

Freshman Composition II 2023 Summer B (June 28 – August 9)

I. Course Information

Course Title: Freshman Composition II
Course No. and Section: ENC1102-03
Instructor Name: Dosh
Credit Hours: 3
Course Location: 2-118A T|TH 8-9:50
Campus Office: 2-220F T|TH 10-10:30

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.

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

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 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 |
|--|------|------|-------|--------------------|
| 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 |
| 5. Create plausible solutions and implications of solutions. | | | X | X |
| Communication: The student will read, write, speak, and listen effectively. | | | | |
| 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) 3rd 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. 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 impact 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 |
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| Week 1 June 28-30 | INTRODUCTION Discussion: First Day Introduction; Register for Achieve; Student Research Writing Journal SRWJ: Argument Analysis Class Discussion Regina Rini “Should We Rename Institutions that Honor Dead Racists?” Quiz: Elements of Argument (90pts) Modules: Study AAL Chapter 1-2 and Resources Achieve: Achieve Orientation Quiz (20pts) Achieve: Close Reading <ul style="list-style-type: none"> • Learning Curve: Active Reading (30pts) Achieve: Argument Unit <ul style="list-style-type: none"> • Exercise: Evaluating Arguments(20pts) |
| | SRWJ Research notes for either Siegel or Jafar; Essay #1 Preparation Discussion: Lee Siegel “Why I Defaulted on My Student Loans” Afshan Jafar “Not a Fan of Fat Shaming? Stop Thin Praising” Quiz: <ul style="list-style-type: none"> • Quiz 1: Essay #1 Rhetorical Situation (35pts) • Quiz 2: Essay #1 Argument Pathway (50pts) • Quiz 3: Essay #1 Values the Argument Honors (30pts) Essay Assignment: Upload Essay #1 for evaluation; revise as necessary Achieve: Close Reading <ul style="list-style-type: none"> • Learning Curve: Critical Reading(30pts) |

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| <p>Week 2 July 3-7</p> | <p>Modules: Study AAL Chapter 3-6 Apply Analytical Strategies SRWJ Research Notes for Essay #2 Robert Frost “Mending Wall” Discussion: Robert Frost “Mending Wall” Quizzes 4-6 (complete quizzes simultaneously)</p> <ul style="list-style-type: none"> • Quiz 4: Essay #2 Identify Issue (84pts) • Quiz 5: Essay #2 Close Reading Chapter 4 (30pts) • Quiz 6: Essay #2 Strategies for Planning Chapter 5 (95pts) • Elements of Poetry (55pts) <p>Achieve: Close Reading Unit</p> <ul style="list-style-type: none"> • Learning Curve: Interpretive Reading (30pts) <p>Achieve: Argument Unit</p> <ul style="list-style-type: none"> • Learning Curve: Patterns of Organization (30pts) <p>Achieve: MLA Papers Unit</p> <ul style="list-style-type: none"> • Learning Curve: Summarizing (30pts) • Exercise: Integrating Sources in MLA papers 1(20pts) • Exercise: Integrating Sources in MLA papers 2(20pts) |
| | <p>Essay Assignment: UPLOAD ESSAY #2 – revise if necessary (100pts) Modules: Read Essay #3 Overview Study: AAL 6-7 SRWJ Before You Read – TAT’s; Research Notes Quizzes 7-9 (complete quizzes simultaneously)</p> <ul style="list-style-type: none"> • Quiz 7: Essay #3 Examining Theme Chapter 6 (65 pts) • Quiz 8: Essay #3 Conduct Research Chapter 7 (100pts) • Quiz 9: Essay #3 Strategies for Composing (85pts) • Elements of Short Fiction (45pts) <p>Achieve: MLA Papers Unit</p> <ul style="list-style-type: none"> • Learning Curve: Working with sources (MLA) (30pts) • Exercise: MLA documentation (20pts) • Exercise: MLA documentation: in-text citations 1(20pts) • Exercise: MLA documentation: in-text citations 2(20pts) • Exercise: MLA documentation: in-text citations 3(20pts) • Exercise: MLA documentation: works cited 1(20pts) • Exercise: MLA documentation: works cited 2(20pts) • Exercise: MLA documentation: works cited 3(20pts) <p>Achieve: Conducting Research</p> <ul style="list-style-type: none"> • Exercise: Research Questions (20pts) |
| <p>Week 3 July 12-16</p> | <p>Essay Assignment: Essay #3 Argument Plan Optional Instructor Consultation (100pts) Achieve: Argument Unit</p> <ul style="list-style-type: none"> • Learning Curve: Argument: Arguable Claims (30pts) • Learning Curve: Argument: Persuasive Appeals (30pts) <p>Learning Curve: Argument: Reasoning and Logical Fallacies (30pts)</p> |
| | <p>Achieve: Argument Unit</p> <ul style="list-style-type: none"> • Learning Curve: Argument: Topic, Purpose, Audience (30pts) • Exercise: Purpose and Audience (20pts) • Exercise: Revising for Purpose and Audience (20pts) • Exercise: Transitions (20pts) |

