

## ENC 1101-61, 80 - Spring 2023 - Online/Live

Michael Hammerle, MFA, English Adjunct Faculty

Spring C (Jan. 9 – May. 4)

### Course Information

Course Title: ENC 1101

Course No. and Section: 61 and 80

Credit Hours: 3

Instructor Name: Michael Hammerle

Office Location: Via Zoom

Office Hours: Tues and Thus 12 p.m. to 5 p.m.

Meeting Day & Time: Mondays at 9:15 – 10:45

Course Location: Online

Meeting Dates: 1/09 through 5/04

Regular Correspondence Through Canvas

Email: Hammerlm@cf.edu

### Course Description

ENC 1101, the first course in college composition, provides the student with practice in writing multi-paragraph essays with emphasis on exposition and research. Students will examine selected readings as models of form for the student's writings. This course introduces the rhetorical concepts of invention, arrangement, style, and grammar as used in academic writing.

Writing is a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for a variety of purposes and audiences. Since writing is a process of meaning making and communicating, peer discussion and collaboration is crucial; therefore, you must practice the concepts to achieve the goals and objectives outlined in the course syllabus. As the course progresses, we will grow and learn from one another during our discussions.

### Required Texts

- Hacker, Diana, et al. *A Pocket Style Manual, Ninth Edition.*: Bedford Books St. Martin's, 2019. Print. ISBN: 978-1-319-16954-1
- Reinking, James A. *Strategies for Successful Writing*, Twelfth Edition. -- ISBN: 9780135203415

*Additional required materials or links to required materials can be found on the ENC1101 course website.*

## Assessment

### **Grading Scale**

A=100-90; B+= 89-87, B=86-80; C+ =79-77, C=76-70; D=69-60; F=59 or below.

### **II. 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 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

### Grade Calculation

#### IV. 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 three formal essays over the course of the semester, turning in a minimum of two drafts for each*

*paper—the rough 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, journals, 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**

*The final exam is a random sample from all the quizzes we've taken this semester.*

### **Grading Scale**

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

### **Essays**

You will write three graded 750 word essays this semester. All writing assignments must be typed and submitted via Canvas to the appropriate Canvas Dropbox. Essays must be submitted in MLA Citation Style. Failure to submit essays in MLA Citation Style will result in a 10 point penalty. **The English Department regards a two week turnaround**

**for the return of major essays an appropriate time frame.** Essays submitted late will be reduced by 10 points for each day that they are late. For example, an essay due Monday that is submitted on Tuesday will earn a 10 point deduction. If the essay is submitted on Wednesday, it will earn a 20 point deduction. Essays count for 45% of your grade.

## Journals

Journal writing responses have a minimum 150-200 word response to an assigned prompt. All responses must be typed and submitted in correct MLA Citation Style. Journal responses will be submitted via Canvas. Journal responses will be given credit for completion, but if the response is off topic or plagiarized, no credit will be earned. Journals account for 10% of your grade.

## Final

The final exam is a random collection of questions from the quizzes.

## Smart Thinking

CF subscribes to *Smarthinking Online Tutoring*, an online tutoring service designed to meet various needs to a diverse student population. *Smarthinking* is accessible through the menu on the left of the screen.

## Canvas

CF uses Canvas as the course management system (where you will find your assignments, grades, lecture notes, announcements, handouts, etc.) Need log in help? For help logging in to Canvas, Call 352-854-2322 ext 1317. For help logging in to the MyCF portal, please call 352-854-2322 ext 1520.

## Gordon Rule Requirement

ENC 1101 is Gordon Rule courses that partially satisfies SBE 6A-10.30 and includes a significant writing component. “Per state policy, the quality of student writing must demonstrate substantive writing at a ‘C’ level or higher proficiency in order to earn a ‘C’ grade or higher in the course as a whole.” You cannot earn higher than a ‘D’ if your writing assignments do not average at least 70%. Students who do not submit all writing

assignments will not be able to earn higher than a ‘D’ or ‘F’ in this course; however, submitting all writing assignments does not guarantee a passing grade.

Tentative Course Schedule (The schedule may change due to student needs.

