

ENC1101 – Freshman Composition Spring 2023

Spring C (January 9 – April 27)

I. Course Information

Course Title: Freshman Composition I
Course No. and Section: ENC1101-06
Instructor Name: Dosh
Credit Hours: 3
Course Location: 2-215 M/W 11-12:15
Campus Office: 2-220F M 7:30-9:30\12:30-2; T
7:30 9:30; W 7:30-9:30/12:30-2

Virtual Office: Online Zoom Live Consultations by appointment
Google Voice Direct Message: 352-834-1557
Email options: through Canvas course or CF
Faculty email: doshs@cf.edu
(please include course /section in non-Canvas generated correspondence)

Extended Emergency Closure

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

II. Course Description

ENC1101 is the core 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. During the course, student examines selected writing samples as models of form and sources of ideas for the student's own writing.

GORDON RULE REQUIREMENT ENC 1101 is a Gordon Rule Course. To satisfy F.A.C. Rule 6A-10.30 (the Gordon Rule), students must earn a grade of C or better in designated Gordon Rule courses (noted within Course Descriptions for applicable courses). To achieve a C or better in a designated Gordon Rule courses, the student must achieve a C or better in the writing component of the course. The writing component in this course is comprised of five formal essay submissions, including the final exam.

III. Student Learning Outcomes/Course Objectives

COURSE OBJECTIVES: By the end of the semester, you are expected to perform the following tasks based on your accomplishments in ENC1101:

Develop a sound essay structure

- by writing 6,000 words within the course
- by understanding the stages of the writing process from planning through revision of each essay
- by demonstrating sound paragraph structure including topic sentence, support, concluding sentences, organizational patterns, and rhetorical modes
- by incorporating unity, coherence, and development
- by writing essays demonstrating rhetorical strategies and audience awareness
- by learning foundational grammar and mechanics through editing essays and individual learning plans

Practice critical analysis

- by identifying author's purpose
- by recognizing main ideas, organizational patterns, and supporting details
- by responding to texts

Learn academic writing conventions

- by analyzing, summarizing, and synthesizing diverse sources
- by introducing MLA format

Avoid plagiarism

Learning Outcome	Quiz	Exam	Essay	Classroom Activity
Critical Reasoning: The Student will reflect, analyze, synthesize and apply critical thinking				
1. State question at issue				X
2. Identify purpose of argument				X
3. Identify the ideas and concepts, information, and data, and the use of such in the argument.				X
4. Identify assumptions, bias, and point of view of information presented.			X	X

IV. Course Navigation

Make sure you use Google Chrome when accessing MyCF and working in Canvas. Students using other browsers have encountered issues. CF IT recommends Google Chrome for all CF coursework.

Access the different areas within the course through the labeled navigational links along the left-side menu. Frequently, I will post **ANNOUNCEMENTS** with important reminders and updates for everyone. Self-pacing is an important skill to cultivate in online environments as students manage the reading and writing responsibilities. If I recognize a common issue, I will post an Announcement to bring awareness for solutions to common problems I recognize as the course progresses. If you have questions, please reply to the post or contact me directly for clarification.

The **MODULES** section organizes information by purpose and ordered according to completion. Each essay module includes relevant resources to support your success in meeting the assignment criteria. As you scroll through the **MODULES**, each one is labeled according to the purpose and can be opened ► or closed ▼ by using the arrow indicators.

The course menu also offers access to **QUIZZES**, which are organized by due date. **ASSIGNMENTS** may be viewed by group or due date. Participate in **DISCUSSIONS** to share your ideas and concepts. Simply click reply and post your response that meets the topic criteria. When you respond to a peer, please provide a proper greeting and salutation so that everyone can easily follow the conversation between and among participants.

Check your **GRADES** regularly for updates. Revise assignments as necessary for full credit. Feedback will be posted in the additional and/or assignment comment areas depending on the assignment. [Access assignment comments by clicking on the assignment in the **ASSIGNMENTS** or **MODULES** section.](#)

V. Course Materials

Each **Module** includes relevant resources that support your writing success. **Assignment** groups include incremental tasks, scaffolding important reading and writing concepts developed from both required textbooks, which support your academic writing processes and style.

TWO REQUIRED TEXTBOOKS, ONE SOFTWARE ACCESS, WRITING PORTFOLIO

Text #1 – Reinking and von der Osten’s *Strategies for Successful Writing* (SFSW) 12th edition ISBN: 13: 978-0-13-516479-2

Reining and von der Osten have designed a textbook for a general audience that we will use to guide our writing transformations during the semester. Each student has different reading and writing experiences that we will build upon from day one. I have designed quizzes and discussions from Reinking and von der Osten concepts. Students must read and study before class and bring their materials to class for deeper analysis. Reading preparation is a crucial element for writing success.

