

## Freshman Composition II 2023 Spring C (January 9 – April 27)

### I. Course Information

Course Title: Freshman Composition II  
Course No. and Section: ENC1102-10  
Instructor Name: Dosh  
Credit Hours: 3  
Course Location: 2-215 | M/W 9:30-10:45  
Campus Office: 2-220F M 7:30-9:30\12:30- 2 T  
7:30 9:30; W 7:30-9:30\12:30

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

ENC1102 course builds upon the compositional skills (including grammar and rhetoric) introduced in ENC 1101 focused on writing expository and argumentative essays. ENC1102 emphasizes editing and revising techniques for MLA Documentation. The course is also an introduction to the basic concepts used in reading and thinking critically about primary texts.

#### MISSION STATEMENT

Constructing essays 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. As the course progresses, I hope students will grow and learn from the collaborative discussions and writing experiences. PLEASE! Come to our course prepared to learn as an active reading and writing participant!

GORDON RULE REQUIREMENT ENC 1102 is a Gordon Rule course that partially satisfies SBE 6A-10.30. The writing component must be completed satisfactorily to earn a grade of C or better in this course.

### III. Student Learning Outcomes/Course Objectives

As a student in this class you are expected to perform critical thinking skills in reading and writing to accomplish certain tasks.

#### Student Competencies

The student will continue to develop a complex essay structure

- by writing 6,000 words within the course
- by recognizing, identifying, and evaluating reliable, academic sources
- by expanding research methods established in ENC 1101
- by avoiding plagiarism through the use of in-text citations and a works cited page
- by analyzing and practicing argumentation

The student will write a documented argumentation research essay of a minimum of 1,500 words

- by developing a research topic
- by submitting a research proposal
- by applying MLA style documentation
- by producing an annotated bibliography of at least four sources

The student will understand and practice analytical interpretation of diverse sources

- by responding to a variety of texts
- by identifying logical appeals and logical fallacies

The student will avoid plagiarism

Learning Outcome	Quiz	Exam	Essay	Classroom Activity
<b>Critical Reasoning: The Student will reflect, analyze, synthesize and apply critical thinking</b>				
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
5. Create plausible solutions and implications of solutions.			X	X
<b>Communication: The student will read, write, speak, and listen effectively.</b>				
1. Read materials and effectively understand essential facts and concepts.	X		X	
2. Write an organized document that communicates effectively and appropriately for the situation			X	
3. Listen actively to comprehend main ideas and essential details.				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. Check the course frequently because I will post **ANNOUNCEMENTS** with important reminders and updates for everyone. Self-pacing is an important skill for students to cultivate when working in online academic environments with required close reading and academic writing responsibilities. If I recognize a common student reading or writing issue, I may post an Announcement to bring awareness for solutions to common reading and writing problems I encounter recognize as the course progresses. Each course differs because of the diverse student population with unique reading and writing experiences. If you have questions, please reply to the Announcement with general assignment questions or contact me directly for individual clarification.

The **MODULES** section organizes information and tasks by purpose. Each essay module includes relevant resources to help you write quality essays that meet the specific 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:**

### **TWO REQUIRED TEXTBOOKS, ONE SOFTWARE ACCESS, AND ONE RESEARCH JOURNAL**

**Text #1** - Schilb and Clifford's *Arguing About Literature: A Guide and Reader* (AAL) 3<sup>rd</sup> Edition  
ISBN: 978-1-319-21592-7

All assignments are designed from Schilb and Clifford's concepts for arguing about literature. As we progress through the semester, you will plan and draft five essays. For Essays #1 and #2 everyone will be analyzing the same reading selections. For Essays #3 through Essay #5 students will work independently on their chosen theme and issue. Please bring all materials to class so we can use our time wisely.

**Text #2** - *A Pocket Style Manual with Exercises* by Diane Hacker and Nancy Sommers ISBN: 13: 978-0-13-516479-2

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 Research practices and MLA documentation plus key writing style 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.