Module	Dates	Topic(s)	Coursework
<b>START HERE</b>	1/9/2023	<ul style="list-style-type: none"> <li>• Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome Lecture</li> <li>• Essay 1 Instructions (Narrative, 750 words)</li> <li>• <b>Syllabus Quiz</b> due Sunday</li> <li>• Introduction Discussion Board. Respond to two peers.</li> <li>• <b>Initial post</b> due Wed; 2 responses due Fri</li> </ul>
<b>2</b>	1/16 – 1/22	<ul style="list-style-type: none"> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity Lecture</li> <li>➤ <b>Assignment:</b> Journal 1</li> <li>➤ Reflect on Irvin’s article in the discussion board and respond to two peers. <b>Initial post</b> due Wed; 2 responses due Fri</li> <li>• <b>Readings:</b></li> <li>• Chapter 1: Clarity 1-17</li> <li>• “What is ‘Academic’ Writing?” L. Lennie Irvin</li> <li>➤ <b>Quiz One</b> due Friday (Will post on Wednesday)</li> </ul>
<b>3</b>	1/23 – 1/29	<ul style="list-style-type: none"> <li>• Grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar Lecture.</li> <li>➤ <b>Assignment:</b> Start Journal entries 1-4</li> <li>➤ <b>Assignment:</b> Writing Sample—Write about a memory (Due Fri)</li> <li>➤ <b>DUE:</b> Paper 1 Process Memo (Friday)</li> <li>• <b>Readings:</b></li> <li>• Chapter 2. 18-52</li> <li>• “Think Rhetorically” Joe Moxley</li> <li>• “Fish Cheeks” by Amy Tan</li> </ul>

Module	Dates	Topic(s)	Coursework
4	1/30 – 2/5	<ul style="list-style-type: none"> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation Lecture (No school today. Video will be available in Canvas)</li> <li>➤ <b>Assignment:</b> Write about a time when your position shifted (Due Fri)</li> <li>➤ <b>Discussion Post Assignment:</b> Reflect on either “Fish Cheeks” or Able, Baker, Charlie, Dog” – Respond to two peers.</li> <li>Chapter 3: 53-75</li> <li>“Using Descriptive Detail” WAC</li> <li>➤ <b>Quiz Two</b> due Sunday (Will post on Wednesday)</li> </ul>
5	2/6 – 2/12	<ul style="list-style-type: none"> <li>Mechanics</li> </ul>	<ul style="list-style-type: none"> <li>Mechanics Lecture</li> <li>➤ <b>Reflect in the Discussion Board</b> after reading “The Inspired Writer...” and respond to two peers.</li> <li>• <b>Readings:</b></li> <li>Chapter 4: 76-85</li> <li>“The Inspired Writer vs The Real Writer”</li> <li>• <b>Quiz Three</b> due Friday (Will post on Wednesday)</li> </ul>
6	2/13 – 2/19	<ul style="list-style-type: none"> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Research lecture.</li> <li>• <b>DUE:</b> Paper 1 Rough Draft Due to Drop Box (Friday)</li> <li>• <b>Readings:</b></li> <li>Chapter 5. 86-106</li> </ul>
7	2/20 – 2/26	<ul style="list-style-type: none"> <li>Revisions</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for Revising Lecture</li> <li>➤ <b>Assignment DUE:</b> Journal Entries 1-4</li> <li>➤ <b>Assignment:</b> Self-Assessment: where do you need work in your writing? (Friday)</li> <li>• <b>Readings:</b></li> <li>Chapter 6. 107 – 129</li> <li>TBD</li> </ul>
8	2/27 – 3/5	<ul style="list-style-type: none"> <li>MLA</li> </ul>	<ul style="list-style-type: none"> <li>Format and Sample Lecture</li> <li>• <b>Assignment:</b> Begin Journal Entries 5-8</li> <li>➤ <b>Discussion Board Post:</b> Read Cheever “Reunion” or O’Connor “A Good Man is Hard to Find” and talk about literary elements -- Respond to two peers.</li> <li>• Essay 2 Instructions (Analysis, 750 words)</li> <li>➤ <b>DUE:</b> Paper 1 Final Draft due to Drop</li> </ul>

