Welcome to ENC 1101!
The skills you learn here will help you succeed both in and out of class. However, your education is ultimately YOUR responsibility. YOU determine your level of success. Successful college students are self-motivated. Successful college students understand the importance of studying the material, coming to class prepared and practicing skills learned. YOU CAN DO IT and I’m here to help. 😊

Course Description of ENC 1101: College Writing 1 (3 units)
College Writing I (ENC 1101) is a Writing Across the Curriculum (WAC) course where we will be reading examples of effective expository prose and writing essays practicing the forms of rhetoric. This is a General Education course. More information on the general education curriculum can be found at:

Important Dates!
Aug 29th = Last day to pay tuition + fees
Sep 5th = Labor Day – No Classes (Campus Closed)
Sep 19th = Last day to completely withdraw w/ 25% tuition adjustment
Oct. 10th & 11th = Fall Break – No Classes (Campus Closed)
Nov. 11th = Veteran’s Day – No Classes (Campus Closed)
Nov. 18th = Last day to drop or withdraw w/o receiving an F
Nov. 24-27th = Thanksgiving Break

You will also need the following:
- 1 three ring binder
- 8 ½ x 11 notebook paper (plenty)
- 2 Large Blue Exam Book (FAU bookstore)
- #2 pencils, blue or black pens, and highlighters
- 1 2-pocket folder
- A stapler
- A flash drive and/or DropBox.com account

Articles, Chapter Excerpts and YouTube clips:
- TEDTalk by Angela Duckworth: Grit
- Chapter 2 “The Student Fear Factor” from The College Fear Factor

Other Resources
- Purdue OWL (online) if you need further MLA assistance.
- Oxford English Dictionary Online (OED Online), available through the FAU Library databases
Course Objectives

At the end of this course you should be able to:

- Produce clear and appropriate writing that performs the specific rhetorical tasks of analytic discourse
- Produce both finished writing and preparatory writing (e.g., multiple drafts of formal writing, journal writing, written responses to other texts, etc.)
- Employ critical thinking based on well-reasoned assumptions
- Read and respond critically to a variety of professional and other student texts in order to position their own ideas and arguments relative to the arguments and strategies of others
- Incorporate and cite external sources in one's writing
- Use writing not only to communicate, but also to generate thinking and examine intellectual and/or cultural assumptions that emerge in the readings and in their own writing
- Use an academically acceptable ethos (i.e., the ability of writers to effect credibility in their writing)
- Recognize and practice writing as a recursive process that demands substantial reworking of drafts to revise content, organization, clarity, argument structures, etc. (global revision), as distinct from editing and correction of surface error (local revision)
- Demonstrate enhanced learning through global and local revisions that are based on "learning-centered" grading criteria
- Work effectively with other students in peer-group sessions to critique the substance of each other's work, focusing primarily on issues that would be addressed by global revision
- Demonstrate the abilities to identify, understand, and edit for global organization, style, and the patterns of error recurrent in their own writing. To help you achieve this goal, you will learn a system of error tracking to identify and correct your patterns of error.

In addition, this course meets the guidelines of the Foundations of Written Communications component of the General Education Curriculum. Specifically, you will:

- produce clear writing that performs specific rhetorical tasks.
- respond critically to a variety of written materials in order to position their own ideas and arguments relative to the arguments and strategies of others.
- use writing not only to communicate but also to think critically—examining assumptions that underlie the readings and their own writing.
- demonstrate an understanding of the ethical standards that apply to the use of external sources in one's writing.

And you will develop:

- knowledge in several different disciplines.
- the ability to think critically.
- the ability to communicate effectively.
- an appreciation for how knowledge is discovered, challenged, and transformed as it advances.
- an understanding of ethics and ethical behavior.
**WAC Statement**
This writing intensive course serves as one of two "Gordon Rule" classes at the 2000-4000 level that must be taken after completing ENC 1101 and 1102 or their equivalents. You must achieve a grade of "C" (not C-minus) or better to receive credit. Furthermore, this class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University’s WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions.

**WAC Assessment Statement**
If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

**Objective for Foundation of Creative Expression**
This course is part of the Foundations of Creative Expression category of FAU’s new General Education Curriculum. You will pass this class by demonstrating a clear understanding of:
- the various forms/genres of creative expression
- the theory or methods behind the creative expression(s)
- the social, cultural, and/or historical context of the creative expression(s)
## Grading

### Grade Distribution

**Portfolio One:**
- Paper One 10%
- Paper Two 15%
- Midterm Reflection & Error Tracking Log 05%

**Portfolio Two:**
- Paper Three 15%
- Paper Four 25%
- *Paper Five – optional – replaces 74 and below paper*
- Final Reflection & Error Tracking Log 05%

**Miscellaneous:**
- Reading Logs & Responses 10%
- Plagiarism Activity 05%
- Class Attendance/Participation 10%
  (includes In-Class/Online Writing, Individual and group activities, etc.)

