

**Tallahassee Community College
ENC 1101 College Composition
Prepared by the English Program Faculty
Date: 2009-2010**

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Office Hours: **2 hrs on KJ: 1:20 – 2:20 p.m. (SMA 210C)** -- E-mail: roldans@tcc.fl.edu

Sections: **Enc 1101 - 2:35 – 3:50 p.m. - AC-221 (82172) / Enc 1101 – 4:05 – 5:20 p.m. – AC-220 (84866)**

TCC Teaching Mission

The faculty is committed to creating a learning environment for all students which promotes, encourages, and fosters higher order thinking and critical thinking skills that are grounded in an understanding of the fundamental concepts of the disciplines in which they are taught.

Catalog Description

ENC 1101 College Composition (3) FA SP SU Prerequisite: ENC 0020 and REA 0002 or adequate placement test score. This course centers on reading and writing activities that support critical inquiry. Stressing writing as a process, the course emphasizes the rhetorical principles of academic writing, including the following: thesis statement; development with specific information and analysis; organization and transition; diction, tone, and sentence style; and the grammar and mechanics of standard formal English. Substantial writing component. Fulfills state writing requirement. Lecture 3 hours. Students must complete this course with a “C” or better before enrolling in other communication courses.

Additional Information

ENC 1101 satisfies 3 hours of the required 6 hours of communications under the general education guidelines. If this section of ENC1101 indicates computer competency as a special designator on the schedule of classes, this class will fulfill the computer proficiency graduation requirement.

Required Textbook

Smith, Allison D., Smith, Trixie G., and Stacia Rigney Watkins. *The Pop Culture Zone: Writing Critically about Popular Culture*. Boston: Wadsworth Cengage Learning, 2009.

Goals

Welcome to ENC 1101, the first half of your two-semester study in communications and composition, and one of the most important courses you will take in your college career. The course is centered on **reading and writing activities** that will prompt you to reflect on several perspectives on topics of interest, to acknowledge your engagement with these different perspectives, and to arrive at your own expression of your understanding and viewpoint on the topic. This process of critical inquiry and creative expression will provide you with a sound foundation as you face the challenges of participating and contributing to the academic, workplace, and homeplace communities.

Along with the emphasis on the complementary thinking processes involved in active reading and thoughtful writing, this course will provide a web site to enhance your learning in this course, in particular, and to provide you with opportunities for practice in the essential lifelong learning skills of **computer technology**, in general. In addition, the course web site will offer computer modules to guide you through the basic steps for using an **academic library** effectively.

Course Learning Outcomes

As an introduction to academic reading and writing, ENC 1101 supports student accomplishment of these reading and writing objectives:

1. Read rhetorically
2. Read analytically
3. Identify and evaluate claims and supporting data in written texts
4. Employ a variety of creating techniques to develop starting points for written work
5. Construct a thesis relevant to a scholarly conversation
6. Present written work in relevant social and academic contexts
7. Support a thesis with appropriate and specific information and analysis
8. Coherently organize a written discussion
9. Use sources effectively in essays and cite these sources according to MLA guidelines
10. Revise to improve clarity and depth of discussion
11. Write in a style that is readable and clear
12. Demonstrate the skills associated with standard formal English, with special attention to the following:
 - subject/verb agreement
 - clear sentence modification and reference
 - use of commas, with special attention to punctuation of clauses
 - use of semicolons and colons
 - use of pronouns with clear antecedents
 - use of adjectives and adverbs
 - use of parallel elements
 - use of correct pronoun case forms (nominative, objective, possessive)
 - use of proper and consistent verb tense
 - ability to construct complete sentences free from comma splices and fused errors
 - use of standard capitalization practices
 - use of appropriate diction and spelling
 - use of logical comparisons

Course Activities Requirements for ENC 1101

1. Students must write a minimum of five (5) out-of-class, process-based essays that proceed through drafts and demonstrate revising and editing efforts.
2. Students must write at least two in-class essays:
 - a fifty-minute diagnostic essay early in the semester to determine how much, if any, individual practice work a student will be required to complete throughout the semester
 - a final exam essay, which will count 20% of the overall grade in the course
3. Students must write at least one MLA documented/formatted essay that includes source material from a TCC library database. (5th essay)
4. Students must submit all assigned essays and journal writings, even if a particular assignment has to be turned in late for no grade.
5. Students must attend classes regularly, read all assignments, and participate in classroom discussions and workshops.
6. Students must complete a library orientation assignment as their instructor designates.

7. Students must use the computer technology resources as their instructor designates.
8. Students must complete language skills and impromptu essay writing practice as their instructor designates.

