University of South Florida Sarasota-Manatee

ENC 1101.524 – COMPOSITION I

FALL 2014

Day and Time: Tuesdays/Thursdays, 9:30am-10:45am
Room: SMC A221
Credit hours: 3
Instructor: Jackie Smith
Email: smithj5@sar.usf.edu
Telephone: 941.359.4630
Office/office hours: Rm. C342, M/W 8:30-10am and by appointment

REQUIRED TEXTS

- *Purdue University’s Online Writing Lab (OWL)*: https://owl.english.purdue.edu/owl/
- Assigned selections from *Writing Spaces: An Open Textbook Project*: http://writingspaces.org/
- Other reading selections, posted electronically on Canvas

Additional Materials:

- Folder(s) to hold all of your papers and drafts -- be prepared to keep everything you write, even if I have already seen it / graded it
- Writing material (paper / utensil) and your notebook computer (you must bring these to class every day)
- Electronic media on which to save all of your writing
- Access to word processing software (i.e. MS Word)
- An email account

COURSE DESCRIPTION

(A.A.) three hours per week. Prequisite: ENC 0020 or appropriate score on English placement test. College-level reading and writing. ENC 1101 helps prepare students for academic work by emphasizing expository writing, the basics of library research, and the conventions of academic discourse. This course meets the 6,000 word Gordon Rule requirement.

GORDON RULE

This course meets the Florida State Board of Education Rule Number 6A-10.30. In accordance with this rule, students will complete six semester hours of English and six semester hours of additional coursework in which the student must demonstrate college-level writing skills. A grade of C or better is required for credit in Gordon Rule classes.

COURSE GOALS

Communication

Prepare students for real-world situations that require powerful and effective oral and written communication in traditional and emergent media.
Critical Thinking
Develop critical, constructive, and reflective thinkers who analyze, interpret, evaluate, and decide what to believe and do.

COURSE OUTCOMES:
- Students will demonstrate 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.

CANVAS USE:
The class syllabus is posted in Canvas, an online course management system. In this class, Canvas will be used for online discussions, additional readings, assignment submissions, and general course announcements.

Canvas Support is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday. Please call or email Carlos Montoya | cmmontoya@sar.usf.edu | 941-359-4295.

The USF Tampa IT Helpdesk provides 24-hour support for Canvas. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.

Additionally, Canvas tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470

TURNITIN
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.

PLEASE REMOVE YOUR NAME FROM THE BODY OF YOUR PAPER AND REPLACE IT WITH YOUR USF ID#. ALSO REMOVE YOUR NAME FROM THE FILE NAME AND REPLACE IT WITH YOUR USF ID# (e.g., “U12345678 Essay 1.docx”) BEFORE SUBMITTING IT TO TURNITIN.
Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

ACADEMIC SUPPORT SERVICES

Information Commons provides students with individual and group study spaces, computers, printers, and various media equipment for temporary use. Information 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, and/or regularly use the tutoring services provided by the Learning Support Services, which are provided at no cost to students.

COURSEWORK & WEIGHTS

- **Four** essay projects, including (unless otherwise specified):
  - Planning (includes thesis/outline, rough draft, peer editing)----------------- 30pts.
  - Final version ----------------------------------------------- 150pts.
  - **Essay projects are worth a total of 180 points each.**
  - Essay projects each must be 1,300-1,500 words in length.

- **Presentation**
  - Oral presentation, notes, references page ------------------------100 pts.

- **Required weekly reader responses Discussion Questions**-----------------180pts.
  - **Worth a total of 180 points** (10 points each entry)
  - Each original entry must be at least 250 words in length.
  - Each classmate response must be at least 100 words in length.
  - **Students must respond to the original prompt and to at least one classmate during each week of class in which a response is posted (9 weeks).**
  - **Reading quizzes, in-class exercises, or homework assignments may substitute for weekly responses, as needed.**

*All drafts must be typed and prepared with a word processing program (i.e. MS Word).*
(When applicable, use APA conventions.)

Final drafts will be graded according to the following categories:
- Focus
- Development
- Organization
- Style
- Conventions (grammar, spelling, usage, punctuation)
- Creativity/originality

The specific criteria for the categories will be explained for each project, distributed via Canvas as instructional handouts and discussed in class. Also, rubrics for each essay assignment, the discussion questions, and the presentation are available on Canvas.
Please note that depending on the project, **categories may be added or deleted and/or different relative weights for the categories may be set.** For example, since documentation matters fall under the category “Conventions,” this category may be double-weighted depending on the assignment; or, for instance, the category “Research” may be added.

**Revision:** Current writing theory and practice advocates a process approach to writing in which revision of writing over multiple drafts is a major component. In each of the major paper assignments, you will complete subsequent drafts. After the completion of an individual draft, you will receive revision assignments that you must follow and complete on time in order to earn full credit for your work. Know that failure to significantly revise between drafts and/or complete all the drafts for an assignment is grounds for failure for the paper.

