ENC 1102.522  Composition II  Spring 2015
Dept. of English, USF Sarasota-Manatee

Instructor: Lynn Ramsey  Time: T/Th, 2:00pm – 3:15pm
Location: IMG, Pendleton Building, Room 114  E-mail: lramsey@sar.usf.edu
Office Hours: Before and after class, and by appointment.

Required Course Texts & Materials
- Notebook with paper and folders to hold all papers and drafts
- Flash drive or memory stick

Course Description: Three hours per week. This course meets Area I requirement for the A.A. General Education requirements, and the 6000-word Gordon Rule requirement as mandated by the Florida State Board of Education, Rule Number 6A-10.30. ENC 1102 builds on the major rhetorical patterns of writing encountered in college level writing introduced in ENC 1101. Students learn to interpret, analyze, and evaluate texts, to think critically and rhetorically about texts, and to synthesize ideas. Emphasis is placed on writing as a process, using various methods of organization appropriate to the writer’s purpose and audience. Students will be required to write three major essays, which show a grasp of the patterns discussed, including a research paper. Students will learn the fundamentals of college level research and proper documentation, along with extensive review in grammar and diction. ENC 1102 explores the foundations of knowledge and learning as outlined by USF’s General Education Plan at http://www.ugs.usf.edu/gec/fklcc.htm.

Course Goals:
- Communication: Prepares students for real-world situations that require powerful and effective oral and written communication in traditional and emergent media.
- Critical Thinking: Develops critical, constructive, and reflective thinking to include analysis, interpretation, and evaluation.

Course Student Learning Outcomes:
- Students will demonstrate mastery of composing processes through prewriting, drafting, revising, and editing individually and with peers in a range of media.
- Students will demonstrate rhetorical knowledge by focusing on audience, purpose, context, genre, medium, and message.
- Students will demonstrate critical thinking, reading, and writing skills to include locating, evaluating, analyzing, and synthesizing sources, as well as integrating them with their own ideas.
- Students will demonstrate knowledge of conventions, such as appropriate tone, mechanics, and documentation in a variety of formats.
- Students will demonstrate the ability to work in electronic environments throughout the composing process: researching, drafting, reviewing, revising, editing, and sharing texts.
Email, Canvas, Textbooks, & Technology

Students may communicate with me via the USF email address above, and should check their email regularly, as well as the course site for announcements and assignment schedule. Email correspondence should be formatted with a salutation and closing and must include your name in the subject line of the email.

Since this course employs Canvas as a learning management system, you will need to check it regularly for course updates and homework assignments. All homework details will be listed in the course calendar in Canvas, with most work due by the beginning of the following class period. Response papers are due in class on Tuesdays. Discussion posts are due by 9 a.m. Thursdays. Canvas will be used for online discussions, additional readings, assignment submissions, and general course announcements. Information on how to use Canvas is available at: [http://www.usfsm.edu/infocommons/students.php](http://www.usfsm.edu/infocommons/students.php); toll-free helpline: 866-974-1222.

From Web-based assignments and material to email and Canvas, ENC 1102 requires consistent access to the Internet, word processing, and a printer. Not having access to a computer will not be an acceptable excuse for not checking the syllabus or Canvas for homework, not checking your email address for class announcements, or not completing the required online informal writing posts. Laptops will be permitted in class for specific assignments such as in-class essays.

The textbooks for this course are mandatory, and are designed to cover ENC 1101 and ENC 1102. You will receive extensive feedback on your writing as you progress through this course, much of which will be keyed to specific sections in the Handbook which accompanies the main text.

### Major Projects and Assignments

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<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Homework—including quizzes, reading and short writing assignments, oral presentation, participation, &amp; other teacher assigned work</td>
<td>25%</td>
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<tr>
<td>Informal Writing (Discussion Board)</td>
<td>5%</td>
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<tr>
<td>In-class Essays</td>
<td>5%</td>
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<tr>
<td>Essay 1</td>
<td>10%</td>
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<tr>
<td>Essay 2</td>
<td>10%</td>
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<tr>
<td>Literature Review Project</td>
<td>20%</td>
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<tr>
<td>Argumentative Essay</td>
<td>25%</td>
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**Grading:** All assignments must be turned in on time, at the beginning of class. I will not accept late in-class assignments, late homework assignments, or handwritten work. I may accept late major projects; however, late projects will be penalized one whole letter grade for each business day the paper is late. Missed in class work cannot be made up.