Total 100%

### Track Your Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Paper 2</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Midterm Reflection</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Paper 3</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Paper 4</td>
<td>250</td>
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<tr>
<td><em>Paper 5 - Optional</em></td>
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<tr>
<td>Final Reflection &amp; Error Tracking Log</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Reading Logs &amp; Responses</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Plagiarism Activity</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>100</td>
<td></td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
<td></td>
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</tbody>
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You can calculate your grade percentage by dividing the total number of points you earned by the total number of points possible (1000).

### Feedback
- You will receive peer feedback on all rough drafts
- You will receive substantive instructor feedback on the rough draft of Essay One and final drafts of all other written work.
- You can always receive additional, individual feedback on your writing by meeting with your instructor during office hours and in your assigned conference time.

All work turned in must demonstrate a sincere effort on the student’s part to construct a clear thesis and develop an argument, logically, in a well-organized essay. Essays must include support of major points through specific examples and quotations from the text(s). Ideally, a student’s work should present fresh, creative approaches based on his/her own ideas.

All work should be free of mechanical errors and be thoroughly proofread. READ YOUR ESSAYS OUT LOUD AND ALWAYS RUN SPELL/GRAMMAR CHECK!
Assignments/Coursework

We will be using a modified portfolio system. Each portfolio will consist of three major essay assignments, each undergoing a draft and revision process. Clear, written descriptions of all writing assignments will be distributed to the class, as well as the evaluation criteria that will be used. Essay assignments will ask you to make a contribution to the conversation of the texts by stating an argument or staking a position and then supporting it with close textual analysis. They will also ask you to revisit topics and readings from new perspectives and with the help of new sources.

The midterm and final reflection assignments ask you to consider your growth and development as a writer in this class. You will submit a reflection of your writing at the end of each portfolio.

Response papers will help you build toward each of your essay assignments are an important part of your final grade.

You are expected to participate in class discussions and small group work. Your participation grade will reflect not only your attendance, but also your participation in-class activities, peer responses, and other in-class writing assignments.

Essay Assignment Requirements
All essays must be typed, in Times New Roman, size 12 font, in black ink, with 1” margins, in MLA format.

A hard copy of your essay is handed in at the start of class on the day due. All essays all papers are due on the date they are due and all papers must be uploaded to Turnitin, via Blackboard. Under no circumstances will late papers be accepted. An assignment that is not on Blackboard will be marked 50% off.

File format must be readable by Word 2010 – save as .doc, .docx or PDF file type. Please check your file format; if I cannot open the file, you will not receive full credit for the assignment.

Late Work:
- No late essays will be accepted.

DO NOT e-mail me your essays and other typed assignments. They will NOT be accepted. Other late assignments will not be accepted.

Other assignments, as listed on the preceding page, will occur in class and serve to reinforce learning.
Assignments & Coursework continued . . .

Refer to the Academic Integrity statement on page four of this syllabus.

We will use a modified portfolio system. Each portfolio will consist of two major papers, each undergoing a draft and revision process, as well as a final significant revision of a previous paper. Clear, written descriptions of all writing assignments will be distributed to the class, as well as the evaluation criteria that will be used.

Essays

Essays provide you the opportunity to practice and demonstrate skills learned in class. Previous drafts must be attached to final essays. NOTE: All writing assignments, except those designated as in class writing assignments, must be typed.

Formal Papers: Drafts and Revisions

You will receive substantive comments on all written work through both instructor and peer comments. Paper assignments will ask you to make a contribution to the conversation of the texts by stating an argument or staking a position and then supporting it with close textual analysis. Revision assignments ask you to think reflectively on this work by returning to previous papers and revising them substantially to create new critical thinking. Portfolio assignments are also reflective and ask you to consider your growth and development as a writer in this class. Grading criteria for paper and revision assignments are provided on the Writing Program website at: http://www.fau.edu/english/writingprogram/index.php

Short Writings:

Reflections

Reflections will be handed in at the midterm and final conferences. You will receive a written prompt asking you to answer two or three questions that consider your own writing.

In-class and Online Writing

These are short (1-2 paragraphs) responses or writing assignments that we will do in-class, usually on days that papers are due. Essay reflections can be made up. All other in-class and/or online writing cannot be made up. These writings are part of the Class Attendance/Participation grade.