**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.

### **FINAL PROJECT: STUDENT RESEARCH WRITING JOURNAL**

During the semester you will apply reading and writing strategies which should be recorded in your **Student Research Writing Journal** SRWJ as you practice the analytical techniques suggested in the *Pocket Style Manual* PSM, *Arguing About Literature: A Guide and Reader* AAL and supplemental materials provided in Modules. At the end of the semester, you must share your SRWJ so consult the assignment directions with specifications to ensure your submission earns full credit.

## **VI. Assessment**

Critical Reading/Analytical Research 40%

Essays 50%

Achieve 10%

Your grade for particular assessments will be determined through a process known as specifications grading. In short this means your submissions will be evaluated based on the criteria specified 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 revise for 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

**Feedback** is an important opportunity to learn and improve one's work and grades, but it can also become *very* overwhelming for me as well as contentious for both of us *if* the process is not managed effectively. Before submitting outlines and essays for review, please apply Checklist for Revising pp. 124-125. During the revision phase, please apply my feedback enveloping relevant concepts from the textbooks to correct pertinent issues, and resubmit 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.

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. Moreover, 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 that 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 they self-pace through the course. 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.

Attendance in class means your *full* participation. I consider the use of technology in the classroom disrespectful unless it is used for educational purposes.

## INSTRUCTOR TUTORING THROUGH ZOOM

Revision is sometimes a difficult and lengthy process for writers. Due to differing educational experiences, some students require more revision stages than others. If you are struggling, please contact me directly for individual assistance. I will personally tutor you. Email me to schedule a consultation. I am available to support your success in this course.