**ASSIGNMENT DESCRIPTIONS**

**Reading response discussion questions (DQs):** You will post electronically via Canvas a series of responses (18 original and classmate responses total) to the assigned readings for the class. Generally, original responses will be due by 11:59 p.m. EST on the Sunday following the week for which the readings are assigned. Reading responses should be prepared using a word-processing program and then copied and pasted onto the discussion board provided online via Canvas. Each original entry should contain approximately 250 words, and you will need to post at least one response to a classmate’s post that is at least 100 words long. The classmate responses are due by 11:59pm EST on the Monday following the week for which the readings are assigned. *Once the discussion week concludes, the thread will no longer allow any further participation.* Please note that the readings and your responses to them are a **MAJOR component of the course.**

*What you should discuss in your entries:* Anything you found interesting, puzzling, intriguing, annoying, confusing, exciting, troubling, thought-provoking, etc., about the content of the selections you have just read, as well as thoughts about the writing style and/or contexts of the selections you have read. Comments making connections between reading selections on the reading list for this course and/or linking these readings to reading you have done elsewhere are also welcome.

*What you should NOT discuss in your entries:* Whether you liked the selection or not, whether you were bored or not, and other irrelevant and/or unsupportable claims based purely on individual preferences. The DQs will be important to me because it will indicate the care with which you have done the reading, which is an essential part of this course. The writing style for the entries can be relatively informal (first person and contractions are acceptable), but I still expect clarity, coherent organization, and correct grammar, spelling, punctuation, and mechanics.

**Papers:** You will write four formal, scholarly, and well-organized analytical essays, in which you make and support, with evidence from your own reading of the primary text(s). Frequent brief **quotations** and complete and correct **APA-style citation** are **required.** In some cases, you will be responsible for developing your own topic, but you are strongly encouraged to **clear your topic with the professor** before you proceed with each paper. Your essays must have complete and correct APA-style formatting and documentation, with correct grammar, usage, punctuation, mechanics, and spelling. Papers must be word-processed, and rough drafts should be clearly printed in a clearly legible font in 12-point black type on plain white printer paper. Staple the pages
together and please do not place your paper in a folder or binder. Final drafts will be submitted electronically on Canvas. (Note: It is possible to find a summary of APA guidelines online at http://owl.english.purdue.edu/owl/resource/557/15/.)

**Research presentation:** This is a mandatory project in which you will research and report on a topic relevant propaganda posters, directly relating to your assigned readings and class discussion (as well as the third essay). You will report your findings orally to the class during the class period that is reserved for that topic. You will: sign up for a topic that interests you; research that topic, using at least three reliable sources (you may use our textbook as a research source but only in addition to the three required sources); orally present your findings to the class on the date that you have signed up for. *Your presentation should last for at least five minutes. You will lose points if your presentation is less than five minutes in length.* Afterwards, you will turn in your written notes and a complete references page for full credit.

**GRADING**

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<td>Discussion questions</td>
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<td>96-93 = A</td>
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<td>92-90 = A-</td>
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USFSM AND USF SYSTEM POLICIES

A. Academic Dishonesty: 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 USFSM Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. 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’s 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.

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: Disability Coordinator, 941-359-4714 http://usfsm.edu/disability-services/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

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 e-mail account. Students receive official USF correspondence and Canvas course information via that address.

ATTENDANCE

**Attendance is mandatory.** Unexcused absences will result in one grade off for whatever assignment was due on the day of the absence. Also, for each unexcused absence after three on a twice-a-week schedule, 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). **Excused absences** (due to illness, emergency, religious holiday, etc.) need to be cleared with your instructor. You will not be penalized for excused absences; however, excessive
absences, even if excused, may adversely affect your grade. Please use your absences wisely.

**Policy on Religious Observances:** Students who will be absent from class due to religious observance must provide notice of the date(s) to the instructor at least one class period prior to the absence.

**LATENESS, CELL PHONES, AND OTHER DISRUPTIONS**

Tardiness to class is unacceptable, although I understand that it is unavoidable in rare situations. Due to this, you will have one “freebie” tardy (no later than 15 minutes), in which your tardiness for that day will not affect your grade. After that, each tardy, in which you arrive to class after attendance has been taken (but no more than 30 minutes late), will count as half an absence. If you should arrive at least 30 minutes late, you will be counted as absent for the day.

Any work that you miss due to tardiness will earn a zero on any day you are late, or on any day that your cell phone makes any sort of appearance during class time, or on any day I look over your shoulder and notice you doing anything that isn’t directly related to what we are doing in class. Zeros add up quickly.

*Please note that computers must be closed and not in use during class lectures.*

**LATE WORK**

Late work will be penalized in this way: the work will receive one grade off for each class period late. Even if you do not understand an assignment, it is important that you complete it on time. As explained above, discussion responses cannot be submitted late after the final due date (Mondays by 11:59pm EST).

