

# ENC 1102 - Fall 2022 - Online/Live

**Michael Hammerle, MFA, English Instructor**

**Fall C (Aug. 15 – Dec. 8)**

## Course Information

Course Title: ENC 1102

Course No. and Section:

Credit Hours: 3

Meeting Day & Time: Mondays at 8:45 –  
9:30

Course Location: Online

Meeting Dates:

Instructor Name: Michael Hammerle

Office Location: Via Zoom

Office Hours: Tues and Thus 11 a.m. to 5  
p.m.

Telephone No.: 352-231-3731

Email: Hammerle@uamont.edu

Extended Emergency Closure

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

## Course Description

Brief statement of teaching philosophy and/or expectations:

### **Scaffolding Expectation**

This course is designed to be done via the scaffolding method. That means that the student and the professor interact so that there's no mystery about the expectations and outcomes required for the papers. The easiest way to accomplish that is to take revisions seriously but to also reach out when you need help. I'm here to help you. Winging things isn't a courtesy to you or me.

### **Topic Expectation**

Feel free to tackle any subject but make sure that provocative topics are free of vulgarity.

Brief statement of course goal and/or course description:

This course requires documentation of collegiate-level writing. Students will study structure, mechanics, and content development as a process in attaining comprehension and applicative mastery of the essay; study and demonstrate critical-thinking skills especially in relation to analysis and assessment of subject matter; and practice and use fundamental research skills including evidence of understanding the avoidance of plagiarism,

especially as those skills relate to library use and beyond. The course includes such topics as the rhetorical situation; the writing process; analysis; evaluation; synthesis; various models of composition; critical reading and thinking skills; elementary research. Note: Completion of a department essay is required.

### Pre/Corequisites:

Completion of ENC0025 and REA0017 with a grade of C or better, or ENC0027C with a grade of C or better, or score out on an accepted placement test.

Required Text Title: *Arguing About Literature*

Author of Text: John Schilb and John Clifford

Edition: Third

Optional Materials: n/a

ISBN No.:978-1-319-21592-7

**Required Materials:** This course requires students to have access to a computer and the internet. For those students who do not own a computer, computer labs are available on the CF campus and in public libraries. Students without internet can come to the CF campus, go to local public libraries, coffee shops, etc.

Minimal technical skills require for this course include the ability to use Microsoft Office products and navigate the Internet.

## Student Learning Outcomes/Course Objectives

### General Learning Outcomes

- **Communication:** Students will effectively communicate through oral or written skills.
- **Critical Thinking:** Students will logically evaluate, analyze, and synthesize information.

### Course Learning Outcomes

At the end of the course, you will be able to:

- Follow the writing process, constructing outlines and drafts in order to achieve an effective final product.
- Organize and structure essays clearly, effectively, and logically.
- Use supporting details effectively in an essay.
- Write in various genres.
- Write for distinct rhetorical situations.
- Construct sentences clearly, effectively, and logically.
- Format documents using current MLA guidelines.
- Analyze and interpret subject and evidence effectively.
- Evaluate information effectively.
- Use supporting evidence that logically connects to a main claim.

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 included below.

[Learning Outcomes Template](#)

## Learning Outcomes & How Measured

### Assessment

### Grading Policies (Student Performance Measures)

#### Learning Activities

Grades will be earned and distributed as follows:

The average of formal essay final drafts = **40% of your final grade**  
*Students will compose and revise four formal essays over the course of the semester, turning in a minimum of three drafts for each paper—the initial draft, the workshop draft, and the final polished version. Grading will focus on organization, structure, thesis, amount of revision, and grammatical correctness.*

The average of informal short writings & drafts = **30% of your final grade**  
*This includes paragraphs in discussion boards, assignments, process memos, peer reviews, short essays, as well as workshop notes and other group and individual writings.*

Quizzes (You will be allowed to drop the lowest of each category) = **15% of your final grade**  
*Quizzes cover the readings, assigned texts, definitions, lectures, and discussions, as well as grammar and mechanics. The quizzes will be taken online.*

Participation/Attendance= **5% of your final grade**  
*Active participation means that the student will be prepared, having done any required readings and assignments ON TIME, as well as having all necessary materials. Participation also includes meaningful contribution to class discussions, whether in individual, small-group, or full-class forums.*

Final exam = **10% of your final grade**  
*In the final exam, the student will demonstrate a mastery of course objectives in both short-answer and long-form responses.*

#### Grading Scale

- A – 90% - 100%
- B – 80% - 89.9%
- C – 70% - 79.9%
- D – 60% - 69.9%
- F – 59.9% or below

## Returning Grades

I will grade most assignments within one week of the due date. For more expansive assignments, I will return them within two weeks. This gives me ample time to provide constructive, useful feedback to help you progress and grow as a student in this course.