Text #2 Hacker and Sommers *A Pocket Style Manual with Exercises* (PSM) 9th edition ISBN No.: 978-0-131934196-1

Hacker and Sommer’s *A Pocket Style Manual* provides academic style concepts which are required practice when writing for academic audiences.

ACHIEVE is an ONLINE interactive grammar software program which supports your understanding of sentence, paragraph, and essay level writing concepts. Follow the instructions posted in Announcements to [Register for Achieve](#) during the first week of classes using your [CF Patriots email](#) address. You will be offered an opportunity to apply for a 14-day free trial. Once you register you will complete the Achieve Diagnostic Practice Test covering four areas of academic writing, which will produce an individualized Study Plan for writing that you will manage each week. At the end of the course you will complete the Final Test covering each of the four writing areas.

Beginning with day one of the course, students should maintain a **Researcher Writing Portfolio** in which they store class notes and relevant documents they use for class (online) discussions and study time. Students will recap their research method in a class discussion.

VI. Assessment

Discussions 15%

Essays 50%

Achieve 15%

Professor Dosh’s Open Book Quizzes 10%

Final Essay Exam 10%

Your submissions will be evaluated using scoring rubrics designed for the assignment purpose. Scoring rubrics are posted in Modules and/or hyperlinked in assignment directions. I will score your submissions based on the specifications you have met for each assignment—if your response/submission meets the criteria for that performance, it will receive full credit, but if your response/submission fails to meet the specified criteria, it will receive instructor feedback along with an opportunity to earn a higher score.

Specifications grading is characterized by an evaluation of the student’s

- *quality* of content required for informal and formal assignments as specified in the directions
- Logic, completeness, and cohesiveness of ideas
- Appropriate language for an academic audience
- Effective usage as stipulated by MLA style guidelines

Instructor Feedback is an important opportunity for you to learn about your writing style and improve your submissions to earn higher grades. But the revisions process may become *very* overwhelming for me as well as contentious for both of us *if* the writing process is not managed effectively. Before submitting outlines and essays for review, please apply the FACT Strategy from SFSW Chapter 4. Ensure your submission meets the criteria specified for each formal assignment. If you do revise an assignment for a higher score, please apply all of my feedback enveloping relevant concepts from the required textbooks to correct pertinent issues before resubmitting assignments for another evaluation. I encourage students to request individual zoom meetings, as necessary to discuss feedback and assignments. Scoring rubrics are posted in Canvas Modules. My feedback and our conversations during the semester will support the development of your critical reading, analytical skills, and writing effectiveness, which are all necessary to meet and achieve the course objectives for this Gordon Rule course. All essays will be evaluated for plagiarism by *Turn It In* Assessment.

VII. SELF-DISCIPLINED PARTICIPATION AND ATTENDANCE

Your success in this course depends greatly upon your timely attendance and active participation. As a student-centered instructor, I have designed the course to promote productive reading and study practices, which cultivate successful writing experiences. Assignment due dates are flexible, which means students may submit late assignments without penalty. However, I may input zeros if the due date has passed as a reminder to complete the outstanding task. I encourage students to manage their time wisely as we self-pace through the course together. Please contact me immediately if there are *any* issues that affect your success, so that we can work on a solution to the problem.

During the semester, if I suspect you are in danger of failure, I will email you with my concerns and may seek assistance from CF's Early Support Program ESP, which is designed to support your college success. Non-attendance does not constitute withdrawal from this course. It is the student's responsibility to complete the withdrawal forms by the appropriate date.

VIII. INSTRUCTOR TUTORING

Revision is sometimes a *very* difficult process for students. Some students require more revision stages than others for different reasons. If you are struggling, *please* contact me directly for individual assistance. I will personally tutor you through the process. Email me to schedule a consultation either in my office or through zoom. I am available to support your success in this course.