To determine final grades, the individual percentages will be converted as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>(97–100)</td>
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<tr>
<td>A</td>
<td>(94–96.9)</td>
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<tr>
<td>A–</td>
<td>(90–93.9)</td>
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<tr>
<td>B+</td>
<td>(87–89.9)</td>
</tr>
<tr>
<td>B</td>
<td>(84–86.9)</td>
</tr>
<tr>
<td>B–</td>
<td>(80–83.9)</td>
</tr>
<tr>
<td>C+</td>
<td>(77–79.9)</td>
</tr>
<tr>
<td>C</td>
<td>(74–76.9)</td>
</tr>
<tr>
<td>C–</td>
<td>(70–73.9)</td>
</tr>
<tr>
<td>D+</td>
<td>(67–69.9)</td>
</tr>
<tr>
<td>D</td>
<td>(64–66.9)</td>
</tr>
<tr>
<td>D–</td>
<td>(60–63.9)</td>
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Remember that your final posted percentage will not reflect your final attendance or participation grades.
Guidelines for Written Work

All papers must be typed, double-spaced, twelve point Times New Roman font, *one-inch margins all around*, on clean, white paper (one side only). All work submitted electronically must be formatted as a *Word document*, (.doc or .docx file extension). Follow APA pagination and format guidelines for all work. Proofread carefully, and accept spell- and grammar-checkers at your peril. Papers not in compliance with these specifications cannot earn an *A*, no matter how insightful and otherwise excellent they may be. Assignments and sequence may be adjusted during the course of the term. You will have ample notice of due dates and revisions.

Students are expected to adhere to an appropriate level of respect, courtesy, and formality in all written communication. This entails careful proofreading and polishing of all correspondence and course communications, including email and discussion posts. Though online writing often calls for a less formal approach than that in other contexts, consider how your writing presents you as a writer and as a person. Edit online communications carefully for tone as well as for grammar, style, and spelling. Posting deliberately inflammatory material to discussion forums, blogs, or in emails is unacceptable; please observe the rules of netiquette.

Attendance Policy

- Attendance is mandatory. This is not a lecture class. Class meetings will be spent engaged in activities that will directly and immediately address your needs as a writer. Excessive absences will necessarily negatively impact your grade.
- You are expected to be punctual. Arriving late or leaving early disrupts class and is unfair to other students. It will adversely affect your grade.
- After the third unexcused absence, one grade level will be taken off your final grade (e.g., for four unexcused absences, a “B” becomes a “C”; for five, the “B” becomes a “D,” and so on).
- Starting with the third *tardy*, every two tardies will count as one unexcused absence.
- It is impossible to make up missed days.
- Missing a scheduled conference will be treated the same as any other absence.
- Should you anticipate missing class due to the observance of a religious holiday, please notify me in writing by the second week of classes.
- Should you need to miss class for athletic participation, you must submit to me written notification from your coach prior to the event in order to receive an excused absence. *You are responsible for making up any missed work.*

Furthermore, your intellectual presence in the course is also required, meaning you must be active in class for me to count your time as part of your class participation grade. I may reserve the right to count absent any student who indicates an intellectual absence by engaging in such behaviors as *reading non-course related material, and playing/texting on cell phone or electronic devices*. Remember that the class often functions as a workshop. There are no “spectator” roles. You are expected to be an active participant.

Student Conduct Policy: Students are expected to abide by all USF Student Handbook guidelines. Please observe common classroom courtesies: *Turn off cell phone and electronic devices before class in order to avoid disruptive and/or rude behavior. Failure to comply with this policy will result in a recorded absence for that day. Additionally, class lectures may not be recorded without prior permission from the instructor.*
USFSM AND USF SYSTEM POLICIES

A. **Disruption of Academic Process:** In order to maintain a productive classroom environment, it is essential that we maintain a collegial atmosphere founded on mutual respect. This way, all students will experience the same supportive, structured, top-quality learning environment to which their registration entitles them. The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: [USFSM Undergraduate Catalog](#) or [USFSM Graduate Catalog](#), USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](#).

Disruption of the academic environment through talking, late arrival, or other distractions may lower your course mark and lead to your dismissal from the class. Students are expected to abide by [USF Student Handbook](#) guidelines, and must adhere to an expected level of respect, courtesy, and formality in class.

Effort, dedication, and personal responsibility count a great deal in this class, and students are expected to contribute to a serious and productive environment by being present for sessions, in their entirety, and by being well prepared for them. Those not looking for a serious academic environment founded on respect for one’s own learning and that of one’s peers are advised to look elsewhere.

B. **Plagiarism and Academic Dishonesty:** Plagiarism includes the use of a quotation, that is, the exact words of a text (interview, lecture, periodical, book, or Website) without quotation marks and documentation; the paraphrasing of ideas or passages from a text without documentation; the inclusion from a text of information not generally known to the general public without documentation; and the following of the structure or style of a secondary source without documentation.

The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, [USFSM Undergraduate Catalog](#) or [USFSM Graduate Catalog](#), the USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](#). It is theft, a form of theft easily identifiable and proven by your instructor, especially with the increasing use of online technologies. Plagiarism will result in immediate dismissal from class, a term grade of FF and a meeting with the Dean of Undergraduate Students.

