

COLLEGE OF CENTRAL FLORIDA

SYLLABUS

ENC 1101

Instructor information:

Course Title: ENC 1101 Section: 65 Semester: Fall 2022

Credit Hours: 3 Name: Dr. Richard Hunte

Office Location: **West Port High School** Hours: **WPHS's schedule**

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Course information:

This course offers a process-oriented practice in reading, writing, speaking, and listening. During this semester, you will explore many of the issues that are current in our social structure, indulge in writing as a cognitive and social process through collaborative, and learn by sharing and reacting to ideas. Additionally, this course requires you to produce some work outside the classroom. In sum, you will have written four to six different types of essays—a total of approximately six thousand words, taken several quizzes; and given a few presentations. Finally, you will take the end-of-course examination from the College of Central Florida.

Required texts:

1. *Easy Writer with Exercises*, 6th ed. by Andrea A. Lunsford. Bedford St. Martin's, 201
(ISBN:978-1-319-07749-5)
2. *Strategies for Successful Writing*, 11th ed. James A. Reinking and Robert Von Der Osten.
Pearson, 2017. (ISBN 978-0-13-467874-0)

Objectives:

1. Develop skills in expressing oneself in writing.
2. Apply learned skills in reading, writing, and thinking tasks.
3. Eliminate sentence errors such as run-ons, fragments, pronoun reference, etc.
4. Produce sound academic essays
5. Think critically and what it means
6. Produce a model research essay with the essential MLA guidelines
7. Incorporate the required importance of time as to presentations, examinations, and due dates.

COURSE POLICIES:

Academic Integrity: This course will deal severely to cheating and/or plagiarism, intentional or unintentional, and may result in an “F” for the course as well as disciplinary action under the Code of Student Conduct. To provide objective feedback, students will submit every essay to Canvas, which will yield a turnitin score that allows for evaluation as to plagiarism.

Attendance: Students must attend class regularly without undue absences except for emergencies of a personal or professional nature. If such a situation arises, please let me know. The dynamic nature of this class will require your presence especially when you are scheduled to make a presentation. An absence on your behalf for any presentation will result in a loss of a large percentage of your grade and can never be made up. Additionally, it is the student’s responsibility to find out what he or she has missed and to make up for such loss within acceptable approved criterion: sickness, death, accidents, etc.

Classroom Decorum: Students should behave within ethical norms that allow for uninterrupted learning among classmates. This attitude should also extend to your professor with acknowledged reciprocity from all those within the classroom. Disruptive students will be made aware of negative behavior asked

to leave the classroom. Continuous disruptive behavior will result in withdrawal from the course and disciplinary action under the Code of Student Conduct. (See Student Handbook)

Cell phones (and all other electronic devices) are to be turned off upon entering the classroom. Texting or listening to music players will not be tolerated. If a student continues this practice and desists from adhering to classroom policy, then that student will be asked to leave the classroom and the professor will notify the authorities.

Punctuality: Tardiness indicates a lack of commitment to the course and a lack of respect for your classmates and instructor. The professor will have some timed quizzes at the start of class, and tardy students will not receive any additional time. Remembered also that the bell does not dismiss the class, the professor does.

Withdrawal – If you want to withdraw from this class, you must fill out the necessary forms and have them signed by the appropriate parties. If you just “stop coming to class” after the posted drop date, you may receive the grade of “F.”

Grading: Your final grade will result from your performance in the areas mentioned below with the assigned calculations:

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| Essays | 50% |
| Quizzes | 20% |
| Participation/Presentations | 20% |
| Final | 10% |

Grading Scale will be as follows: A=100-90; B+= 89-87, B=86-80; C+ =79-77, C=76-70; D=69-60; F=59 or below.

Student Learning Outcome:

ENC1101: Write an organized document (exam) that communicates effectively and appropriately for the situation.

Essays: You will write at least four to six essays during this semester (these will be done in the MLA style).

The total word count for all of the writing assignments should add up to approximately 6,000 words as part of the Golden Rule. It is customary that once the professor posts the assignment, students must complete said assignment within the allotted time. This essay should comply with the necessary requirements stipulated by your facilitator; the acceptable standard should include format (MLA), grammar paragraph construction, thesis statement, and other necessary elements that constitute academic writing. The following step corresponds to the editing process, which will focus on specific points decided on by the facilitator.

Essays that are late for the editing process will receive a penalty of a lowered letter grade for every day late: from an "A" to a "B" and so on. **Essays over a week late will receive a letter "D" grade or a maximum of 40% of the assigned value. On the other hand, Students who turn in their essays on the date assigned will have the opportunity to correct it without any penalty; unless, the editing is incomplete, and the stipulations (rubric) unmet. Finally, it is essential to remember to turn in every essay assignment to TURNITIN after editing within established timeframe. Failure to do so will also have a penalty. Why? The professor depends on Turnitin to provide specific and necessary information: number of words, correct source citing, and grammar errors, among others to produce an objective grade.**

Quizzes: Students will have a fair number of these during the semester to consolidate grammar usage, punctuation, and comprehension, among others. Why? There is, undoubtedly, a direct connection between good writing through the comprehension of the efficacy of word formulation, structure, sentence complexities, voice, tone, and appeal, etc.