V. Course Schedule - Checklist

Week	Preparation, Activities and Evaluation
Week 1	<p>Discussion: I-Search Essay Checkpoint 1 (100pts)</p> <p>Quiz: Professor Dosh's Open Book Quiz:</p> <ul style="list-style-type: none"> • Academic Writing (60 pts) • Paragraphs (80pts) <p>Module: Phase One</p> <p>Study: Read SFSW Chapters 1, 2, 16</p> <ul style="list-style-type: none"> • Analyze Nathan Bomey "Workers Refuse to Rage Against the Machine: Some Employees Embrace Automation, and Keep Their Job" page 581 <p>Achieve: Welcome to Achieve Unit</p> <ul style="list-style-type: none"> • Achieve Orientation Quiz (10pts) <p>Achieve: Diagnostics and Study Plan Unit</p> <ul style="list-style-type: none"> • Sentence Grammar Practice Test (100pts) • Punctuation, Style, and Mechanics Practice Test (100 pts)
Week 2	<p>Module: Phase One</p> <ul style="list-style-type: none"> • Essay Assignment: Upload Summary Paragraph (revise as necessary) (100pts) <p>Quiz: Professor Dosh's Open Book Quiz:</p> <ul style="list-style-type: none"> • SFSW Chapter 16 Argument (142pts) <p>Achieve: Integrating Sources Unit</p> <ul style="list-style-type: none"> • Learning Curve: Summarizing (30pts) • Exercise: Integrating sources in MLA papers 1 (20pts) • Video tutorial: How to balance summary and analysis (x1) <p>Assignment: Achieve Study Plan (500pts) Due April 27</p>
Week 3	<p>Discussion: I-Search Narrative Checkpoint 2 (100pts)</p> <p>Module: Phase Two</p> <p>Essay Assignment: Upload Critique Outline (100pts)</p> <p>Quiz: Professor Dosh's Open Book Quiz:</p> <ul style="list-style-type: none"> • Essay Structure (67pts) <p>Achieve: Academic Writing Style Unit</p> <ul style="list-style-type: none"> • Learning Curve: Word choice and appropriate language (30pts) • Exercise: Jargon, pretentious language, euphemisms, double-speak (20pts) • Exercise: Clichés and figures of speech (20pts) • Exercise: Sexist language (20pts) • Exercise: Needed Words (20pts) <p>Assignment: Achieve Study Plan (500pts) Due April 27</p>
Week 4	<p>Module: Phase Two</p> <p>Essay Assignment: Upload Critique Five Paragraph Essay (revise accordingly, if necessary) (100pts)</p> <p>Quiz: Professor Dosh's Open Book Quiz:</p> <ul style="list-style-type: none"> • SFSW Chapter 7: Tone and Diction (35pts) <p>Achieve: Academic Writing Style Unit</p> <ul style="list-style-type: none"> • Learning Curve: Shifts (30pts) • Exercise: Shifts: person and number (20pts) • Exercise: Shifts: tense (20pts) • Exercise: All shifts 1 (20pts)

	Assignment: Achieve Study Plan (500pts) Due April 27
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<p>Week 5</p>	<p>Phase Three Module Discussion: Reading Circle Topic AUTOMATION Apply SFSW Chapter 2 Reading strategies (see discussion directions) to analyze and evaluate</p> <ul style="list-style-type: none"> • Nathan Bomey “Workers Refuse to Rage Against the Machine: Some Employees Embrace Automation, and Keep Their Job” page 581. • Steve LeVine "No One Is Prepared to Stop the Robot Onslaught. So What Will We Do When It Arrives?" page 574. <p>Quiz: Professor Dosh’s Open Book Quiz: SFSW Chapter 12 Classification (76pts)</p> <p>Achieve: Documenting sources in MLA Style</p> <ul style="list-style-type: none"> • Learning Curve: Working with sources (MLA) (30pts) • Exercise: MLA documentation: in-text citations 1 (20pts) • Exercise: MLA documentation: works cited (20pts) • Video tutorial: How to format a paper MLA style (x1) • Video tutorial: How to cite a selection from an anthology in MLA style (x1) • Video tutorial: MLA documentation style (x1) • Video tutorial: How to cite a book in MLA style (x1) <p>Assignment: Achieve Study Plan (500pts) Due April 27</p>
<p>Week 6</p>	<p>Phase Three Module: Discussion: I-Search Narrative Checkpoint 3 (100pts) Discussion: Reading Circle Topic ENERGY Apply SFSW Chapter 2/Reading strategies (see discussion directions) to analyze and evaluate</p> <ul style="list-style-type: none"> • Moore, Patrick “Going Nuclear” page 558 • Rowell, Alexis. “Ten Reasons Why New Nuclear Was a Big Mistake—Even Before Fukushima” page 562 <p>Quiz: Professor Dosh’s Open Book Quiz</p> <ul style="list-style-type: none"> • SFSW Chapter 9 Description (64pts) • SFSW Chapter 10 Process Analysis (36pts) <p>Achieve: Academic Writing Style Unit</p> <ul style="list-style-type: none"> • Learning Curve: Coordination and subordination (30pts) • Exercise: Combining choppy sentences (20pts) • Exercise: Using coordination and subordination (20pts) • Exercise: Sentence variety (20pts) • Exercise: Wordy Sentences 1 (20pts) • Exercise: Wordy Sentences 2 (20pts) • Exercise: Revising wordy sentences (20pts) <p>Assignment: Achieve Study Plan (500pts) Due April 27</p>
<p>Week 7</p>	<p>Phase Three Module: Discussion: Reading Circle Topic EARTH Apply SFSW Chapter 2/Reading strategies (see discussion directions) to analyze and evaluate</p> <ul style="list-style-type: none"> • Brian Mockenhaupt "What It Feels Like to Lie Face Down and Let a Wildfire Burn Over You" page 487. • Perfect Home HVAC Design.com "Ground-source Heat Pumps: Mother Earth Will Wrap You in Warmth" page 490