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| <p>Week 4 July 17-21</p> | <p>Essay Assignment: Upload Essay #3 – revise if necessary (100pts) Modules: Read Essay #4 Overview SRWJ Before You Read – TAT’s Quizzes</p> <ul style="list-style-type: none"> • Elements of Drama (80pts) • Essay #4 Issues of Evaluation (30pts) • Essay #4 Elements of Literary Argument Chapter 1 (50pts) • Essay #4 Comparative Analysis Chapter 5 (50pts) <p>Achieve: Close Reading Unit</p> <ul style="list-style-type: none"> • Exercise: Evaluating Sources to Answer Research Questions (20pts) • Exercise: Evaluating Sources to Serve a Purpose (20pts) |
| | <p>Essay Assignment: Upload Essay #4 Argument Plan Request Instructor Consultation (optional) Achieve: Clarity Unit</p> <ul style="list-style-type: none"> • Learning Curve: Active Passive Voice (30pts) • Exercise: Using Active Voice (20pts) • Exercise: Identifying active and passive voice (20pts) Exercise: Active vs. passive voice (20pts) • Learning Curve: Coordination and subordination (30pts) • Exercise: Wordy sentences 1 (20pts) Exercise: Combining choppy sentences (20pts) |
| <p>Week 5 July 24-28</p> | <p>Essay Assignment: Upload Essay #4 – revise if necessary (100pts) Achieve: Clarity Unit</p> <ul style="list-style-type: none"> • Learning Curve: Word Choice and appropriate language (30pts) • Exercise: Jargon, pretentious language, euphemisms, double-speak (20pts) • Exercise: Clichés and figures of speech (20pts) • Exercise: Sexist language (20pts) <p>Achieve: MLA Papers Unit</p> <ul style="list-style-type: none"> • Exercise: Avoiding Plagiarism in MLA Papers 1 (20pts) • Exercise: Avoiding Plagiarism in MLA Papers 2(20pts) |
| | <p>Modules: Read Essay #5 Overview SRWJ Before You Read – TAT’s; Research Notes Quizzes</p> <ul style="list-style-type: none"> • Essay #5 Examining Theme Chapter 6 (60pts) • Essay #5 Conduct Research Chapter 7 (125pts) • Essay #5 Strategies for Composing Chapter 5 (100pts) <p>Essay Assignment: Upload Annotated Bibliography – Revise if necessary (100pts) Achieve: MLA Papers Unit</p> <ul style="list-style-type: none"> • Exercise: Thesis Statements in MLA papers (20pts) <p>Achieve: Mechanics Unit</p> <ul style="list-style-type: none"> • Learning Curve: Capitalization (30pts) • Exercise: Capitalization 1 (20pts) • Exercise: Capitalization 2 (20pts) |

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| Week 6 July 31 – Aug 4 | Essay Assignment: Upload Essay #5 Argument Plan Request Instructor Consultation (optional) (100pts) Achieve: Mechanics Unit <ul style="list-style-type: none"> • Exercise: Abbreviations (20pts) • Exercise: Abbreviations 1 (20pts) • Exercise: Abbreviations 2 (20pts) • Exercise: Numbers 1 (20pts) • Exercise: Numbers 2 (20pts) • Exercise: Italics 1 (20pts) • Exercise: Italics 2 (20pts) • Exercise: The hyphen 1 (20pts) • Exercise: The hyphen 2 (20pts) |
| | Essay Assignment: Upload Essay #5 Draft – Revise if necessary (100pts) |
| Week 7 Aug 7-9 | Final Project: Upload SRWJ - Media File (250pts) |

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 first two weeks of attendance, participation, and completion of assignments.