic support so that you have a chance to succeed; and to evaluate your work fairly and honestly.

I expect you, the student, to take personal responsibility for your success: to seek knowledge; to manage your obligations; to devote sufficient time and effort to readings and assignments; to meet deadlines and refrain from excuse-making; to ask questions when you have them; to approach the course, professor, and classmates with a positive, professional attitude; and to strive for excellence in whatever you are working on. In practical terms, you should organize yourself by keeping a loose-leaf binder for notes and a digital filing system for the course, in which you will save back-up copies of assignment submissions.

Prerequisite: No preparatory needs in reading or writing. Diagnostic writing sample may be required.

Required Text Title #1: *A Pocket Style Manual*. *This is our handbook; it may come bundled with software, but we will just use the book.

Author of Text: Hacker and Sommers

Edition: 9th

ISBN: 9781319515522

Required Text #2: *How They Did It: An Anthology of Composition Samples from Professor Alling's Students (& Selected Writing Professionals)*

Author of Text: Alling

Edition: 1st

ISBN: N/A (free e-book posted in Canvas)

Required Materials: Scantron sheet and #2 pencil for final exam; reliable access to computer, with internet, printer, & word processing software; equipment necessary to call or video-conference live with professor

III. Student Learning Outcomes/Course Objectives

This list offers you a consistent way to see how CF's global learning outcomes are assessed in each class. This is for information purposes only and does not change the grading system used in this class. Only those learning outcomes relevant to this course are listed below.

Learning Outcome for Communications: The student will **read**, write, speak, and listen effectively.

Learning Outcome for ENC 1101: The student will write an organized document that communicates effectively and appropriately for the situation.

Course Objectives for ENC 1101:

1. The student will develop a sound essay structure
 - a. by writing 6,000 words within the course;
 - b. by understanding the stages of the writing process from planning through revision of each essay;
 - c. by demonstrating sound paragraph structure including topic sentences, support, concluding sentences, organizational patterns, and rhetorical modes;
 - d. by incorporating unity, coherence, and development;
 - e. by writing essays demonstrating rhetorical strategies and audience awareness; and
 - f. by learning foundational grammar and mechanics through an individual learning plan and through editing essays.

How Measured: Essays, Reflections, Reading Analysis Papers, Classwork

2. The student will practice critical analysis
 - a. by identifying author's purpose;

- b. by recognizing main ideas, organizational patterns, and supporting details;
and
- c. by responding to texts.

How Measured: Reading Analysis Papers, Reflections

3. The student will learn academic writing conventions

- a. by analyzing, summarizing, and synthesizing diverse sources; and
- b. by [being introduced to] MLA format.

How Measured: Essays, Reading Analysis Papers, Reflections

4. The student will avoid plagiarism.

How Measured: Essays, Reading Analysis Papers, Reflections

IV. Assessment & Course Policies

I expect you to submit high-quality assignments (and emails!): this shows that you respect yourself, your professor, and the process of earning a college degree or certificate.

To grade your work, I consider the following:

1. Did you follow the assignment instructions?
2. Does your writing demonstrate mastery of skills covered in the course?
3. Are your ideas organized, logical, meaningful, and well-developed?
4. Are your sentences engaging and well-edited?
5. Are your words clear and precise?
6. Does your document adhere to MLA manuscript format?
7. Are your sources acknowledged and cited in MLA Style?
8. Which letter grade seems most appropriate based upon your overall quality of work, college-level standards, and any rubric(s) I supplied?
9. Is your work submitted by deadline?
10. Is your work submitted in the proper order and file type(s) requested?

Grading Scale:

Excellent	A	90-100
Very Good	B+	87-89
Good	B	80-86
High Average	C+	77-79
Average	C	70-76
Poor	D	60-69
Failing	F	Below 60

Your course grade will be determined by:

1. **Note Taking (15%)**—to demonstrate timely engagement with course material
2. **Reading Analysis Papers (15%)**—analyze samples to learn from other writers
3. **Essays (50%)**—your own writing
4. **Reflections (10%)**—what you notice & learn from your writing after it is graded
5. **Final Exam (10%)**—an objective test & short essay

Gordon Rule: You must demonstrate college-level writing skills on multiple writing assignments. To pass, you must earn a *C* in overall writing assignments and an overall *C* in the course.

Late Work: Late work is accepted but marked down one letter grade off per day late, up to three days late. After three days late, a zero will be recorded.

(*Note: For grade markdowns, the Canvas gradebook is set to automatically deduct 11% as soon as the deadline passes and will continue deducting based upon the Canvas calculation of days late.)

Extensions: If you expect to miss a deadline, you may request an extension via Canvas Inbox prior to the deadline.

Writing Samples & Publication: Writing you submit for this course may be used as samples and shown to students in future courses. These samples are used for teaching and learning purposes, and your name may be removed from the writing sample(s). I will ask your permission if I wish to publish your work in a learning resource (such as my open-source anthology). I may also recommend that you submit it to our campus literary magazine, our student newspaper, or elsewhere.

Attendance & Make-up Work: *Do not come to class if you are sick or have any symptoms. You are permitted six (6) absences without penalty, no questions asked.