Quiz: Professor Dosh's Open Book Quiz

- SFSW Chapter 11 Quiz Illustration (54pts)

Achieve Avoiding Plagiarism Unit

- Exercise Avoiding Plagiarism in MLA Papers 1 (20pts)
- Exercise Avoiding Plagiarism in MLA Papers 2 (20pts)

Assignment: Achieve Study Plan (500pts) Due April 27

<p>Week 8</p>	<p>Discussion: Reading Circle Topic MEDICINE Apply SFSW Chapter 2 Reading strategies (see discussion directions) to analyze and evaluate</p> <ul style="list-style-type: none"> • Lexi Krock "Accidental Discoveries" page 501. • Elizabeth Millard "A Pain Pill Among Friends: The Quick and Quiet Way Young People Are Getting Hooked on Opioids" page 509. <p>Quiz: Professor Dosh's Open Book Quiz</p> <ul style="list-style-type: none"> • SFSW Chapter 13 Comparison (74pts) <p>Achieve: Academic Writing Style Unit</p> <ul style="list-style-type: none"> • Learning Curve: Active and Passive Voice(30pts) • Exercise: Using Active Voice (20pts) • Exercise: Identifying active and passive voice (30pts) • Exercise: Active vs. passive voice (20pts) • Exercise: Active vs. be verbs (20pts) <p>Assignment: Achieve Study Plan (500pts) Due April 27</p>
<p>Week 9</p>	<p>Discussion: I-Search Checkpoint 4 Phase Three Module: Discussion: Reading Circle Topic MEDIA Apply SFSW Chapter 2 Reading strategies (see discussion directions) to analyze and evaluate</p> <ul style="list-style-type: none"> • Jane Graham "Are Video Games Now More Sophisticated Than Cinema?" page 533. • Kevin Johnson "For Cops, Citizen Videos Bring Increased Scrutiny. Are Incidents Caught on Tape Hindering Officers?" page 538. • Julian Morgans "Your Addiction to Social Media is No Accident" page 542 <p>Quiz: Professor Dosh's Open Book Quiz:</p> <ul style="list-style-type: none"> • SFSW Chapter 8 Narration (102pts) <p>Achieve: Evaluating Sources Unit</p> <ul style="list-style-type: none"> • Learning Curve: Critical Reading (30pts) • Exercise Evaluating sources to serve a purpose (20pts) • Video Tutorial: How to evaluate a source (x1) • Video Tutorial: How to read actively (x1) <p>Assignment: Achieve Study Plan (500pts) Due April 27</p>
<p>Week 10</p>	<p>Spring Break</p>
<p>Week 11</p>	<p>Phase Three Module: Essay Assignment: I -Search Essay (100pts) Quiz: Professor Dosh's Open Book Quiz:</p> <ul style="list-style-type: none"> • Definition (96pts) <p>Achieve: Academic Writing Style Unit</p> <ul style="list-style-type: none"> • Learning Curve: Modifiers (30pts) <p>Assignment: Achieve Study Plan (500pts) Due April 27</p>
<p>Week 12</p>	<p>Phase Three Module: Achieve: Academic Writing Style Unit</p> <ul style="list-style-type: none"> • Exercise: Mixed constructions 1 (20pts) • Exercise: Mixed constructions 2 (20pts)

