ENC 1101: Composition I

Course Description

ENC 1101 is a university parallel course in which the student writes expository themes in various modes. Research methods and library skills are introduced, and a documented paper is required. Each student is encouraged to use the writing lab to strengthen writing skills. Placement in ENC 1101 is determined by both standard and departmental assessment tests. A student must earn a grade of “C” or higher to meet the requirements of the Gordon rule. Special fee charged.

Throughout the term, we will practice writing multi-paragraph essays with emphasis on exposition and research. We will cover the essential elements of writing clearly and effectively at the level of sentences, paragraphs, and entire arguments while focusing on clarity, cohesion, coherence, and concision. We will concentrate on writing rhetorical arguments in different modes, using various types of claims, evidence, and logic. We will build research skills, including documentation and avoiding plagiarism, and develop critical thinking through reading, writing, and discussion. You will learn how to analyze the strengths and weaknesses of your own and your peers’ writing and will explore how differing conventions, styles, purposes, and audiences affect writing practices. Please note that this is a BLENDED course, which means that a significant portion of the work you do for this class will take place outside of class in D2L.

Course Objectives

As a result of successful participation in this course, students will be able to
- Read with critical comprehension
- Write clearly and coherently
- Demonstrate and apply cultural literary
- Apply problem-solving skills or methods to make informed decisions in a variety of contexts

Required Texts and Materials
- 2 folders with pockets
- Email/Internet Access, a Word Processor, Printing capabilities

Critical Thinking

This class is designed to enhance your critical thinking. To support Broward College’s Quality Enhancement Plan (QEP), critical thinking is defined as a process of evaluating information by questioning and testing assumptions, accepting and rejecting arguments and/or perspectives, and applying reasoning to make informed decisions.
Critical Thinking Learning Outcome Statements:
Goal 1: The QEP will enhance students’ critical thinking skills.

Students will be able to
1.1. Analyze and interpret relevant information
1.2. Explain questions, problems, and/or issues
1.3. Evaluate information to determine credibility of reasoning
1.4. Generate well-reasoned conclusions

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Teaching &amp; Learning Experiences/Activities/Assignments</th>
<th>Elements of Thought and/or Intellectual Standards (specific features applied)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Analyze and interpret relevant information</td>
<td>Rhetorical Analysis</td>
<td>Question at Issue, Assumptions, Implications &amp; Consequences</td>
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<tr>
<td>1.2. Explain questions, problems, and/or issues</td>
<td>Rhetorical Appeals Commercial Skits</td>
<td>Purpose, Inferences &amp; Interpretations</td>
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<tr>
<td>1.3. Evaluate information to determine credibility of reasoning</td>
<td>Peer Review Workshop</td>
<td>Inferences &amp; Interpretations, Point of View, Concepts and Theories</td>
</tr>
<tr>
<td>1.4. Generate well-reasoned conclusions</td>
<td>Research Essay</td>
<td>Purpose, Question at Issue, Point of View, Information, Inferences &amp; Interpretations, Implications &amp; Consequences</td>
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</tbody>
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For further information on critical thinking, see any of the following:

- The Critical Thinking Community: College and University Students


- The Critical Thinking Community: Critical Thinking in Every Day Life: 9 Strategies

Assignments

<table>
<thead>
<tr>
<th>Grade Breakdown</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Rhetorical Analysis 3-4 pgs.</td>
<td>25% A 90-100</td>
</tr>
<tr>
<td>Proposal Argument 5-6 pgs.</td>
<td>35% B 80-89</td>
</tr>
<tr>
<td>Experience Activities N/A</td>
<td>10% C 70-79</td>
</tr>
<tr>
<td>D2L Discussion Posts 10 Posts</td>
<td>20% D 60-69</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10% F Below 60</td>
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Policies

Attendance
Attendance is required. ENC 1101 relies extensively on discussion and interaction in class to facilitate learning; thus, it is exceptionally important that you plan to come to class every day. Because this is a blended, accelerated class that has minimal face-to-face meetings, your final grade will be dropped one letter for each absence over 2. I will automatically withdraw any student who misses more than 4 class periods before the withdrawal date. If you are absent, it is your responsibility to contact me or a fellow classmate about what you missed. Be aware that you are still responsible for turning in assignments on time. The assignment should be emailed to me as a Microsoft Word attachment by our normally scheduled class period in the event that you cannot come to class on a deadline date.

Important Note: I do not differentiate between excused and unexcused absences. I therefore recommend you keep track of your absences carefully and miss class only in the event of an emergency or illness.

Tardiness
Please do not come late to class; arriving late disrupts the entire class. If you enter class after roll has been called, you are late. Three tardies equate to one absence. Tardiness will also lower your participation grade.

Participation
This is not a lecture class. Discussion will be driven by students, meaning that we will talk about your ideas and discuss your questions. I expect everyone to come to class prepared to offer at least one comment or thoughtful question based on the reading assignment. You are expected to complete all reading assignments before class. Please turn off all electronic devices before class begins. Your grade will be negatively impacted by tardiness, doodling, sleeping, text messaging, etc.