## **Attendance:**

You are required to attend all class meetings. Attendance is required for all tests and **there will be no make-up tests**. Non-attendance does not constitute withdrawal from this course. It is your responsibility to complete the withdrawal forms by the appropriate date. Attendance accounts for 5% of your final grade.

For the complete grading scale, see the current CF catalog.

**Make-up:** No make-up work will be given unless there is an emergency or if I have given you prior approval. In such an event, you must notify me before the exam or item is due unless the emergency prohibits it. You might be asked to bring proof of the emergency. A make-up exam must be taken within one week of the original exam date unless the emergency prohibits it. While you do not need to disclose personal details, let me know as soon as possible if something is preventing you from participating online or completing work.

Make sure you don't miss discussion posts. They are the easiest way to accomplish attendance. A student's acquisition of learning outcomes is tied to attendance. Excessive absences guarantee that a student has not had minimal exposure to enough of the college-required outcomes to receive credit for the course. As such, excessive absences will *likely* lead to an F grade. You should always inform me, ahead of time when possible, about why you miss class. Save your absences for when you get sick (and you will) or for emergencies. **Note: Attendance is defined as completion of at least one assignment in the week it was due; otherwise, I have no choice but to assume you were not in class.**

## **V. Course Schedule/Outline**

Module	Dates	Topic(s)	Coursework
START HERE	8/15/2022	<ul style="list-style-type: none"> <li>• Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome Lecture</li> <li>➤ <b>Syllabus Quiz</b> due Sunday</li> <li>• Introduction Discussion Board</li> <li>➤ <b>Initial post</b> due Wed; 2 responses due Fri</li> <li>• Essay 1 Instructions (Narrative, 1250-1500 words)</li> </ul>
1	8/15 – 8/21	<ul style="list-style-type: none"> <li>• Essay One Instructions</li> <li>• Argument</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction Lecture</li> <li>➤ <b>Assignment:</b> Writing Sample: Write about a memory (Due Fri)</li> <li>• <b>Readings (to be read by Sunday, 8/28):</b></li> <li>• 1: What Is Argument?</li> </ul>

Module	Dates	Topic(s)	Coursework
			*Add/Drop 8/23 – 8/27
2	8/22 – 8/28	<ul style="list-style-type: none"> <li>Effective Writing</li> </ul>	<ul style="list-style-type: none"> <li>Intros, Invention Techniques, and Organization in Essays Lecture</li> <li>➤ <b>Assignment:</b> Look at the first paragraph in at least 3 essays from the book (Korzack, 33) (Siegel, 37) (Jafar, 40). Write what you liked and didn't like about their introduction techniques. (Due Friday)</li> <li>• <b>Readings:</b></li> <li>• 2: Writing Effective Arguments</li> <li>➤ <b>Quiz One</b> due Friday (Will post on Wednesday)</li> </ul>
3	8/29 – 9/4	<ul style="list-style-type: none"> <li>Literary Arguments</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and Argument Lecture. Discuss Vignettes.</li> <li>➤ <b>Assignment:</b> Paper 1 Rough Draft Due (Monday)</li> <li>➤ <b>Assignment:</b> Read Kincaid's "Girl" on page 47. Answer question no.1 and no. 3 and respond to two peers in the discussion board (Due Fri)</li> <li>➤ <b>Assignment:</b> Write a Vignette (Due Friday)</li> <li>➤ <b>DUE:</b> Paper 1 Process Memo (Friday)</li> <li>• <b>Readings:</b></li> <li>• Kincaid (47)</li> <li>• 3: How to Argue about Literature 43-61</li> <li>• Peer Review Instructions</li> <li>➤ <b>Quiz Two</b> due Friday (Will post on Wednesday)</li> </ul>
4	9/5 – 9/11	<ul style="list-style-type: none"> <li>Literary Argument</li> </ul>	<ul style="list-style-type: none"> <li>Looking at Literature as Argument Lecture (No school today. Video will be available in Canvas)</li> <li>• 3: How to Argue about Literature 63-78</li> <li>➤ After reading Shirley Jackson, answer one of the questions at the end and make an argument. Support your argument with textual evidence and respond to two of your peers.</li> <li>➤ <b>DUE:</b> Paper 1 Final Draft Due to Drop Box (Friday)</li> <li>➤ <b>Quiz three</b> due Friday (Will post on Wednesday)</li> <li>➤ Jackson (693)</li> </ul>
5	9/12 – 9/18	<ul style="list-style-type: none"> <li>Close Reading</li> </ul>	<ul style="list-style-type: none"> <li>The Reading Process Lecture</li> </ul>

