

ENC1101 – Freshman Composition Summer 2023

Summer A (May 15 – June 26)

I. Course Information

Course Title: Freshman Composition I
Course No. and Section: ENC1101-01
Instructor Name: Dosh
Credit Hours: 3
Course Location: 2-118A T|TH 8-9:50
Campus Office: 2-220F T|TH 10:00-10:30

Virtual Office: 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

ENC1101 is the core course in college composition designed to develop skills in writing multi-paragraph essays with emphasis on exposition, including the selection, restriction, organization, development and revision of essays. During the course, student examines selected writing samples as models of form and sources of ideas for the student's own writing.

GORDON RULE REQUIREMENT ENC 1101 is a Gordon Rule Course. To satisfy F.A.C. Rule 6A-10.30 (the Gordon Rule), students must earn a grade of C or better in designated Gordon Rule courses (noted within Course Descriptions for applicable courses). To achieve a C or better in a designated Gordon Rule courses, the student must achieve a C or better in the writing component of the course. The writing component in this course is comprised of five formal essay submissions, including the final exam.

As a registered student in this class, you assume the responsibility for conducting yourself in a manner that contributes positively to CF's learning community as described in the Student Code of Conduct. This class may require participation in discussion to meet course-learning outcomes. We are a class comprised of individuals. As such, there will be multiple opinions expressed throughout the semester that you may not personally agree with or even understand - as may be expected. My role as an instructor is to facilitate freedom of expression that is relevant to the course, credible, open and respectful without the promotion or endorsement of a single viewpoint. Conversations informed by diverse viewpoints contribute to critical thinking and higher-level learning. Even if you don't agree, listening to different points of view may give you further insight into your own perspectives. No lesson is intended to espouse, promote, advance, inculcate, compel a particular feeling, perception, viewpoint, or belief in a concept. Concepts as presented are not endorsed by the instructor but are presented as part of the larger course of instruction. Should a student feel uncomfortable with how course content is presented or discussed, please contact the instructor for further conversation

III. Student Learning Outcomes/Course Objectives

COURSE OBJECTIVES: By the end of the semester, you are expected to perform the following tasks based on your accomplishments in ENC1101:

Develop a sound essay structure

- by writing 6,000 words within the course
- by understanding the stages of the writing process from planning through revision of each essay
- by demonstrating sound paragraph structure including topic sentence, support, concluding sentences, organizational patterns, and rhetorical modes
- by incorporating unity, coherence, and development
- by writing essays demonstrating rhetorical strategies and audience awareness
- by learning foundational grammar and mechanics through editing essays and individual learning plans

Practice critical analysis

- by identifying author's purpose
- by recognizing main ideas, organizational patterns, and supporting details
- by responding to texts

Learn academic writing conventions

- by analyzing, summarizing, and synthesizing diverse sources
- by introducing MLA format

Avoid plagiarism

Learning Outcome	Quiz	Exam	Essay	Classroom Activity
Critical Reasoning: The Student will reflect, analyze, synthesize and apply critical thinking				
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	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. Frequently, I will post **ANNOUNCEMENTS** with important reminders and updates for everyone. Self-pacing is an important skill to cultivate in online environments as students manage the reading and writing responsibilities. If I recognize a common issue, I will post an Announcement to bring awareness for solutions to common problems I recognize as the course progresses. If you have questions, please reply to the post or contact me directly for clarification.

The **MODULES** section organizes information by purpose and ordered according to completion. Each essay module includes relevant resources to support your success in meeting the 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

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.

TWO REQUIRED TEXTBOOKS, ONE SOFTWARE ACCESS, WRITING PORTFOLIO

Text #1 – Reinking and von der Osten’s *Strategies for Successful Writing* (SFSW) 12th edition ISBN: 13: 978-0-13-516479-2

Reining and von der Osten have designed a textbook for a general audience that we will use to guide our writing transformations during the semester. Each student has different reading and writing experiences that we will build upon from day one. I have designed quizzes and discussions from Reinking and von der Osten concepts. Students must read and study before class and bring their materials to class for deeper analysis. Reading preparation is a crucial element for writing success.

Text #2 Hacker and Sommers *A Pocket Style Manual with Exercises* (PSM) 9th edition ISBN No.: 978-0-131934196-1

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 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.

VI. Assessment

Discussions 15%

Essays 50%

Achieve 15%

Professor Dosh’s Open Book Quizzes 10%

Final Essay Exam 10%

Your submissions will be evaluated using scoring rubrics designed for the assignment purpose. Scoring rubrics are posted in Modules and/or hyperlinked in assignment directions. I will score your submissions based on the specifications you have met 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 earn 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

Instructor Feedback is an important opportunity for you to learn about your writing style and improve your submissions to earn higher grades. But the revisions process may become *very* overwhelming for me as well as contentious for both of us *if* the writing process is not managed effectively. Before submitting outlines and essays for review, please apply the FACT Strategy from SFSW Chapter 4. Ensure your submission meets the criteria specified for each formal assignment. If you do revise an assignment for a higher score, please apply all of my feedback enveloping relevant concepts from the required textbooks to correct pertinent issues before resubmitting 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. 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, which 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 we self-pace through the course together. 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.

