



Syllabus
ENC 1102: Freshman Composition Skills II
Sections 55 and 42
Spring C 2023
Three (3) credit hours

I. COURSE INFORMATION

- Class Meetings:** Mondays & Wednesdays (Section 55: 8:00-9:15; Section 42: 2:00-3:15)
Citrus Campus, Building 4, Room 206
- Professor:** Nathan Knapp, BA in English from Western University; BEd in English Education (6-12) from D'Youville College; MA in English from Carleton University
- Contact Info:** E-mail: through Canvas inbox
Phone: 352-746-6721 ext. 6139
Extended Emergency Closure: For emergency campus closings (natural disasters, etc.) call 352-291-4499 or 800-831-9244 or check our website www.CF.edu.
- Please allow 24 hours for a response Monday morning through Friday afternoon and up to 48 hours for a response Friday evening through Sunday evening. Scheduled holidays [and professor obligations] may extend the response time.
- Office Location:** C4 – 201G (inside faculty suite)
- Office Hours:** Mondays: 9:20-11:20; 3:20-4:20
Tuesdays: 10:50-12:20; 1:50-2:50
Wednesdays: 9:20-10:20; 3:20-4:20
Thursdays: 10:50-12:20; 1:50-2:50

II. COURSE DESCRIPTION

- Course Description (from CF Catalog):** This course builds upon the compositional skills (including grammar and rhetoric) introduced in ENC 1101 in writing expository and argumentative essays. Editing and revising techniques and MLA format are emphasized. The course is also an introduction to the basic concepts used in reading and thinking critically about primary texts. Gordon Rule applies.
- Prerequisite:** ENC1101
- Teaching Philosophy & Expectations:** I believe you will get the most of this course by engaging with the material, participating in discussions, asking questions, and completing assignments on time and to the best of your ability. I believe my job as professor is to offer you significant readings and writing examples for consideration, to help you hone your writing process, to design challenging assignments so that you may grow as a writer, researcher and critical thinker, to provide resources and academic support so that you have a chance to succeed, and to evaluate your work fairly and honestly.
- I expect you, the student, to motivate yourself, to manage yourself maturely, to devote the required amount of time and effort to complete readings and assignments, to ask me questions when you have them and to approach the course with a positive attitude, seeking to learn, grow, and discover how the material could be valuable to you. I expect you to keep a notebook for yourself (so that you assimilate the skills in the assigned reading), to meet deadlines and refrain from excuse-making, to help create a respectful environment, and to strive to complete assignments with excellence.
- Required Materials:**
1. *Arguing about Literature*. 3rd ed. John Schilb & John Clifford (ISBN: 9781319035327)
 2. *A Pocket Style Manual with Exercises* 9e & *Achieve for A Pocket Style Manual* 9e Package ISBN: 9781319515522
 3. Reliable computer, Internet, & printer access
 4. Office supplies & pocket references (recommended)

III. STUDENT LEARNING OUTCOMES

Learning Outcomes

Learning Outcome for Communications: The student will read, write, speak, and listen effectively.
 Learning Outcome for ENC 1102: The student will read materials and effectively understand essential facts and concepts.

To succeed in this course, you must demonstrate several competencies; specifically, you 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

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

will understand and practice analytical interpretation of diverse sources

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

will avoid plagiarism

The institution-wide learning outcome for this course requires that you can “read materials and effectively understand essential facts and concepts.” To determine your performance level, I must use your performance on the final exam or a departmental quiz. The possible performance levels are *Accomplished, Competent, Developing, or Beginning*.

IV. ASSESSMENT & PROFESSOR POLICIES

Breakdown of Assignments:

Classwork	15%	Varies	- Copyediting/peer editing - Plagiarism detection & correction - in-class activities
Rough Drafts and Reflections	15%	Approx. 1,000 words	- Rough copy of each essay - Reflections on grammatical & rhetorical choices made in essays (300 words each) - Grammar Quizzes from <i>Achieve/A Pocket Style Manual</i> (tentative)
Essays	40%	Approx. 3,000 words	-Three (3) original compositions (all require MLA documentation; 1,000 words each): <ul style="list-style-type: none"> • Literary Analysis • Poetry/Film Analysis • Rhetorical Analysis
Research Project	20%	Approx. 2,500 words	-Proposal (500 words) -Paper (1,500 words) -Annotated Bibliography (500 words)
Final Exam	10%		Presentation
Total	100%	Approx. 6,500 words	

Grading Scale:

Excellent	A	90–100
Very Good	B+	87–89
Good	B	80-86

Quality of Work:

High Average	C+	77-79
Average	C	70-76
Poor	D	60-69
Failure	F	Below 60

Everything you submit should be well-edited: every draft, every assignment, every e-mail, every time.