The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality to avoid the risk of having personal information disclosed to vendors or other outside agencies. Students are requested remove their name from the filename and the body of the paper and replace it with their USF ID# prior to submitting work to Turnitin (e.g., U12345678 Essay 1.docx). By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

C. **Withdrawal Policy:** In accordance with USF policy, students may withdraw from any course, or all courses, without academic penalty, by the withdrawal deadline listed in the
USF academic calendar. The withdrawal date for the semester is Mar. 21. Students should take responsibility to initiate the withdrawal procedure, but are strongly encouraged to talk with their instructor before taking any withdrawal action. In addition, students should note that faculty may also withdraw students for violating policies, procedures or conditions of the class, as outlined in individual class syllabus, and such action could affect financial aid eligibility. Note: Students who do not complete each unit’s objectives and activities by the assigned due dates may be dropped from the course.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: 941-359-4714, or disabilityservices@sar.usf.edu, or http://usfsm.edu.disability-services.

E. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

G. Web Portal Information: Every newly enrolled USF student receives an official USF email account. Students receive official USF correspondence and Canvas course information via that address.

Academic Support Services: Information Commons on the Sarasota-Manatee campus provides students with individual and group study spaces, computers, printers, and various media equipment for temporary use. The Commons is staffed with a librarian, learning support faculty, tutors, and technology and e-learning specialists. Students challenged by the rigors of academic writing, mathematics, or other course content are urged to contact their professors early in the semester to chart out a plan for academic success at no cost to students. You are encouraged to take advantage of the USFSM Learning Commons. Writing consultants are available to guide you through any part of the writing process. To schedule an appointment, visit http://www.usfsm.edu/infocommons/library.php, for Library services, or http://www.usfsm.edu/infocommons/writing.php, for Writing Support Services.
Expectations

What you can expect:
This class is writing intensive, focusing on preparing you for higher level academic writing and research, as well as effective real world writing and communication. Writing assignments will include three formal essays during the course of the semester, weekly readings, and short analyses and responses, an oral presentation, in-class essays, conferencing, collaborative and peer review assignments, as well as discussion posts, journaling, outlines, and multiple drafts of essays. Since writing is a process, you can expect to do much editing and revising of drafts as you polish your essays. You will receive detailed feedback on your writing over the course of the semester, which is designed to address your specific needs as a writer.

What I expect from you:
To actively engage in the writing process, to include idea-generating and organizational strategies, rough drafts, revision and editing, proofreading, and final drafts.
Take full responsibility for your own work and performance in the course; avoid making excuses. You are responsible for turning in all work on time.
Ask questions. My job is to facilitate your growth as a writer. You are never bothering me with questions—ever. I will respond to e-mails as quickly as possible. Also, don’t hesitate to ask questions in class.
Obstacles to success: In the event of problems (personal, attendance, or academic), students should contact the instructor at the onset. The professor cannot undo damage, but can help with damage control.

Important Dates for Spring 2015

Jan. 6: First day of class
Mar. 2-6: Spring Break
Mar. 21: Last day to withdraw from class without academic penalty
Apr. 23: Last day of classes
Apr. 28: Final

“Look, then, into thine heart, and write!”—Henry Wadsworth Longfellow
Schedule of Assignments

* Readings are taken from *The McGraw-Hill Guide* or *Handbook*, unless otherwise noted by an asterisk (*); supplemental readings can be accessed from in Canvas.
* Readings are to be read **before** class on the day they marked.
* The schedule may be updated throughout the semester; you may check it on Canvas.

Weeks 1-2: Orientation: Introduction to class: syllabus review; Chapters 1-8, 13 review

**Weeks 3-4: Effective Communication: Analysis, Interpretation, & Evaluation**

- Reading Strategies for Writing & Research
- Chapter 11: Cause & Effect
- Chapter 12: Writing to Solve Problems
- Revision & Editing Workshop & Peer Review
- In Class Essay
- **Essay 1 due February 9**

**Weeks 5-6: Effective Reasoning**

- Engaging Your Reader: Inductive/Deductive Reasoning
- Chapter 9: Writing to Convince
- Chapter 20: Effective Documentation-Review

**Week 7: Revision & Editing Workshop & Peer Review, Thursday, Feb. 26**
- **Essay 2 due March 9**
- In Class Essay

**Week 8: Spring Break**

**Weeks 9-13: Effective Argumentation**

- Research Proposal Due March 17
- Strong Openings
- Chapter 14: Strategies for Argument
- Chapter 19: Finding What You Need & Using What You Find
- Invention & Arrangement: Organizing Your Argument
- Supporting Your Argument: Claims & Evidence
- Logical Fallacies
- Real World Writing: Writing to Lead
- Chapters 17 & 18: Effective Use of Media
- Finishing Strong
- **Literature Review due March 31**
- Conference

**Week 14: Chapter 16: Effective Oral Presentations**

Oral Presentations begin
- Revision & Editing Workshop & peer review, Wednesday, April 21

**Week 15: Argumentative Essay due April 23**

Final Exam Essay, April 28
- Final Reflection

**Note:** There may be minor adjustments to this document during the course of the semester.

“The talent of success is nothing more than doing what you can do well and doing well whatever you do.”—Henry Wadsworth Longfellow