V. Course Schedule Week	Discussion, Quiz, Assignment Schedule
Week 1	<p>INTRODUCTION</p> <p><b>Discussion:</b> First Day Introduction; Register for Achieve; Student Research Writing Journal <b>SRWJ:</b> Argument Analysis Class Discussion Regina Rini “Should We Rename Institutions that Honor Dead Racists?”</p> <p><b>Quiz:</b> Elements of Argument (90pts)</p> <p><b>Modules:</b> Study AAL Chapter 1-2 and Resources</p> <p><b>Achieve:</b> Achieve Orientation Quiz (20pts)</p> <p><b>Achieve:</b> Close Reading</p> <ul style="list-style-type: none"> <li>• Learning Curve: Active Reading (30pts)</li> </ul> <p><b>Achieve:</b> Argument Unit</p> <ul style="list-style-type: none"> <li>• Exercise: Evaluating Arguments(20pts)</li> </ul>
Week 2	<p><b>SRWJ</b> Research notes for either Siegel or Jafar; Essay #1 Preparation</p> <p><b>Discussion:</b> Lee Siegel “Why I Defaulted on My Student Loans” Afshan Jafar “Not a Fan of Fat Shaming? Stop Thin Praising”</p> <p><b>Quiz:</b></p> <ul style="list-style-type: none"> <li>• Essay #1 Rhetorical Situation (35pts)</li> <li>• Essay #1 Argument Pathway (50pts)</li> <li>• Essay #1 Values the Argument Honors (30pts)</li> </ul> <p><b>Essay Assignment:</b> Upload Essay #1 for evaluation; revise as necessary</p> <p><b>Achieve:</b> Close Reading</p> <ul style="list-style-type: none"> <li>• Learning Curve: Critical Reading(30pts))</li> </ul>
Week 3	<p><b>Modules:</b> Study AAL Chapter 3-6 Apply Analytical Strategies</p> <p><b>SRWJ</b> Research Notes for Essay #2 Robert Frost “Mending Wall”</p> <p><b>Quizzes:</b></p> <ul style="list-style-type: none"> <li>• Essay #2 Identify Issue (84pts)</li> <li>• Essay #2 Close Reading Chapter 4 (30pts)</li> <li>• Essay #2 Strategies for Planning Chapter 5 (95pts)</li> <li>• Elements of Poetry (55pts)</li> </ul> <p><b>Achieve:</b> Close Reading Unit</p> <ul style="list-style-type: none"> <li>• Learning Curve: Interpretive Reading (30pts)</li> </ul> <p><b>Achieve:</b> Argument Unit</p> <ul style="list-style-type: none"> <li>• Learning Curve: Patterns of Organization (30pts)</li> </ul> <p><b>Achieve:</b> MLA Papers Unit</p> <ul style="list-style-type: none"> <li>• Learning Curve: Summarizing (30pts)</li> <li>• Exercise: Integrating Sources in MLA papers 1(20pts)</li> <li>• Exercise: Integrating Sources in MLA papers 2(20pts)</li> </ul>
Week 4	<p><b>Quizzes</b> 5-6 – (complete quizzes simultaneously)</p> <p><b>Discussion:</b> Robert Frost “Mending Wall”</p> <p><b>Essay Assignment:</b> UPLOAD ESSAY #2 – revise if necessary (100pts)</p> <p><b>Achieve:</b> MLA Papers Unit</p> <ul style="list-style-type: none"> <li>• Learning Curve: Working with sources (MLA) (30pts)</li> <li>• Exercise: MLA documentation (20pts)</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Exercise: MLA documentation: in-text citations 1(20pts)</li><li>• Exercise: MLA documentation: in-text citations 2(20pts)</li><li>• Exercise: MLA documentation: in-text citations 3(20pts)</li></ul> |
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<p><b>Week 5</b></p>	<p><b>Modules:</b> Read Essay #3 Overview Study: AAL 6-7 <b>SRWJ</b> Before You Read – TAT’s; Research Notes <b>Quizzes</b></p> <ul style="list-style-type: none"> <li>• Essay #3 Examining Theme Chapter 6 (65 pts)</li> <li>• Essay #3 Conduct Research Chapter 7 (100pts)</li> <li>• Essay #3 Strategies for Composing (85pts)</li> <li>• Elements of Short Fiction (45pts)</li> </ul> <p><b>Achieve:</b> MLA Papers Unit</p> <ul style="list-style-type: none"> <li>• Exercise: MLA documentation: works cited 1(20pts)</li> <li>• Exercise: MLA documentation: works cited 2(20pts)</li> <li>• Exercise: MLA documentation: works cited 3(20pts)</li> </ul> <p><b>Achieve:</b> Conducting Research</p> <ul style="list-style-type: none"> <li>• Exercise: Research Questions (20pts)</li> </ul>
<p><b>Week 6</b></p>	<p><b>Essay Assignment:</b> Essay #3 Argument Plan   Instructor Consultation (100pts) <b>Achieve:</b> Argument Unit</p> <ul style="list-style-type: none"> <li>• Learning Curve: Argument: Arguable Claims (30pts)</li> <li>• Learning Curve: Argument: Persuasive Appeals (30pts)</li> <li>• Learning Curve: Argument: Reasoning and Logical Fallacies (30pts)</li> </ul>
<p><b>Week 7</b></p>	<p><b>Essay Assignment:</b> Upload Essay #3 – revise if necessary (100pts) <b>Achieve:</b> Argument Unit</p> <ul style="list-style-type: none"> <li>• Learning Curve: Argument: Topic, Purpose, Audience (30pts)</li> <li>• Exercise: Purpose and Audience (20pts)</li> <li>• Exercise: Revising for Purpose and Audience (20pts)</li> <li>• Exercise: Transitions (20pts)</li> </ul>
<p><b>Week 8</b></p>	<p><b>Modules:</b> Read Essay #4 Overview <b>SRWJ</b> Before You Read – TAT’s <b>Quizzes</b></p> <ul style="list-style-type: none"> <li>• Elements of Drama (80pts)</li> <li>• Essay #4 Issues of Evaluation (30pts)</li> <li>• Essay #4 Elements of Literary Argument Chapter 1 (50pts)</li> <li>• Essay #4 Comparative Analysis Chapter 5 (50pts)</li> </ul> <p><b>Achieve:</b> Close Reading Unit</p> <ul style="list-style-type: none"> <li>• Exercise: Evaluating Sources to Answer Research Questions (20pts)</li> <li>• Exercise: Evaluating Sources to Serve a Purpose (20pts)</li> </ul>
<p><b>Week 9</b></p>	<p>Study and Prepare for Essay #4 Argument Plan <b>Achieve:</b> Clarity Unit</p> <ul style="list-style-type: none"> <li>• Learning Curve: Active Passive Voice (30pts)</li> <li>• Exercise: Using Active Voice (20pts)</li> <li>• Exercise: Identifying active and passive voice (20pts)</li> <li>• Exercise: Active vs. passive voice (20pts)</li> </ul>
<p><b>Week 10</b></p>	<p>Spring Break</p>
<p><b>Week 11</b></p>	<p><b>Essay Assignment:</b> Upload Essay #4 Argument Plan   Request Instructor Consultation (optional) <b>Achieve:</b> Clarity Unit</p> <ul style="list-style-type: none"> <li>• Learning Curve: Coordination and subordination (30pts)</li> <li>• Exercise: Wordy sentences 1 (20pts)</li> <li>• Exercise: Combining choppy sentences (20pts)</li> </ul>