Editing reflects your skill level, your attention to detail, and your desire to represent yourself with professionalism; therefore, editing factors into your assignment grades.

Gordon Rule:

This is a Gordon Rule course, which means that you must complete a significant amount of writing (around 6,000 words), that your overall grade should be heavily based upon that writing, and that the quality of that written work must be at least C-level. So to pass this course (in addition to earning at least a C for your final grade and maintaining satisfactory attendance), you must write all of the Essays, all of the Reflections, all of the Analyses, and the Final Exam, and the work should be at least C-level.

Late Work:

One letter grade off per day late, up to three days late. After three days late, a zero will be recorded. If you expect to miss a particular class or assignment, you may ask for an extension or special arrangement prior to the deadline.

Absences & Tardies:

You are permitted six (6) absences. Use them wisely if/when needed (e.g. illness, injury, surgery, emergency, jury duty, military duty or VA appointments, important family time, etc.). If you miss more than six (6) classes, for whatever reason(s), you may fail the course, be administratively withdrawn from the course, and/or barred from submitting remaining coursework. Tardiness or leaving early may be treated as half-absences and accumulate in your overall number of absences.

**Special Note about Illness: Please do not come to class when you are sick.* Illness nearly always spreads to others, and it creates distraction in the classroom. I tend to make allowances for students when they are ill; it is *not* necessary to come to class to “prove” that you are sick. Simply email or leave me a voicemail, and then I will send you the missed work.

Non-attendance does not constitute withdrawal from this course. It is your responsibility to complete the withdrawal forms by the appropriate date. Attendance Verification for financial aid is based on the following assignment: Syllabus Quiz.

Electronics:

Cell phones should be silenced/powered down and cleared from your desks. Occasionally, I may permit the class to use smartphones during class discussion or workshops. Laptops and tablets may be used for note-taking; however, if these devices distract anyone, they may be banned. Electronics may not be permitted for in-class essays, so you may wish to prepare for hand-writing essays. Recorders are not permitted unless you ask permission first. You may not use or distribute recorded lectures or course materials without permission. If you must tend to an emergency, simply use courtesy and go do what you need to do.

V. COURSE SCHEDULE/OUTLINE

Due to unforeseen happenings, it may be necessary for me to alter the course assignment schedule; I will always strive to be fair about any changes. Material not completed during class time is considered homework. For your success, ask questions, seek help, and always read and work ahead when possible.

Week	Date	Topic	Assigned Reading	Deadline
Week 1	Jan. 9	Introductions: People, Goals, Syllabus, & Assignments Introduction to Studying Literature		
	Jan. 11	Literature, Short Fiction and a brief introduction to Literary Theory	Read pg. 1173-1179 in <i>Arguing about Literature</i>	
Week 2	Jan. 16	NO CLASS, MLK HOLIDAY		
	Jan. 18	“A & P” and applying literary theory	Read “A & P” by John Updike (pg. 458-463) in <i>Arguing</i>	“A & P” In-class assignment

			<i>about Literature</i>	
Week 3	Jan. 23	Literature, Short Fiction	<p>"The Lottery" by Shirley Jackson (pg. 693-699 in <i>Arguing about Literature</i>)</p> <p>Read pg. 43-46 and 49-61 in <i>Arguing about Literature</i></p> <p>Suggested Reading: pg. 144-154 in <i>Arguing about Literature</i></p>	
	Jan. 25	Literature, Short Fiction	<p>"A Good Man is Hard to Find" by Flannery O'Connor (pg. 990-1003 in <i>Arguing about Literature</i>)</p> <p>Read pg. 1003-1013 in <i>Arguing about Literature</i></p> <p>Suggested Reading: pg. 82-85 in <i>Arguing about Literature</i></p>	
Week 4	Jan. 30	Peer Editing		Literary Analysis Essay Rough Copy Due
	Feb. 1	Literature, Poetry	<p>Read pg. 112-120 in <i>Arguing about Literature</i></p> <p>"Queer Theory: According to My Grandmother" by Richard Blanco (pg. 391-393 in <i>Arguing about Literature</i>)</p> <p>"Let me not to the marriage of true minds" by William Shakespeare (pg. 492-493 in <i>Arguing about Literature</i>)</p> <p>"Bright Star" by John Keats (pg. 493-494 in <i>Arguing about Literature</i>)</p> <p>"How Do I Love Thee?" by Elizabeth Barrett Browning (pg. 495 in <i>Arguing about Literature</i>)</p> <p>Poems by Langston Hughes (pg. 917-918 in <i>Arguing about Literature</i>)</p> <p>Poems by Robert Frost (pg. 1088-1090 in <i>Arguing about Literature</i>)</p> <p>"Do Not Go Gentle into that Good Night" by Dylan Thomas (pg. 1094 in <i>Arguing about Literature</i>)</p> <p>"Because I could not stop for Death" by Emily Dickinson (pg. 1095-1096 in <i>Arguing</i></p>	Literary Analysis Essay Final Draft Due