Writing Workshops
Writing workshops provide you with an opportunity to get peer feedback on your written work. All students are required to attend these workshops and offer constructive criticism about their peers’ work. On days of review, you must bring three copies of your completed draft to class. Arriving late for workshop or failing to have three stapled copies of your paper will prevent you from participating in the workshop. Missing a workshop will result in a full letter grade penalty on your final draft. Workshop drafts should accompany final draft submissions in a folder.

Preparation and Late Work
You are expected to come prepared for every class, which includes completing all reading and writing assignments on time. Failure to come prepared for and contribute to discussion will lower your participation grade. All written assignments are due at the beginning of class. I do accept late papers; however, the assignment will be penalized one letter grade for every day the paper is late (for example, a paper turned in on a Thursday when the due date was Tuesday will have two letter grades deducted before grading begins). Pop quizzes and in-class activities cannot be made up. If you need to miss class on a test day, you need to notify me IN ADVANCE so that accommodations can be made. No tests can be made up after the fact.

Grading
Grading for this course will be strict but fair. If a given assignment illustrates disregard for spelling, grammar, and citation guidelines (i.e., if it demonstrates a general carelessness in the writing), the assignment will be failed. It is always my intention to give you valuable feedback on your written work, so please read my comments thoroughly. Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a re-submission of papers or a review of graded papers, it is the student's responsibility to have and make available these materials.
Plagiarism
Plagiarism will not be tolerated. You commit plagiarism when you present the ideas or words of someone else as your own. Any student who plagiarizes all or any part of an assignment will receive no credit for that assignment. Plagiarism can be

- Submitting all or part of someone else’s work as if it is your own
- “Borrowing,” without crediting the source, any of the following:
  - Any part of song lyrics, poetry, or movie scripts
  - Any part of another person’s essay, speech, or ideas
  - Any part of an article in a magazine, journal, newspaper
  - Any part of a book, encyclopedia, CD-ROM, online www page, etc.
  - Any idea from another person or writer, even if you express that idea in your own words
- “Borrowing” verbatim text without enclosing in quotation marks and citing the source.
- Making “duplicate submissions” of assignments—that is, submitting work in one class that you also submit in another class
- “Collaborating” or receiving substantive help in writing your assignment unless such collaboration is part of the given assignment (However, you may receive general advice from tutors, writing lab instructors, or OWL staff.)
- Failing to cite sources or failing to cite them properly

Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came.

**** If you commit plagiarism to any extent, you will fail the course and be reported to the college ****

Classroom Decorum
There may be many instances throughout the term in which our texts and classroom discussions will center on controversial topics, and I expect that each and every student will respect the opinions of his or her peers. The classroom should be a safe arena for expressing ideas and challenging belief systems and the status quo—none of which can be done if there is fear of emotional or physical repercussion from other students (or from the professor for that matter). We must all listen and respond respectfully to the ideas of others. No form of badgering or bullying will be tolerated, nor will any form of disruptive behavior. Disruptive students will be asked to leave the classroom. Continuous disruptive behavior may result in removal from the course.

Students with Disabilities
Broward College provides accommodations for students with documented disabilities. Please notify the Office of Disability Services as early in the term as possible. It is the student's responsibility to contact the Disability Support Office prior to document disability prior to receiving services. Also notify the instructor after you have contacted the Office of Disability Services so that the instructor can consult with the Office of Disability Services to discuss what reasonable accommodations would be appropriate for your situation.

Weekly Work Schedule
Assignments/readings are due the day they are listed on the syllabus, not the following day.

*Syllabus is subject to change as the needs of the class dictate*

Week 1: 1/6 – 1/10

W Introduction to the Course
Discussion Post 1 Due Friday 1/10, 11:59 PM
Week 2: 1/13 – 1/17
M    Introduction to Argument and Rhetoric
     “Everything is an Argument” (EAA 3-20)
W    Introduce Pathos, Ethos, Logos
     Introduce Rhetorical Analysis Paper
     Example Introduction
     Discussion Posts 2, 3, 4, & 5 Due Friday 1/17, 11:59 PM

Week 3: 1/20 – 1/24
M    No Class
W    Review Rhetorical Analysis Guidelines
     View example commercials/visuals in class
     “Rhetorical Analysis” (EAA, ch.5, 95-117)
     Discussion Post 6 Due Friday 1/24, 11:59 PM

Week 4: 1/27 – 1/31
M    Constructing Paragraphs: Topic Sentences, Transitions, Coherence
     Rhetorical Appeals Skits
W    Workshop Rhetorical Analysis Paper (Bring 3 copies of your completed draft)
     Discussion Post 7 Due Friday, 1/31 11:59 PM

Week 5: 2/3 – 2/7
M    Rhetorical Analysis Paper Due
     Introduction to Proposals
     “Proposals” (EAA 273-294).
W    Introduction to MLA Citations
     Introduce Proposal Essay
     Discussion Posts 8 & 9 Due Friday 2/7, 11:59 PM

Week 6: 2/10 – 2/14
M    Library Orientation
     Last Day to Withdraw with a “W”
W    Quoting Overview, Review MLA
     Discussion Post 10 Due Friday 2/14, 11:59 PM

Week 7: 2/17 – 2/21
M    Proposal Workshop
W    Proposal Workshop

Week 8: 2/24 – 2/28
M    LAST DAY OF CLASS!
     Proposal Due