Module	Dates	Topic(s)	Coursework
			<ul style="list-style-type: none"> <li>➤ <b>Assignment:</b> On pages 99-103 there are bold topics. Read these and answer three questions from at least three different topics. Post in the discussion board and respond to two peers.</li> <li>• <b>Readings:</b></li> <li>• 4: The Reading Process</li> <li>• Hull (98)</li> <li>• Oates (1015)</li> </ul>
6	9/19 – 9/25	<ul style="list-style-type: none"> <li>• The Writing Process</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring, Composing, Drafting lecture.</li> <li>• Essay 2 Instructions (Position, 1400-2000 words)</li> <li>➤ <b>Assignment:</b> Write about a time when your position shifted (Due Fri)</li> <li>• <b>Readings:</b></li> <li>• 5. The Writing Process 104 - 122</li> <li>➤ <b>Quiz four</b> due Friday (Will post on Wednesday)</li> </ul>
7	9/26 – 10/2	<ul style="list-style-type: none"> <li>• Revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for Revising Lecture</li> <li>➤ <b>DUE:</b> Paper 2 Rough Draft to Drop Box (Monday)</li> <li>➤ <b>Peer Reviews due by Friday</b> (I will assign you a peer to review)</li> <li>➤ <b>Assignment:</b> Conclusions Exercise: Analyze three pieces of writing from section 5 and discuss each conclusion. Write about what's working. If you feel something is lacking write about that too. (Due Fri)</li> <li>➤ <b>Assignment:</b> Self-Assessment: where do you need work in your writing? (Friday)</li> <li>• <b>Readings:</b></li> <li>• 5. Strategies for Revising 123 - 134 <ul style="list-style-type: none"> <li>➤ <b>Quiz five</b> due Friday (Will post on Wednesday)</li> </ul> </li> </ul>
8	10/3 – 10/9	<ul style="list-style-type: none"> <li>• Writing About Literary Genres</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Short Fiction Lecture</li> <li>➤ <b>Discussion Board Post:</b> Read O'Connor (990) answer two of the questions and respond to two peers.</li> <li>• Essay 3 Instructions (Analysis, 1500-2000 words)</li> <li>➤ <b>DUE:</b> Paper 2 Final Draft due to Drop Box (Friday)</li> <li>• <b>Readings:</b></li> </ul>

Module	Dates	Topic(s)	Coursework
			<ul style="list-style-type: none"> <li>• 6. 138 - 153</li> <li>• O'Connor (990)</li> <li>➤ <b>Quiz six</b> due Friday (Will post on Wednesday)</li> </ul>
9	10/10 – 10/16	<ul style="list-style-type: none"> <li>• Writing About Literary Genres</li> </ul>	<ul style="list-style-type: none"> <li>• Writing About Poems Lecture</li> <li>➤ <b>Discussion Board Post:</b> Analyze a poem of your choice. It can be the three I've listed below or any poem you choose from the book. Respond to two peers.</li> <li>• Readings:</li> <li>• 6. 158-176</li> <li>• Frost</li> <li>• Hughes</li> <li>• Hayden</li> </ul>
10	10/17 – 10/23	<ul style="list-style-type: none"> <li>• Rhetorical Triangle</li> </ul>	<ul style="list-style-type: none"> <li>• Rhetorical Triangle Lecture: Logos, Ethos, Pathos.</li> <li>• How to Library Lecture</li> <li>➤ <b>Assignment:</b> Definitions Exercise (Due Fri)</li> <li>➤ <b>Assignment:</b> Library Skills Assessment (Friday)</li> <li>• <b>Readings:</b></li> <li>• 7. 196-232</li> </ul>
11	10/24 – 10/30	<ul style="list-style-type: none"> <li>• Research Context</li> </ul>	<ul style="list-style-type: none"> <li>• Context Lecture</li> <li>➤ <b>Assignment:</b> Discussion Board post on the depiction of mental health in film. Respond to two peers. (Due Fri)</li> <li>• <b>Readings:</b></li> <li>• 7. 233 - 258</li> <li>• Gilman (234)</li> <li>➤ <b>Quiz seven</b> due Friday (Will post on Wednesday)</li> </ul>
12	10/31 – 11/6	<ul style="list-style-type: none"> <li>• Evaluating Internet Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Internet Resources Lecture</li> <li>➤ <b>DUE:</b> Paper 3 Rough Draft to Drop Box (Monday)</li> <li>➤ <b>Assignment:</b> Write a lie and a truth (do not identify which is true or false) and post both in the discussion board. Read your peer's responses and respond to two of your peers with which one of their stories resonated with you.</li> <li>➤ <b>Assignment:</b> Paper 3 Process Memo</li> <li>➤ <b>Peer Reviews due by Friday</b></li> </ul>