			<i>about Literature</i>) Suggested Reading: pg. 165-170 in <i>Arguing about Literature</i>	
Week 5	Feb. 6	Literature, Poetry	Assigned poems from last class in <i>Arguing about Literature</i>	Reflection #1 Due
	Feb. 8	Drama (one act plays)	"The Stronger" by August Strindberg (pg. 180-184 in <i>Arguing about Literature</i>) "POOF!" by Lynn Nottage (pg. 743-750 in <i>Arguing about Literature</i>)	
Week 6	Feb. 13	Film, an Introduction to Film Theory and Analysis	Watch Short Films in Class (TBA) Read pg. 185-193 in <i>Arguing about Literature</i>	
	Feb. 15	Film	Watch Short Films in Class (TBA)	
Week 7	Feb. 20	Editing in Class	Read pg. 204-206 in <i>Arguing about Literature</i>	Poetry/Film Analysis Essay Rough Copy Due
	Feb. 22	Non-Fiction (rhetoric): Public Shaming	Read pg. 1-14 in <i>Arguing about Literature</i> Read pg. 75-81: - "The Problem with Public Shaming" by Cole Stryker and "The Social Shaming of Racists is Working" by Laila Lalami	Poetry/Film Analysis Essay Final Draft Due
Week 8	Feb. 27	Non-Fiction (rhetoric): Climate Change	Read pg. 400-407: - "A Warming World Creates Desperate People" by Lauren Markham, "Climate Change Impacts Health, Families, and Wallets" by Leah D. Schade, and "Climate of Complete Certainty" by Brent Stephens	Reflection #2 Due
	March 1	Non-Fiction (rhetoric): Artificial Intelligence	Read pg. 439-450: - "How to Regulate Artificial Intelligence" by Oren Etzioni, "How to Make AI That's Good for People" by Fei-Fei Li, "Silicon Valley Sharknado" by Maureen Dowd, and "Computer Machinery and Intelligence" by A.M. Turing	
Week 9	March 6	Non-Fiction (rhetoric): Free Speech Non-Fiction	Read pg. 785-792: - "Trust the First Amendment" by David Cole, "Should Universities Host Speakers Who Propound Offensive Ideas?" by Minouche Shafik, and "Should Universities Host Speakers Who Propound Offensive Ideas" by Lara Kiswani	

	March 8	Editing in class		Rhetorical Analysis Rough Copy Due
SPRING BREAK				
Week 10	March 20	Instructions for Research Project: 1) Proposal, 2) Paper, 3) Bibliography, & 4) Presentation Research Strategies	Read pg. 196-203 in <i>Arguing about Literature</i>	Rhetorical Analysis Essay Final Draft Due
	March 22	Research Strategies	Readings TBA	Reflection #3 Due
Week 11	March 27	Proposal Conferences with Prof. Knapp		Research Essay Proposal Due During Schedule Conference
	March 29	Proposal Conferences with Prof. Knapp		Research Essay Proposal Due During Schedule Conference
Week 12	April 3	Proposal Conferences with Prof. Knapp		Research Essay Proposal Due During Schedule Conference
	April 5	Research Strategies		
Week 13	April 10	Research Strategies and Documenting Sources	Review pg. 204-216 in <i>Arguing about Literature</i>	
	April 12	Research Strategies and Documenting Sources	Review pg. 204-216 in <i>Arguing about Literature</i>	Annotated Works Cited Page Due
Week 14	April 17	Editing in Class Workshop for Annotated Bibliography Workshop for Research Paper Plagiarism Detection & Correction		Rough Copy Due: Research Paper with works cited page
	April 19	Elements of an Effective Presentation		Final Copy Due: Research Paper with works cited page
Week 15	April 24	Presentations		Presentations
	April 26	Presentations		Presentations
Week 16	May 1	Research Essay Presentations		Reflection #4 Due ENC1102-55 EXAM ENC1102-42 EXAM
	May 3			

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. (If I suspect that you have violated academic integrity, I will require you to meet with me. If you are guilty of an infraction, the consequences will vary depending on the situation. At the very least, you may receive a zero on the assignment in question and be reported to Student Affairs.)

UNLESS OTHERWISE STATED, ALL WRITTEN WORK WILL AUTOMATICALLY BE SUBMITTED THROUGH TURN-IT-IN.

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).

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) 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.

College Policies: Additional college-wide policies (such as classroom decorum, academic integrity, attendance verification, and more . . .) are in effect. See the left menu in our Canvas course. These policies should be reviewed prior to continuing in the course.

Resources for Student Success

The College of Central Florida is committed to helping you succeed and achieve your academic, personal and career goals. There is a wide range of resources and support services available to you. When 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.