Module	Dates	Topic(s)	Coursework
			<p>Box (Sunday)</p> <ul style="list-style-type: none"> <li>● <b>Readings:</b></li> <li>● Chapter 6. 131 - 176</li> <li>● O’Connor “Good Man is Hard to Find”</li> <li>● Cheever “Reunion”</li> <li>● <b>Quiz Four</b> due Friday (Will post on Wednesday)</li> </ul>
9	3/6 – 3/12	<ul style="list-style-type: none"> <li>● Intros, Transitions, Conclusions</li> </ul>	<ul style="list-style-type: none"> <li>● Intros, Transitions, Conclusions Lecture</li> <li>● <b>Assignment:</b> Peer Review One DUE Sunday</li> <li>➤ <b>Discussion Board Post:</b> Look at the first paragraph in at least 3 essays (I’ll assign the essays). Write what you liked and didn’t like about their introduction techniques. Respond to peers. (Due Friday)</li> <li>➤ <b>Journal entries 5-8 will be due soon</b></li> <li>● Readings:</li> <li>● “Introduction,” The Writing Center, UNC</li> <li>● “Conclusions,” The Writing Center, UNC</li> </ul>
10	3/13 – 3/19	<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> Look at the transitions in at least 3 essays (I’ll assign the essays). Write what you liked and didn’t like about their introduction techniques. Respond to peers. (Due Friday)</li> <li>● <b>Quiz Five</b> due Friday (Will post on Wednesday)</li> <li>● <b>Library Skills Assessment</b> due Sunday.</li> <li>● <b>Readings:</b></li> <li>● Essays TBD</li> </ul>
11	3/20 – 3/26	<ul style="list-style-type: none"> <li>● Conclusions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Conclusions Lecture</li> <li>➤ <b>DUE:</b> Paper 2 Rough Draft to Drop Box (Sunday)</li> <li>➤ <b>Readings:</b></li> <li>➤ “Poor Teeth” Sara Smarsh</li> <li>➤ “Revising Drafts,” The Writing Center, UNC</li> </ul>
12	3/27 – 4/2	<ul style="list-style-type: none"> <li>● Evaluating Internet</li> </ul>	<ul style="list-style-type: none"> <li>➤ Internet Resources Lecture</li> <li>➤ <b>Assignment:</b> Look at the Conclusions in</li> </ul>



Module	Dates	Topic(s)	Coursework
		Resources	<p>at least 3 essays (I'll assign the essays). Write what you liked and didn't like (the efficacy) about their introduction techniques.</p> <ul style="list-style-type: none"> <li>➤ <b>Discussion Post 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>➤ Paper 3 Instructions (Argument, 750 words)</li> <li>➤ <b>Readings:</b></li> <li>➤ Essays TBD</li> <li>➤ <b>Quiz Six</b> due Friday (Will post on Wednesday)</li> </ul>
13	4/3 – 4/9	<ul style="list-style-type: none"> <li>• Visual Arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Argument Lecture</li> <li>➤ <b>Assignment:</b> Paper 3 Process Memo</li> <li>➤ <b>DUE: Final Draft of Paper 2 (Sunday)</b></li> <li>➤ <b>Discussion Board Post:</b> Focus on a visual that I've provided. Post an argument about the rhetorics you see in the visuals. Respond to two peers.</li> <li>• <b>Readings:</b></li> <li>• Essay TBD</li> <li>• <b>Journals 5-8 due soon.</b></li> </ul>
14	4/10 – 4/16	<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>Discussion Board Post Assignment:</b> Bias Discussion: Reflect about your own experience of bias. Initial post (Due Fri), Respond to Peers by Sunday.</li> <li>• <b>Readings:</b></li> <li>• Essays TBD</li> <li>• <b>Quiz Seven</b></li> <li>* Last Day for W nearing</li> </ul>
15	4/17 – 4/23	<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>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> </ul>

Module	Dates	Topic(s)	Coursework
			<ul style="list-style-type: none"> <li>➤ <b>DUE:</b> Paper 3 Rough Draft to Drop Box (Monday)</li> <li>• <b>Readings:</b></li> <li>• “Argument,” The Writing Center, UNC</li> <li>• Le Guin (767)</li> <li>• Brooks (773)</li> <li>• Ehrenfeld (775)</li> </ul>
<b>16</b>	4/24 – 4/30	<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> <li>• <b>Quiz Eight</b></li> <li>• <b>Journal Entries 5-8 are due Sunday.</b></li> <li>• <b>Peer Review Two due Sunday.</b></li> </ul>
<b>Finals</b>	5/1 – 5/4	<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 11:59 p.m. on May 2<sup>nd</sup>. (Extra Credit if turned in early)</li> </ul>