Module	Dates	Topic(s)	Coursework
			<ul style="list-style-type: none"> <li>• <b>Readings:</b></li> <li>• 8. 259 - 279</li> <li>• Wildfire (1093)</li> <li>➤ <b>Quiz eight</b> due Friday (Will post on Wednesday)</li> </ul>
13	11/7 – 11/13	<ul style="list-style-type: none"> <li>• Visual Arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Argument Lecture</li> <li>• Paper 4 Instructions (Argument, 1200-1400 words)</li> <li>➤ <b>DUE: Final Draft of Paper 3 (Friday)</b></li> <li>➤ <b>Discussion Board Post:</b> Focus on a visual from Chapter 8. Post an argument about the rhetorics you see in the visuals.</li> <li>• <b>Readings:</b></li> <li>• 8. 272 – 288</li> <li>➤ <b>Quiz nine</b> due Friday (Will post on Wednesday)</li> </ul>
14	11/14 – 11/20	<ul style="list-style-type: none"> <li>• Argument</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Cause and Effect Essay Lecture</li> <li>• Bias Lecture</li> <li>➤ <b>Assignment:</b> Cause and Effect Practice (Due Fri)</li> <li>➤ <b>Discussion Board Post:</b> Look at the question on page 292 and make a post about your own experience. Respond to two peers.</li> <li>• <b>Readings:</b></li> <li>• 8. 289 – 292</li> <li>• 9. 295 - 318</li> </ul> <p>* Last Day for W: 11/9</p>
15	11/21 – 11/27	<ul style="list-style-type: none"> <li>• Argument</li> </ul>	<ul style="list-style-type: none"> <li>• Social Issues in Writing Lecture</li> <li>➤ <b>DUE:</b> Paper 4 Rough Draft to Drop Box (Monday)</li> <li>➤ <b>Peer Reviews</b> Due Friday</li> <li>➤ <b>Assignment:</b> Make a discussion board post about a social issue that you are interested in. Make sure you have some in-text citations. Respond to two peers.</li> <li>• <b>Readings:</b></li> <li>• Chopin (751)</li> <li>• Le Guin (767)</li> <li>• Brooks (773)</li> <li>• Ehrenfeld (775)</li> </ul>
16	11/28 – 12/4	<ul style="list-style-type: none"> <li>• Final Work</li> </ul>	<ul style="list-style-type: none"> <li>○ Grammar &amp; Paper Issues as Announced</li> </ul>



Module	Dates	Topic(s)	Coursework
Finals	12/2 – 12/8	<ul style="list-style-type: none"> <li>Final Exam and Final Paper</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Final Exam &amp; Paper 4 DUE</b> by Midnight (Extra Credit if turned in early)</li> </ul>

Tentative class schedule – weekly, daily, thematically, etc. (class assignments, reading, quizzes, etc. Include schedule of approved field trips and guest speakers, if appropriate. Tables must have headers on all columns and rows to be ADA accessible. Once you paste this table into Canvas, see the GO CF [page on working with tables](#).

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

The College of Central Florida is committed to helping you succeed and achieve your academic, personal and career goals. There are a wide range of resources and support services available to you. When you connect to resources and support systems on campus early, you are much more likely to be successful in your classes and complete your 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.](#)