VIII. INSTRUCTOR TUTORING

Revision is sometimes a *very* difficult process for students. Some students require more revision stages than others for different reasons. If you are struggling, *please* contact me directly for individual assistance. I will personally tutor you through the process. Email me to schedule a consultation either in my office or through zoom. I am available to support your success in this course.

V. Course Schedule - Checklist

Week	Preparation, Activities and Evaluation
<p>Week 1 May 15-19</p>	<p>Discussion: Narrative Essay Checkpoint 1 (100pts) Quiz: Professor Dosh's Open Book Quiz:</p> <ul style="list-style-type: none"> • Academic Writing (60 pts) • Paragraphs (80pts) <p>Module: Phase One Study: Read SFSW Chapters 1, 2, 16</p> <ul style="list-style-type: none"> • Analyze Nathan Bomey "Workers Refuse to Rage Against the Machine: Some Employees Embrace Automation, and Keep Their Job" page 581 <p>Achieve: Welcome to Achieve</p> <ul style="list-style-type: none"> • Achieve Orientation Quiz <p>Achieve: Diagnostics and Study Plan Unit</p> <ul style="list-style-type: none"> • Sentence Grammar Practice Test (100pts) • Punctuation, Style, and Mechanics Practice Test (100 pts) <p>Quiz: Professor Dosh's Open Book Quiz:</p> <ul style="list-style-type: none"> • SFSW Chapter 16 Argument (142pts) • Essay Structure (67pts) • Paragraphs (80pts) <p>Essay Assignment: Upload Summary Paragraph (revise as necessary) (100pts)</p>
<p>Week 2 May 22-26</p>	<p>Discussion: Narrative Essay Checkpoint 2 (100pts) Module: Phase Two Essay Assignment: Upload Critique Outline (100pts) Quiz: Professor Dosh's Open Book Quiz:</p> <ul style="list-style-type: none"> • SFSW Chapter 7: Tone and Diction (35pts) • SFSW Chapter 12 Classification (76pts) <p>Essay Assignment: Upload Critique Five Paragraph Essay (revise accordingly, if necessary) (100pts) Achieve Study Plan (500pts) Due June 26</p>
<p>Week 3 May 29- June 2</p>	<p>Phase Three Module: Discussion: Narrative Essay Checkpoint 3 (100pts) Phase Three Module Quiz: Professor Dosh's Open Book Quiz:</p> <ul style="list-style-type: none"> • SFSW Chapter 9 Description (64pts) • SFSW Chapter 10 Process Analysis (36pts) <p>Discussion:</p> <ul style="list-style-type: none"> • Reading Circle Topic AUTOMATION • Reading Circle Topic ENERGY <p>Assignment: Achieve Study Plan (500pts) Due June 26</p>

Week 4 June 5-9	Phase Three Module: Discussion: Narrative Essay Checkpoint 4 Quiz: Professor Dosh's Open Book Quiz <ul style="list-style-type: none"> • SFSW Chapter 11 Quiz Illustration (54pts) • SFSW Chapter 13 Comparison (74pts) • SFSW Chapter 14 Cause and Effect Discussion: <ul style="list-style-type: none"> • Reading Circle Topic EARTH • Reading Circle Topic MEDICINE Achieve Study Plan (500pts) Due June 26
Week 5 June 12-16	Phase Three Module: Discussion: <ul style="list-style-type: none"> • Reading Circle Topic MEDIA Essay Assignment: Narrative Essay (100pts) Quiz: Professor Dosh's Open Book Quiz: <ul style="list-style-type: none"> • SFSW Chapter 8 Narration (102pts) Achieve Study Plan (500pts) Due June 26
Week 6 June 19-23	Phase Four Module: Quiz: Professor Dosh's Open Book Quiz: <ul style="list-style-type: none"> • Definition (96pts) Essay Assignment: Critical Synthesis Outline – Revise as necessary Essay Assignment: Critical Synthesis Essay – Revise as necessary Achieve Study Plan (500pts) Due June 26
Week 7 June 26	Final Essay Exam Achieve Final Diagnostic <ul style="list-style-type: none"> • Sentence Grammar (100pts) • Punctuation, Style, Mechanics (100pts)

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

Student Success: The College of Central Florida is committed to helping you succeed and achieve your academic, personal and career goals. There are 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.

Equity Statement – College of Central Florida offers equal access and opportunity in employment, admissions and educational activities. The college will not discriminate on the basis of race, color, ethnicity, religion, gender, pregnancy, age, marital status, national origin, genetic information, sexual orientation,

gender identity, veteran status or disability status in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of gender and violates this policy statement, the college will not tolerate such conduct. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Dr. Mary Ann Begley, Director of Compliance and Planning – Title IX Coordinator, Ocala Campus, Building 3, Room 117H, 3001 S.W. College Road, 352-291-4410, or Equity@cf.edu.

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 participation and submissions during the first two weeks of class.