	<ul style="list-style-type: none"> • Exercise: Identifying parallel structures • Exercise: Parallelism 1(20pts) Assignment: Achieve Study Plan (500pts) Due April 27
Week 13	Discussion: I-Search Checkpoint 4 Phase Three Module: Assignment: Achieve Study Plan (500pts) Due April 27
Week 14	Essay Assignment: I-Search Essay Assignment: Achieve Study Plan (500pts) Due April 27
Week 15	Phase Four Module: Essay Assignment: Critical Synthesis Outline – Revise as necessary Assignment: Achieve Study Plan Achieve Integrating sources folder PSM Chapter 31 <ul style="list-style-type: none"> • Exercise: Integrating sources in MLA papers 1 (20pts) Assignment: Achieve Study Plan (500pts) Due April 27
Week 16	Phase Four Module: Essay Assignment: Critical Synthesis Essay – Revise as necessary Assignment: Achieve Study Plan Achieve Documenting sources in MLA style PSM Chapter 33 <ul style="list-style-type: none"> • Learning Curve: Working with sources MLA (30pts) • Exercise: MLA documentation: in-text citations 1 (20pts) • Exercise: MLA documentation works cited 1 (20pts)
	Assignment: Final Essay Exam Review – Exam will open Monday, May 1- 4 Assignment: Achieve Study Plan
Exam Week	Final Essay Exam Assignment: Achieve Final Diagnostic <ul style="list-style-type: none"> • Sentence Grammar (100pts) • Punctuation, Style, Mechanics (100pts)

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

VI. College Policies

Academic Integrity – Academic dishonesty (such as plagiarism or cheating) will not be tolerated and may result in disciplinary action under the Code of Student Conduct. Cases of academic dishonesty will be referred to a mandatory, two-hour Academic Integrity Seminar, which includes a fee (see *Student Handbook*). Failure to attend the Academic Integrity Seminar will result in the assignment of a final course grade of “FF” on the student’s transcript, denoting course failure due to a violation of the college’s Academic Integrity policy.

Disability Services for Students with Disabilities – To ensure students have equal access to educational opportunities here at the College of Central Florida, students with medical, sensory, physical, psychological, and/or cognitive disability are encouraged to register with the Office of Disability Services and request an application. If eligible, Disability Services will help facilitate approved accommodations for you. *Please do this as soon as possible, to ensure that such accommodations are implemented in a timely fashion for your academic success.* The Office of Disability Services is located in Building 5-204, on the Ocala Campus. For

more information visit the Disability Services webpage at CF.edu/Access, or email Victoria Colleli at colleliv@cf.edu, or call 352-873-5843 for further information.

Professional counseling services are available for all college students who are experiencing anxiety, depression, PTSD, stress; basically all psychological issues that could affect their school, job, relationships, or their home lives. Services are provided by Florida licensed mental health clinicians. This confidential resource is for all college students who want to achieve their endeavors. The Counseling Department is located in building 5, office 205B or office 205F. For more information about Counseling, you may call 352-854-2322 Ext. 1760 or Ext. 1286 or Ext. 1580.

Attendance Policy – Regular, punctual class attendance is the responsibility of every student who enrolls at the College of Central Florida; therefore, the institution is committed to enforcing the attendance policy in an effort to assist students in achieving their educational objectives. The documentation of student absences will begin the first day of class, regardless of when the student registers. When a student has a legitimate reason for being absent, the instructor has the option of permitting the student to make up work missed and may require an explanation for the absence. The college reserves the right to evaluate individual cases of nonattendance. See *Student Handbook*, Policy Manual and Administrative Procedures.

Equal Access/Equal Opportunity – College of Central Florida does not discriminate against any person on the basis of race, color, ethnicity, religion, gender, age, marital status, national origin, genetic information or disability status in its programs, activities and employment. For inquiries regarding nondiscrimination policies, contact Carol W. Smith, Equity Officer, 3001 S.W. College Road, 352-854-2322, ext. 1437, or smithc@cf.edu.

Classroom Decorum – Disruptive behavior will not be tolerated. Disruptive students will be 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*).

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.

The college reserves the right to evaluate individual cases of non-attendance.

Students should be alerted to the following:

- (1) Withdrawals do not count in the CF GPA, but may not be viewed favorably at the university level.
- (2) Withdrawals may negatively impact a student's financial aid eligibility.
- (3) A withdrawal counts as an attempt under the forgiveness/withdrawal policy and the course repeat policy.
- (4) There are increased costs to take the course on the third attempt (full cost of tuition, same as out-of-state rate).
- (5) There may be a reason a withdrawal request may be denied.