You should call or email through Canvas Inbox when you miss class, to keep up with assignments. You may be required to complete make-up assessments in a proctored environment (such as the CF Testing Center).

If you accumulate more than six (6) absences, you may not pass the course and your remaining work may not be graded. Exceptions may be granted if additional absences are due to illness or extenuating circumstances and you are a student in good standing.

Non-attendance does not constitute withdrawal from this course. It is the student's responsibility to complete the withdrawal forms by the appropriate date.

College Policies: Additional college-wide policies (such as classroom decorum, academic integrity, attendance verification, and more . . .) are in effect. See the left menu in our Canvas course. These policies should be reviewed prior to continuing in the course.

V. Course Schedule/Outline

*Due to unforeseen happenings, it may be necessary for the course schedule to be altered. The instructor will always strive to be fair about any changes.

Week	Preparation, Activities and Evaluation	Due Dates
Week 1	Mon, 8/15 Course Introduction Begin Guided Notes Diagnostic Writing The Writing Process	Guided Notes #1—Wed, 8/17 by 8:00 a.m. Guided Notes #2—Fri, 8/19 by 8:00 a.m.
Week 2	Mon, 8/22 Selecting & Restricting Essay Subjects Methods of Development	Guided Notes #3—Fri, 8/26 by 8:00 a.m.
Week 3	Mon, 8/29 Organizational Patterns Instructions for Essay #1 Revision Instructions for Reading Analysis Papers	Guided Notes #4—Fri, 9/2 by 8:00 a.m.
Week 4	Mon, 9/5 No Class: Labor Day Holiday Editing Review of Grammar Basics	Guided Notes #5—Fri, 9/9 by 8:00 a.m.

Week 5	Mon, 9/12 Review of Mechanics & Punctuation Basics MLA Manuscript Format MLA Documentation	Reading Analysis Paper #1— Mon, 9/12 by 8:00 a.m. Essay #1—Wed, 9/14 by 8:00 a.m. Guided Notes #6—Fri, 9/16 by 8:00 a.m.
Week 6	Mon, 9/19 Sentence Style Diction Instructions for Reflection	Guided Notes #7—Fri, 9/23 by 8:00 a.m.
Week 7	Mon, 9/26 Conventions of Academic Writing Types of Sources Instructions for Essay #2	Reflection #1—Wed, 9/28 by 8:00 a.m. Guided Notes #8—Fri, 9/30 by 8:00 a.m.
Week 8	Mon, 10/3 Locating Sources, esp. Articles Thinking Critically About Sources	Guided Notes #9—Fri, 10/7 by 8:00 a.m.
Week 9	Mon, 10/10 Synthesizing & Integrating Source Material Avoiding Plagiarism & Other Forms of Academic Dishonesty Sign-Up Sheet for Mid-Term Conference	Reading Analysis Paper #2— Mon, 10/10 by 8:00 a.m.

Week 10	Mon, 10/17 Mid-Term Conferences Only: No Regular Class Meeting	Mid-Term Conference (by appt. chosen on sign-up sheet) Essay #2—Mon, 10/17 by 8:00 a.m.
Week 11	Mon, 10/24 Mid-Term Conferences Only: No Regular Class Meeting	Mid-Term Conference (by appt. chosen on sign-up sheet)
Week 12	Mon, 10/31 Primary Research Instructions for Essay #3 Sample Essays	Reflection #2—Mon, 10/31 by 8:00 a.m. Guided Notes #10—Fri, 11/4 8:00 a.m.
Week 13	Mon, 11/7 Review Methods of Development Types of Recipes Incorporating Visuals & Captions	Reading Analysis Paper #3—Mon, 11/7 by 8:00 a.m.
Week 14	Mon, 11/14 Workshop for Essay #3 Sign-Up for Essay Sharing	Draft of Essay #3—Mon, 11/14 by 11:00 a.m. Essay #3—Wed, 11/16 by 8:00 a.m.
Week 15	Mon, 11/21 Essay Sharing (in person & online)	Essay Sharing (in order listed on sign-up sheet)

Week 16	Mon, 11/28 Essay Sharing (in person & online) Final Exam Preparation	Essay Sharing (in order listed on sign-up sheet) Reflection #3—Fri, 12/2 by 8:00 a.m.
Finals	Mon, 12/5 Final Exam	Final Exam—Mon, 12/5 from 11 a.m.-12:15 p.m.

VI. Resources for Student Success

The College of Central Florida is committed to helping you succeed and achieve your academic, personal and career goals. There is a wide range of resources and support services available to you. When students are connected early to resources and support systems on campus they are more likely to stay in classes, perform better in those classes, and complete their path more quickly.

One example is through an Early Support Program, where you may receive an email indicating your professor or advisor is reaching out directly to help connect you to support services. This may include connecting you to tutoring, financial support, psychological support services, and disability services just to name a few. Be aware, you can also reach out to these services on your own as well.

Additionally, we offer free tutoring, disability services, a testing center, and many other resources which are all available to you. [Please refer to the College Resources, Dates, and Policies document in your Canvas course to learn more about these supports and policies.](#)