*Late work will not be accepted for a grade if it is turned in later than three weeks after it originally was due or if it is turned in after the last day of the semester (i.e. the last day that we meet as a class).*

**INCOMPLETE POLICY**

Incompletes are granted only by the direction of the instructor.

**WITHDRAWAL POLICY**

In accordance with the University of South Florida policy, as stated in the college catalog, students may withdraw from any course, or all courses, without academic penalty, by the withdrawal deadline listed in the University of South Florida academic calendar. This semester, the withdrawal date is Nov. 1. Students should take responsibility to initiate the withdrawal procedure but are strongly encouraged to talk with their instructors 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 syllabi, and such action could affect financial aid eligibility.

**FORMAT OF ESSAYS**

All papers to be turned in for a grade must be typed and organized according to APA guidelines (please see your textbook for clarification). Choose a 12pt. font in Times New Roman or Ariel. Substantial points will be deducted from papers that do not strictly adhere
to formatting guidelines.

GRAMMAR MECHANICS
I expect that you will take it upon yourself to use the list of resources listed under Required Texts and Resources if you are having difficulty with some aspect of grammar. If you find that you need help beyond what those resources offer, please see me so that we can make arrangements for you to get additional help. Do not depend on your peers to edit your work. At this point in your writing careers, there should be no excuses for making the same grammatical errors over and over again in your writing. Of course, the Writing Center offers help with grammar, mechanics, and other writing issues. Please don’t hesitate to schedule an appointment with a writing tutor.

ACADEMIC INTEGRITY POLICY
Plagiarism is stealing. Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

STANDARDS OF CONDUCT
Students are expected to abide by all USF Student Handbook guidelines.

THE PUBLIC NATURE OF CLASS WRITING AND DISCUSSIONS
Please consider every piece of writing you do for this class to be public property. Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a writing community. Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others.

All writing for this class must be written for this class: To pass this class all major writing assignments must be completed, and all writing for this class must be written for this class. Reusing a paper you wrote for another class, or back in high school, constitutes academic dishonesty and may result in a “zero” for the assignment.

TENTATIVE SCHEDULE: please note that assignments and dates may change at the discretion of the instructor. Prior notice will be given.

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<tr>
<th>Week</th>
<th>Due Date</th>
<th>Readings-more selections</th>
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<tr>
<td>1</td>
<td>Aug. 26</td>
<td>Chs. 1, 2</td>
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<td>Syllabus, course overview</td>
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<td>2</td>
<td>Sept. 2</td>
<td>Ch. 3, 4, Douglass, “On Learning to Read” (online)</td>
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<td>Literacy narrative assigned</td>
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<td>3</td>
<td>Sept. 9</td>
<td>Ch. 5, 6</td>
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<td>Discussion of Douglass’ narrative</td>
<td>Anne Lamott essay (online)</td>
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<td>Discussion of comparison/contrast essay structure</td>
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<td>DQ 1</td>
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<td>Week</td>
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| 4    | Sept. 16 | Discussion of peer editing process  
Literacy narrative-peer editing  
DQ 2                                     | 15  |
| 5    | Sept. 23 | Literacy narrative-due  
Scholarly article summary assigned  
Library orientation-TBA  
DQ 3                                     | 7, 19|
| 6    | Sept. 30 | *No class on Oct. 2 (instructor will be at a conference)*  
In-class research  
APA discussion  
DQ 4                                     | 20  |
|      |          | "Annoying Ways People Use Sources" (online)                          |     |
| 7    | Oct. 7   | Scholarly article summary-peer editing  
APA discussion  
DQ 5                                     | 20  |
| 8    | Oct. 14  | Scholarly article summary-due  
Propaganda poster analysis assigned  
DQ 6                                     | 8, 16|
| 9    | Oct. 21  | In-class research  
Discussion of argument/purpose for writing  
DQ 7                                     | 9   |
| 10   | Oct. 28  | Discussion of presentations/tips  
DQ 8                                     | 17, 18|
| 11   | Nov. 4   | Propaganda poster analysis-peer review  
Propaganda poster analysis-due  
Propaganda poster analysis presentations |     |
| 12   | Nov. 11  | Propaganda poster analysis presentations (cont.)  
*Veteran’s Day-no class on Nov. 11*  
“Best 5” essay assigned                   | 10  |
| 13   | Nov. 18  | Discuss argument  
DQ 9                                     | 9 (review)|
| 14   | Nov. 25  | In-class research  
*Thanksgiving Holiday-no class on Nov. 27 and 28*                       |     |
| 15   | Dec. 2   | “Best 5” essay-peer review  
“Best 5” essay due                      |     |
| 16   | Dec. 9   | Final exam week-“Loose ends”                                           |     |