

# Syllabus for Fall 2022

Fall C (Aug. 15 – Dec. 8)

## I. Course Information

Course Title: Freshman Composition Skills I

Course No. & Section: ENC 1101.74

Credit Hours: Three (3)

Meeting Day & Time: N/A

Course Location: Online in Canvas

Course Dates: Aug. 15-Dec. 2

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

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.

Optional Zoom Drop-In Hours: M, 2-3:15 p.m.; W, 2-3:15 p.m.; H, 3:30-4:45 p.m.; & F, 3:30-4:45 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: 9<sup>th</sup>

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: 1<sup>st</sup>

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

**Required Materials:** 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 Discussions

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 Discussions, 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 Discussions, Reflections

4. The student will avoid plagiarism.

How Measured: Essays, Reading Analysis Discussions, 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%)**—you will submit guided notes worksheets to demonstrate timely engagement with course material
2. **Reading Analysis Discussions (15%)**—you will analyze sample compositions to learn from other writers
3. **Essays (50%)**—you will compose three (3) significant expository essays
4. **Reflections (10%)**—you will reflect on your essays after they are graded
5. **Final Exam (10%)**—you will take an objective test & compose a 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.

**Participation:** This is an \*online\* course (as distinct from a \*correspondence\* course). \*Online\* courses require the instructor and student to have “regular and substantive interaction”; therefore, you should participate in our Canvas course every week. If you fail to participate regularly and substantively, you may not pass the course. Be aware that non-participation does not constitute withdrawal from the course; it is the student’s responsibility to complete withdrawal forms by the appropriate date.

**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.

**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.

<b>Week</b>	<b>Preparation, Activities and Evaluation</b>	<b>Due Dates</b>
<b>Week 1</b> Mon, 8/15- Fri, 8/19	Course Introduction Begin Guided Notes Diagnostic Writing The Writing Process	Guided Notes #1—Fri, 8/19 by noon
<b>Week 2</b> Mon, 8/22- Fri, 8/26	Selecting & Restricting Essay Subjects Methods of Development	Guided Notes #2—Fri, 8/26 by noon
<b>Week 3</b> Mon, 8/29- Fri, 9/2	Organizational Patterns Instructions for Essay #1 Revision Instructions for Discussions	Guided Notes #3—Fri, 9/2 by noon
<b>Week 4</b> Tues, 9/6- Fri, 9/9	Editing Review of Grammar Basics	Guided Notes #4—Fri, 9/9 by noon
<b>Week 5</b> Mon, 9/12- Fri, 9/16	Review of Mechanics & Punctuation Basics MLA Manuscript Format MLA Documentation	Discussion #1—Wed, 9/14 by noon Guided Notes #5—Thurs, 9/15 by noon Essay #1—Fri, 9/16 by noon
<b>Week 6</b> Mon, 9/19- Fri, 9/23	Sentence Style Diction Instructions for Reflection	Guided Notes #6—Fri, 9/23 by noon

<b>Week 7</b> Mon, 9/26- Fri, 9/30	Conventions of Academic Writing Types of Sources Instructions for Essay #2	Guided Notes #7—Thurs, 9/29 by noon Reflection #1—Fri, 9/30 by noon
<b>Week 8</b> Mon, 10/3 & Wed, 10/5- Fri, 10/7	Locating Sources, esp. Articles Thinking Critically About Sources	Guided Notes #8—Fri, 10/7 by noon
<b>Week 9</b> Mon, 10/10- Fri, 10/14	Synthesizing & Integrating Source Material Avoiding Plagiarism & Other Forms of Academic Dishonesty Sign-Up Sheet for Mid-Term Conference	Guided Notes #9—Thurs, 10/13 by noon Discussion #2—Fri, 10/14 by noon
<b>Week 10</b> Mon, 10/17- Fri, 10/21	Mid-Term Conferences	Mid-Term Conference (by appt. chosen on sign-up sheet) Essay #2—Fri, 10/21 by noon
<b>Week 11</b> Mon, 10/24- Fri, 10/28	Mid-Term Conferences	Mid-Term Conference (by appt. chosen on sign-up sheet)
<b>Week 12</b> Mon, 10/31- Fri, 11/4	Primary Research Instructions for Essay #3 Sample Essays	Reflection #2—Fri, 11/4 by noon



<b>Week 13</b> Mon, 11/7- Thurs, 11/10	Review Methods of Development Personal Letters & Thank-You Notes Incorporating Visuals & Captions	Guided Notes #10—Wed, 11/9 by noon Discussion #3—Thurs, 11/10 by noon
<b>Week 14</b> Mon, 11/14- Fri, 11/18	Workshop for Essay #3 Sign-Up for Essay Sharing	Draft of Essay #3—Tues, 11/15 by noon Essay #3—Fri, 11/18 by noon
<b>Week 15</b> Mon, 11/21- Tues, 11/22	Essay Sharing	Essay Sharing (in order listed on sign-up sheet)
<b>Week 16</b> Mon, 11/28- Fri, 12/2	Essay Sharing Final Exam Preparation	Essay Sharing (in order listed on sign-up sheet) Reflection #3—Fri, 12/2 by noon
<b>Finals</b> Fri, 12/2- Thurs, 12/8	Final Exam	Final Exam—Fri, 12/2 by 11:59 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.](#)