

# Syllabus for Spring 2023

Spring C (Jan. 9 – May 4)

## I. Course Information

Course Title: Freshman Composition Skills II

Course No. & Section: ENC 1102.71

Credit Hours: Three (3)

Meeting Day & Time: No required meetings; optional Zoom drop-ins on M & W, 2-3:15 p.m. & H & F, 9:30-10:45 a.m.; deadlines on H, by noon

Course Location: Canvas

Course Dates: Jan. 9-May 4

Instructor Name: Melissa Alling

Telephone No.: 352.746.6721 ext. 6132

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

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: 11<sup>th</sup>

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: 9<sup>th</sup>

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.

**Participation:** This is an \*online\* course (as distinct from a \*correspondence\* course). \*Online\* courses require the instructor and student to have “regular and substantive interaction”; therefore, you should participate in our Canvas course every week. If you fail to participate regularly and substantively, you may not pass

the course. Be aware that non-participation does not constitute withdrawal from the course; it is your responsibility to complete withdrawal forms by the appropriate date. Participation (Attendance Verification) for financial aid is based on the following assignment: Guided Notes #1.

**College Policies:** Additional college-wide policies (such as academic integrity, withdrawal, 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   |
|---------------|--|---|
| <b>Week 1</b> | Course Introduction, incl. assignments<br>Primary Texts & Their Rhetorical Conventions | Guided Notes #1—by noon, Thurs, 1/12  |
| <b>Week 2</b> | Critical Reading<br>Sign-Up Sheet for Leading Discussion                               | Guided Notes #2—by noon, Thurs, 1/19  |
| <b>Week 3</b> | Primary Texts & Student-led Discussion   | Discussion Leaders—post by noon, Sun, 1/22<br>Copy Editing #1—by noon, Wed, 1/25<br>Discussion Respondents—reply by noon, Thurs, 1/26 |

|               |   |  |
|---------------|---|--|
| <b>Week 4</b> | Primary Texts & Student-led Discussion                              | Discussion Leaders—post by noon, Sun, 1/29<br>Short Analysis Paper #1—by noon, Wed, 2/1<br>Discussion Respondents—reply by noon, Thurs, 2/2                          |
| <b>Week 5</b> | Primary Texts & Student-led Discussion                              | Discussion Leaders—post by noon, Sun, 2/5<br>Short Analysis Paper #2—by noon, Wed, 2/8<br>Discussion Respondents—post by noon, Thurs, 2/9                            |
| <b>Week 6</b> | Classical Argument<br>Rhetoric<br>Peer Review                       | Guided Notes #3—by noon, Wed, 2/15<br>Draft of Essay #1—by noon, Thurs, 2/16   |
| <b>Week 7</b> | Logic & Logical Fallacies<br>Primary Texts & Student-led Discussion | Discussion Leaders—post by noon, Sun, 2/19<br>Guided Notes #4—by noon, Wed, 2/22<br>Discussion Respondents—reply by noon, Thurs, 2/23<br>Essay #1—by noon, Fri, 2/24 |
| <b>Week 8</b> | Primary Texts & Student-led Discussion                              | Discussion Leaders—post by noon, Sun, 2/26<br>Discussion Respondents—reply by noon, Thurs, 3/2   |
| <b>Week 9</b> | Primary Texts & Student-led Discussion                              | Discussion Leaders—post by noon, Sun, 3/5  |

|                |  |  |
|----------------|--|--|
|                |  | <p>Short Analysis Paper #3—by noon, Tues, 3/7</p> <p>Copy Editing #2—by noon, Wed, 3/8</p> <p>Discussion Respondents—reply by noon, Thurs, 3/9</p>     |
| <b>Week 10</b> | Spring Break: No Obligations   |  |
| <b>Week 11</b> | <p>Primary Texts &amp; Student-led Discussion</p> <p>Peer Review</p>   | <p>Discussion Leaders—post by noon, Mon, 3/20</p> <p>Draft of Essay #2—by noon, Wed, 3/22</p> <p>Discussion Respondents—reply by noon, Thurs, 3/23</p> |
| <b>Week 12</b> | <p>Proposals</p> <p>Types of Arguments, Claims, &amp; Audiences</p> <p>Annotated Bibliographies</p> <p>Source Literacy: A Review</p> <ul style="list-style-type: none"> <li>• Types of Sources</li> <li>• Locating Sources</li> <li>• Critical Reading/Evaluating Sources</li> <li>• Synthesizing Sources</li> <li>• Integrating Source Material, incl. Visuals</li> </ul> | <p>Guided Notes #5—by noon, Wed, 3/29</p> <p>Essay #2—by noon, Thurs, 3/30</p>   |
| <b>Week 13</b> | <p>Library Research</p> <p>Drafting Research Papers</p>  | Proposal—by noon, Thurs, 4/6   |
| <b>Week 14</b> | <p>Sample Research Papers</p> <p>Peer Review</p>   | Copy Editing #3—by noon, Wed, 4/12   |



|                |                                       |  |
|----------------|---------------------------------------|--|
|                | Sign-Up Sheet for Final Presentations | Outline/Draft of Essay #3—by noon, Thurs, 4/13   |
| <b>Week 15</b> | Begin Final Presentations             | Final Presentation according to sign-up sheet (deadline may be noon, Thurs, 4/20, Fri, 4/21, or Mon, 4/24) |
| <b>Week 16</b> | Continue Final Presentations          | Essay #3—by noon, Thurs, 4/27  |
| <b>Finals</b>  | Conclude Final Presentations          | Response to Final Presentations—by noon, Thurs, 5/4  |

\*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.](#)