

Syllabus for Spring 2023

Spring C (Jan. 9 – May 4)

I. Course Information

Course Title: Freshman Composition Skills II

Course No. & Section: ENC 1102.56

Credit Hours: Three (3)

Meeting Day & Time: M & W from 8-9:15 a.m.

Course Location: C3-205

Meeting Dates: Jan. 9-May 1

Instructor Name: Melissa Alling

Telephone No.: 352.746.6721 ext. 6132

Email: allingm@cf.edu; [Canvas Inbox preferred!](#)

Office Location: *For health reasons, no visits to professor's office; meetings held online, by phone, in classroom or outdoors

Virtual Office Hours:

M 11 a.m.-12:15 p.m. & 3:30-4:45p.m.

T 8-10:45 a.m.

W 11 a.m.-12:15 p.m. & 3:30-4:45p.m.

H 8-9:15 a.m.

F 12:30-1:45 p.m.

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

“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.”

Teaching Philosophy and Expectations: 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 take personal responsibility for your success: to seek knowledge; to manage your obligations; to devote sufficient time and effort to readings and assignments; to meet deadlines and refrain from excuse-making; to ask questions when you have them; to approach the course, professor, and classmates with a positive, professional attitude; and to strive for excellence in whatever you are working on. In practical terms, you should organize yourself by keeping a loose-leaf binder, notebook, and/or digital filing system for the course (in which you will keep notes, course documents, and assignment submissions).

Prerequisite: ENC 1101

Required Text Title #1: *Literature for Composition: An Introduction to Literature*
(print rental only)

Author of Text: Barnet, et al.

Edition: 11th

ISBN: 9780135571224

Required Text Title #2: *A Pocket Style Manual*

(This is our “handbook”; it comes bundled with software, but we will use the book only.)

Author of Text: Hacker and Sommers

Edition: 9th

ISBN: 9781319515522

Required Materials: Reliable access to a computer with internet and word processing software; Reliable access to a printer; Equipment necessary to call or video-conference live with professor

III. Student Learning Outcomes/Course Objectives

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.

Course Objectives for ENC 1102:

1. The student will continue to develop a complex essay structure
 - a. by writing 6,000 words within the course;
 - b. by recognizing, identifying, and evaluating reliable, academic sources;
 - c. by expanding research methods established in ENC 1101;
 - d. by avoiding plagiarism through the use of in-text citations and a works cited page; and
 - e. by analyzing and practicing argumentation.

How Measured: Essays

2. The student will write a documented argumentation research essay of a minimum of 1,500 words
 - a. by developing a research topic;
 - b. by submitting a research proposal;
 - c. by applying MLA style documentation; and
 - d. by producing an annotated bibliography of at least four sources.

How Measured: Research Project

3. The student will understand and practice analytical interpretation of diverse sources
 - a. by responding to a variety of texts; and
 - b. by identifying logical appeals and logical fallacies.

How Measured: Short Analysis Papers, Classwork, Copy Editing

4. The student will avoid plagiarism.

How Measured: Essays, Research Project, Short Analysis Papers

IV. Assessment & Course Policies

I expect you to submit high-quality assignments (and emails!): this shows that you respect yourself, your professor, and the process of earning a college degree or certificate.

To grade your work, I consider the following:

1. Did you follow the assignment instructions?
2. Does your writing demonstrate mastery of skills covered in the course?
3. Are your ideas organized, logical, meaningful, and well-developed?
4. Are your sentences engaging and well-edited?
5. Are your words clear and precise?
6. Does your document adhere to MLA manuscript format?
7. Are your sources acknowledged and cited in MLA Style?
8. Which letter grade seems most appropriate based upon your overall quality of work, college-level standards, and any rubric(s) I supplied?
9. Is your work submitted by deadline?
10. Is your work submitted in the proper order and file type(s) requested?

Grading Scale:

Excellent	A	90-100
Very Good	B+	87-89
Good	B	80-86
High Average	C+	77-79
Average	C	70-76
Poor	D	60-69
Failing	F	Below 60

Your course grade will be determined by:

1. **Classwork (15%)**—guided notes; class discussions; copy editing
2. **Short Analysis Papers (15%)**—brief analytical responses to assigned texts
3. **Formal Papers (60%)**—expository & argumentative essays; research proposal; annotated bibliography; research paper
4. **Final Exam (10%)**—presentation

Gordon Rule: You must demonstrate college-level writing skills on multiple writing assignments. To pass, you must earn a *C* in overall writing assignments and an overall *C* in the course.