Please see the College's withdrawal procedures.

Attendance Verification for Financial Aid: Attendance Verification is submitted each semester, generally in the third week of the term. Federal Student Aid requires that attendance is based on academic attendance

or attendance at an academically-related activity. For this class, your attendance is verified based on participation and submissions during the first two weeks of class.

VII. CF Student Assistance Program

The CF Student Assistance Program (SAP) is a confidential resource for assisting students who may have personal problems which could affect their school, work, or home lives. SAP provides early intervention and professional assessment and counseling to best meet the needs of the student. Services are free to all active CF students. The SAP is managed by BAY CARE LIFE MANAGEMENT, a health management organization. A student may call a toll free helpline during regular business hours Monday through Friday from 8:30 a.m.-5 p.m. For crisis situations after hours, on weekends, or holidays a student may call the same number and the therapist on duty will be paged and will promptly respond to the call. For services a student may call the following toll free number: 1-800-878-5470. CF also has a counseling office where students may receive free confidential professional counseling by State licensed clinicians. For more information you may call 352-854-2322 ext. 1760 or visit the counseling office at the Bryant Student Union, room 204B, or email ballardm@cf.edu.

VIII. Additional statements for this course

Early Support Program (ESP): The College of Central Florida is committed to helping you succeed and achieve your academic, personal and career goals. One of the ways we can accomplish this goal with you is through an Early Support Program. Our philosophy, based on extensive research and practice, is that 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. Therefore, you may be contacted by your First Year Success Specialist, program Advisor and/or other resources on our campus if there is a time during the semester I feel it would be beneficial to your continued success. I am always your first point of contact for any concerns that affect your success or with course content, so I encourage you to come to me to discuss those issues. Also, be assured that I will first communicate any concerns I have with you and will then connect you with the other areas on our campus to help develop a network of support for you.

- This course uses Canvas to post course materials. Go to [MyCF \(mycf.cf.edu/ICS/\)](https://mycf.cf.edu/ICS/), login, click on the Academics tab, and follow the link to Go to Canvas. If you are not familiar with Canvas, you may access a self-tutorial by hovering over the Courses tab in Canvas and clicking on the Getting Started in Canvas course. Additional Canvas tutorials can be found under the help menu in the upper-right corner of your Canvas page. If you have any questions or encounter any problems logging on to Canvas or within the system, contact the Distance Learning Help Desk Monday through Friday, 8 a.m.-4:30 p.m. (fall and spring hours), or Monday through Thursday, 7:30 a.m.-5:30 p.m. (summer hours), at dlhelp@cf.edu or at 352-854-2322, ext. 1317. You may also use the 24/7 Canvas help desk by clicking the Help link in the upper right corner of Canvas.
- Library Resources: The CF Libraries are here to help with your research and information needs. Search the library catalog (library.cf.edu), or contact the Ocala campus library (library@cf.edu, 352-854-2322 x1345) or the Citrus campus library (citruslb@cf.edu, 352-249-1205) with questions. Learn more about research help, online and database searching, and citing your sources by visiting the [CF Virtual Library \(cf.libguides.com\)](https://cf.libguides.com) or by visiting the Ocala library (Building 3) or Citrus library (Building C2, Room 202) for one-on-one help. Course reserves: Course textbooks and/or supplemental course material may

be on reserve at the Library. Please call to inquire. If the item you are looking for is not on reserve, ask your instructor if they are able to place a copy on reserve.

IX. PRIORITY REGISTRATION DATES

WHEN SHOULD I REGISTER FOR THE NEXT SEMESTER?

- Registration is conducted by a process called ***Priority Registration***. Those students who have earned hours may register ahead of those who have not earned hours or who have less earned hours.
- This process provides opportunities for those students who are closer to graduation to enroll in classes before students with fewer numbers of earned credit hours. This ensures that students have an opportunity to register for the courses they need to be able to graduate on time before the courses are filled.
- The enrollment process for the next semester begins **EARLY** in the current semester. It is important that you know your priority registration date and have your course choices planned out prior to that date.
- Priority registration is also available to those students made eligible through the Disability Services office.

If you are unsure of what courses to enroll in or how to use the online registration system, it is highly recommended that you schedule an appointment with your academic advisor EARLY in the current semester.

It is important that you register for the upcoming semester courses as soon as your ***Priority Registration*** date opens in order to get the CORRECT courses & scheduled times that you will need for your degree and major.