<b>Week 12</b>	<p><b>Essay Assignment:</b> Upload Essay #4 – revise if necessary (100pts)</p> <p><b>Achieve:</b> Clarity Unit</p> <ul style="list-style-type: none"> <li>• Learning Curve: Word Choice and appropriate language (30pts)</li> <li>• Exercise: Jargon, pretentious language, euphemisms, double-speak (20pts)</li> <li>• Exercise: Clichés and figures of speech (20pts)</li> <li>• Exercise: Sexist language (20pts)</li> </ul> <p><b>Achieve:</b> MLA Papers Unit</p> <ul style="list-style-type: none"> <li>• Exercise: Avoiding Plagiarism in MLA Papers 1 (20pts)</li> <li>• Exercise: Avoiding Plagiarism in MLA Papers 2(20pts)</li> </ul>
<b>Week 13</b>	<p><b>Modules:</b> Read Essay #5 Overview</p> <p><b>SRWJ</b> Before You Read – TAT’s; Research Notes</p> <p><b>Quizzes</b></p> <ul style="list-style-type: none"> <li>• Essay #5 Examining Theme Chapter 6 (60pts)</li> <li>• Essay #5 Conduct Research Chapter 7 (125pts)</li> <li>• Essay #5 Strategies for Composing Chapter 5 (100pts)</li> </ul> <p><b>Achieve:</b> MLA Papers Unit</p> <ul style="list-style-type: none"> <li>• Exercise: Thesis Statements in MLA papers (20pts)</li> </ul> <p><b>Achieve:</b> Mechanics Unit</p> <ul style="list-style-type: none"> <li>• Learning Curve: Capitalization (30pts)</li> <li>• Exercise: Capitalization 1 (20pts)</li> <li>• Exercise: Capitalization 2 (20pts)</li> </ul>
<b>Week 14</b>	<p><b>Essay Assignment:</b> Upload Annotated Bibliography – Revise if necessary (100pts)</p> <p><b>Achieve:</b> Mechanics Unit</p> <ul style="list-style-type: none"> <li>• Exercise: Abbreviations (20pts)</li> <li>• Exercise: Abbreviations 1 (20pts)</li> <li>• Exercise: Abbreviations 2 (20pts)</li> <li>• Exercise: Numbers 1 (20pts)</li> <li>• Exercise: Numbers 2 (20pts)</li> </ul>
<b>Week 15</b>	<p><b>Essay Assignment:</b> Upload Essay #5 Argument Plan   Request Instructor Consultation (optional) (100pts)</p> <p><b>Achieve:</b> Mechanics Unit</p> <ul style="list-style-type: none"> <li>• Exercise: Italics 1 (20pts)</li> <li>• Exercise: Italics 2 (20pts)</li> <li>• Exercise: The hyphen 1 (20pts)</li> <li>• Exercise: The hyphen 2 (20pts)</li> </ul>
<b>Week 16</b>	<p><b>Essay Assignment:</b> Upload Essay #5 Draft – Revise if necessary (100pts)</p>
<b>Exam Week</b>	<p>Final Project: Upload SRWJ - Media File (250pts)</p>

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](http://CF.edu/Access), or email Victoria Colleli at [colleliv@cf.edu](mailto: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](mailto: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 first two weeks of attendance, participation, and completion of assignments.

## 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](mailto: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](mailto: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](http://library.cf.edu)), or contact the Ocala campus library ([library@cf.edu](mailto:library@cf.edu), 352-854-2322 x1345) or the Citrus campus library ([citruslb@cf.edu](mailto: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](http://cf.libguides.com) ([cf.libguides.com](http://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.