Late Work: Late work is accepted but marked down one letter grade off per day late, up to three days late. After three days late, a zero will be recorded.

(*Note: For grade markdowns, the Canvas gradebook is set to automatically deduct 11% the minute the deadline passes and will continue deducting based upon the Canvas calculation of days late.)

Extensions: If you expect to miss a deadline, you may request an extension via Canvas Inbox prior to the deadline.

Writing Samples & Publication: Writing you submit for this course may be used as samples and shown to students in future courses. These samples are used for teaching and learning purposes, and your name may be removed from the writing sample(s). I will ask your permission if I wish to publish your work in a learning resource (such as my open-source anthology). I may also recommend that you submit it to our campus literary magazine, our student newspaper, or elsewhere.

Attendance & Make-up Work: ***Do not come to class if you are sick or have any symptoms.*** You are permitted six (6) absences without penalty, no questions asked. You should call or email through Canvas Inbox when you miss class, to

communicate your situation and keep up with assignments. You may be required to complete make-up assessments in a proctored environment (such as the CF Testing Center).

If you accumulate more than six (6) absences, you may not pass the course and your remaining work may not be graded. Exceptions may be granted if additional absences are due to illness or extenuating circumstances and you are a student in good standing.

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: Guided Notes #1.

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.

V. Course Schedule/Outline

Class activities will follow this table:

Week	Concepts & Activities	Deadlines
Week 1	Mon, 1/9 & Wed, 1/11 Course Introduction, incl. assignments Primary Texts & Their Rhetorical Conventions	Guided Notes #1—by 8am, Thurs, 1/12
Week 2	Mon, 1/16 MLK Jr. Holiday: No Class Wed, 1/18 Critical Reading Sign-Up Sheet for Leading Class Discussion	Guided Notes #2—by 8am, Thurs, 1/19
Week 3	Mon, 1/23 & Wed, 1/25 Primary Texts & Student-led Discussion	Copy Editing #1—by end of class Wed, 1/25

Week 4	Mon, 1/30 & Wed, 2/1 Primary Texts & Student-led Discussion	Short Analysis Paper #1— by 8am, Mon, 1/30
Week 5	Mon, 2/6 & Wed, 2/8 Primary Texts & Student-led Discussion	Short Analysis Paper #2— by 8am, Mon, 2/6
Week 6	Mon, 2/13 & Wed, 2/15 Classical Argument Rhetoric Workshop	Guided Notes #3—by 8am, Tues, 2/14 Draft of Essay #1—by start of class, Wed, 2/15
Week 7	Mon, 2/20 & Wed, 2/22 Logic & Logical Fallacies Primary Texts & Student-led Discussion	Guided Notes #4—by 8am, Tues, 2/21 Essay #1—by 11:59pm, Wed, 2/22
Week 8	Mon, 2/27 & Wed, 3/1 Primary Texts & Student-led Discussion	
Week 9	Mon, 3/6 & Wed, 3/8 Primary Texts & Student-led Discussion	Short Analysis Paper #3— by 8am, Mon, 3/6 Copy Editing #2—by end of class Wed, 3/8
Week 10	Mon, 3/13 & Wed, 3/15 Spring Break: No Class	
Week 11	Mon, 3/20 & Wed, 3/22 Primary Texts & Student-led Discussion Workshop	Draft of Essay #2—by start of class, Wed, 3/22
Week 12	Mon, 3/27 & Wed, 3/29 Proposals	Guided Notes #5—by 8am, Tues, 3/28

	Types of Arguments, Claims, & Audiences Annotated Bibliographies Source Literacy: A Review <ul style="list-style-type: none"> • Types of Sources • Locating Sources • Critical Reading/Evaluating Sources • Synthesizing Sources • Integrating Source Material, incl. Visuals 	Essay #2—by 11:59pm, Wed, 3/29
Week 13	Mon, 4/3 & Wed, 4/5 Library Research Drafting Research Papers	Proposal—by 8am, Tues, 4/4
Week 14	Mon, 4/10 & Wed, 4/12 Sample Research Papers Workshop Sign-Up Sheet for Final Presentations	Copy Editing #3—by end of class, Mon, 4/10 Outline/Draft of Essay #3—by start of class, Wed, 4/12
Week 15	Mon, 4/17 & Wed, 4/19 Begin Final Presentations	Final Presentation according to sign-up sheet Essay #3—by 8am, Wed, 4/19
Week 16	Mon, 4/24 & Wed, 4/26 Continue Final Presentations	
Finals	Mon, 5/1 Conclude Final Presentations	

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

VI. 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.](#)