Participation: The exercise of a dialectical (of, relating to, of the nature of logical argumentation) approach is at the heart of my course; for it enables students to understanding, share, and/or refute ideas present in texts. The dissemination of this particular aspect has been most noteworthy in stimulating critical thinking: recognizing dubious intentions, understanding contextual framework, producing alternatives, and /or indulging in academic skepticism. Facilitator will monitor meaningful participation (checkmark for every meaningful and substantive idea) to ensure that each participant receives the deserved recognition. Students can enliven this process by recognizing creative ideas from their peers. Take note: participation means effective contribution to a topic in the guise of an idea, an application of that idea, an extension of that idea, or any critical aspect that advances thinking; on the contrary, speaking thoughtlessly, or reiteration of ideas will not yield a participation point.

Presentation: Students must have at least one presentation for this class. The facilitator will encourage participants to chooses a section that most fit their inclination. Dates will be set, and students will provide the required slide show to exhibit their knowledge, language skill, and conviction. At the end of the presentation, peer and self-evaluation are done that will provide feedback. .

Final Examination: The College of Central Florida makes the final and it will account for 10% of the grade.

Course Plan: Tentative and subject to change

| | ENC 1101: Weeks and Activities |
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| Week 1 | <p>Read chapters 1 and 2. Please consider the following from text:</p> <ol style="list-style-type: none"> 1. All writing should have some purpose, which directs itself at some given audience. 2. Writing triggers critical thinking, and enables the reader to use his or her skills at reasoning and logical relations. 3. There are ethical elements that writing endorse. Are they important to society? |

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| | <p>Discuss Ch. 1 and 2: Writing has become the measure of civilization; in fact, cultures that have not developed any form of writing are considered uncivilized.</p> <p>Please use some key points garnished in the chapters to support your response.</p> <p>Grammar Revision</p> |
| Week 2 | <p>Review audience, tone, and point of view with the students (discussed on pages 19-21)</p> <p>Complete in-class activity from Ch. 2 pgs. 31 - 33</p> <p>First Essay: Self and Time</p> |
| | <p>Quizz</p> <p>Discuss “A View From the Bridge” pgs. 143 –</p> <p>Grammar Review</p> |
| Week 3 | <p>Discuss elements from Ch. 6 – esp. topic sentences, unity, support, and coherence</p> <p>Review paragraphs</p> <p>Grammar Revision</p> |
| | <p>Quizz</p> |
| Week 4 | <p>Establishing the parameters for a peer review</p> |
| | <p>Discuss “What Shamu Taught Me...” pgs. 249 – 256</p> <p>Discuss “Euromail and Amerimail” pgs. 298 – 302</p> <p>Quizz</p> |
| Week 5 | <p>THEME: COMMUNICATION AND LANGUAGE</p> <p>Discuss “The Decorated Body” pgs. 210-213</p> <p>Thesis review</p> <p>Second Essay</p> <p>Quiz</p> |
| | <p>Discuss essay assignment</p> <p>Review and Workshop ‘Question the General Subject’ pgs. 22 -</p> |
| Week 6 | <p>Discuss student essay “The Truth About College Teachers”</p> <p>Generating Material</p> <p>Presentations: The American Educational System</p> <p>Third Essay</p> |
| | <p>Workshop thesis statement</p> <p>Discuss “Friending, Ancient or Otherwise”</p> |

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| | Quiz |
| Week 7 | Discuss outline Thesis practice Quiz |
| | Outline pg. 53 Discuss “How Teens are Really Using...” pgs. 243-246 Quiz |
| Week 8 | Introductory paragraphs Workshop Introductory paragraphs Fourth Essay |
| | Discuss “Challenges for Today’s Parents” Quiz |
| Week 9 | Discuss “Physics in Everyday Life” Workshop: Essay – Overall Meaning, [Global] (50 points) |
| | Discuss final copy of “Challenges for Today’s Parents” Workshop: Essay – Revising Sentences & Editing [Local] (50 points) Quiz Fifth Essay |
| Week 10 | THEME: HUMAN GROUPS AND SOCIETY Review Summary Discuss “The Science of Flirting” |
| | Discuss “How the Schools Shortchange Boys” Quiz Sixth Essay |
| Week 11 | Discuss “A War Against Boys” Bring summary to class (30 points) - Workshop |
| | Discuss “The Body Piercing Project” |

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| Week 12 | Discuss “The Body Piercing Project” Review using sources |
| | Discuss “The Inner Corset” Bring in introductory paragraph for next essay, be sure to include the thesis in the paragraph (20 points) Quiz |
| Week 13 | Review outline for next essay Discuss “Why We Crave Horror Movies” |
| | Review concluding paragraphs – bring concluding paragraph of essay to class |
| Week 14 | Peer Review – bring copy of essay to class (30 points) |
| | Discuss “Pursuit of Possessions” – student essay |
| Week 15 | No Class Meeting – Workday for Essay |
| | Discuss “Writing Essay Exams” |
| Week 16 | Grammar Review |
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| Finals | Final essay |