Plagiarism Activity

This is a web based tutorial/game. You will complete the plagiarism assignment and write about it on the class blog. Assignment details will be posted to the class blog. This assignment is part of the Class Attendance/Participation grade.

http://library.acadiau.ca/tutorials/plagiarism/

Reading Logs and Response

You will complete a metacognitive reading log AND write a 1-2 page response for each reading throughout the semester.

Course Policies

Attendance and Participation

Class activities are designed to help you fulfill the requirements of the course. Since this course is designed to form a community of readers and writers, your active contribution to class discussions, peer editing workshops, and team assignments is important. Participation is essential to success in this class.

Discussing ideas is like practicing writing — no one is born articulate and self-assured, just as no one is a born writer. Developing these skills is a lifelong pursuit. College is a safe place to practice all kinds of skills — explaining our ideas and discussing other people’s ideas with them is a critical skill. Take advantage of this opportunity as we read and discuss portions of the readings in class.

Please be prepared - be sure to have read all assigned readings thoroughly. This means having read each text at least twice and knowing the assigned reading in-depth. I strongly recommend you mark the text and take reading notes to facilitate selecting passages for class discussions and response papers. In-class discussions will be based on a close analysis of the assigned readings, so you must bring your own copy of the assigned text to each class meeting.

This is a discussion-based course that needs your participation and regular contributions to be a success. An “A” in participation is not automatic — it must be earned by active participation (not just showing up), as well as completion of in-class writing assignments.
Course Policies continued . . .

Excused vs. Unexcused absences:
An excused absence is:
1. An absence because of a University sanctioned activity. You will know about it in advance and will have documentation on FAU stationary.
2. A religious holiday in your own faith. You must tell the instructor about it in advance.

An unexcused absence is everything else.

Every unexcused absence after two (2) absences will lower your Attendance and Participation grade by one full letter. More than two weeks’ worth of absences (4 classes), excused or unexcused, may result in an F unless you successfully apply for a grade of W.

Arriving late, or leaving early, counts as half (1/2) an absence.
- “On time” means you are in your seat in class, ready to begin, at the start of class time.
- “Late” means you are not in your seat in class, ready to begin, at the start of class time.
- Do not make appointments that take place during class time.

Our collective experience as teachers of writing suggests that students who miss more than two weeks’ worth of class are unable to produce passing work and ultimately fail the class. That fact reflects both the rigorous pace of this course and the fact that what students learn in this class they learn in the classroom through group work, discussion, and writing activities (work that cannot be made up).

Therefore, attendance at all classes is strongly recommended. This is a process class – in other words, you learn the process of critical thinking and writing by practicing these skills. You can only do that by attending class. If you miss a class, you are responsible for the material covered and any assignments due. In-class writings and peer reviews missed due to absences or tardiness cannot be made up.

NOTE! If you wish to drop a class, you must take action and formally drop it - it does not happen automatically. I cannot drop you from the class, nor can I give you a W as a grade.

Student Code of Conduct
These policies are based on the FAU Student Code of Conduct:
http://www.fau.edu/studentconduct/Student%20Conduct%202012.pdf

Cell Phones, iPods, Electronics, etc..
Cell phones are turned off and put away. Radios, iPods, portable gaming systems, and other electronic media devices should not be used in the classroom. Disruptive behavior, as defined in the Student Handbook, will not be tolerated, and, if persisted in after admonition by the instructor, will be grounds for removal from the class. Disruptive behavior includes chronic lateness, leaving and re-entering the room while class is in session.
Academic Integrity (Plagiarism)

- **Statement of Academic Integrity:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

- Plagiarism is a form of theft. It means presenting the work of someone else as though it were your own, that is, without properly acknowledging the source. Sources include published material and the unpublished work of other students. If you do not acknowledge the source, you show an intention to deceive.

- The first instance of plagiarism will result in an F on the assignment.
- The second instance of plagiarism will result in an F for the course.

- Plagiarism is an extremely serious matter. If your instructor suspects that you have plagiarized all or part of any of your work, they have the right to submit that work to Turnitin or SafeAssign plagiarism detection services.

- If you have ANY questions about how to cite, who to cite or when to cite, please ask me or a reference librarian.

Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.

**Campus Resources**

**Office for Students with Disabilities**
Compliance with the Americans with Disabilities Act (A.D.A.) In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton SU 133 (561-297-3880), in Davie - LA 240 (954-236-1657), in Jupiter - SR 110 (561-799-8585) and follow all OSD procedures. For more information, see: [http://osd.fau.edu](http://osd.fau.edu)

**Contacting Me**
E-mail is the best and quickest way to contact me. You can also see me during office hours.

*If you have a problem, do not let it snowball. Contact me immediately. Students are expected to ask questions and obtain help from instructor via email and/or during office hours.*