Essay Writing Activities and Essay Evaluation

Students' writing improvement will be supported and guided through assessment and evaluation. Essay writing activities will include at least two in-class essay writings (see "Course Activities Requirements," page two, number one) and at least three extended essay assignments.

• In-class essay writings

In-class essays include the required diagnostic essay and the required final exam; however, your instructor may choose to assign an additional in-class writing to prepare you for the final. Your instructor will distribute information regarding the evaluation of your final exam essay.

• Out-of-class, process-based essay writings

The essay assignments will emphasize two key features, exploration and rewriting. Exploration will feature the value of your enriching your perspective on topics through selected readings from *The Pop Culture Zone* and/or personal interviews and articles from online sources; rewriting will feature the value of your developing essays through the input of a range of readers (peer and professional) and through ongoing revising and editing.

For the purpose of assessing and evaluating the process-based essay assignments, your instructor will use the following five-category grading system:

1. Thesis:

- The essay demonstrates the student's ability to arrive at a specific and an engaging perspective in response to the topic.
- The focus of the writing is clear and maintained throughout the essay.

Excellent Good Adequate Weak Inadequate

2. Development of Student's Ideas and Engagement with Texts:

- The ideas are developed with specific information, including references to the assigned readings and, as appropriate, references to personal experiences and observations.
- The essay shows that the student can choose key passages from the reading(s) and apply concepts and ideas from the passage in the development of the student's own ideas; this development includes analyzing, questioning, and creating alternative perspectives.

Excellent Good Adequate Weak Inadequate

3. Organization:

- Each part of the essay flows logically from the preceding point.
- Coherence between and within paragraphs is distinctive and further supports the writer's goal to provide clear understanding and engaged reading throughout the essay.

Excellent Good Adequate Weak Inadequate

4. Presentation and Style:

- Presentation of the essay, including MLA format and documentation, point of view, and tone, is appropriate to the writing context.
- The essay demonstrates excellent control of diction and sentence style, further contributing to the reader's ability to understand and remain engaged in the essay.

Excellent Good Adequate Weak Inadequate

5. Grammar, Spelling, and Mechanics:

- Minimal errors in grammar, spelling, and mechanics appear so that the reader is never distracted.
- The writing meets the standards of college-level English.

[Frequent and serious errors will lower an essay's grade to below a C.]

Excellent Good Adequate Weak Inadequate

Final Course Grade Determination

- In order to receive a grade for this course, you must fulfill the "course activities requirements," listed on page two of this syllabus.
- Your instructor will distribute information that specifies how he or she will factor in the required components of the course to determine your final grade.

The Learning Commons

In order to assist students at TCC with their writing assignments, TCC employs additional professionals in the Learning Commons, who may comment on in-progress and/or final drafts, mark some surface features, provide assessment, and make other responses that promote your growth as a writer.

Students may choose to go to the Learning Commons as needed, to work with a tutor on a particular writing problem or for a conference on a paper-in-progress. These visits are free of charge. Students will find a variety of support services: conferences on drafts, practice with impromptu essays, tutorials on particular writing, grammar, language, or stylistic problems, and specialty videos. The faculty in the Department of English and the tutors in the Learning Commons look forward to helping you and supporting your development as an effective, competent college-level writer and thinker.

You will need to learn how to benefit from the number of responders available to you: the instructor, the Learning Commons tutors, and classroom peers. You will learn to weigh and balance all responses to your writing, while retaining the final responsibility for making writing decisions. Please understand that no matter how much input you may receive from responders, the final draft of a paper is your responsibility.

Learning Commons Hours: (Please fill in the hours that your instructor provides)

Mon _____	Tues _____
Wed _____	Thurs _____
Fri _____	

Attendance Policy

Regular attendance is essential in this writing course because, throughout the semester, you will be asked both to participate in group and class discussion and to engage in class-based collaborative and individual writing exercises; it is impossible to compensate for these activities outside of regularly scheduled class time. To encourage regular attendance, the English Department and this Instructor fully supports TCC's institutional attendance policy, as stated in the *Catalog*:

All students enrolled in the College are expected to attend all classes because attendance and participation are two of the most significant factors that promote student success. Until midterm during Fall, Spring and Summer C terms, any student absent from any class for more times than that class meets in any one week may be withdrawn by administrative action (AW grade) [. . .]. Students reporting to class late or leaving early may be considered by their instructor to be absent. Students are responsible for completion of all work assigned in class whether they are present or not [. . .]. The faculty member must receive prior notification of absences for jury duty, court mandated appearances, college sponsored activities approved by the President, or religious holidays.

Your instructor may clarify further his or her attendance policy.

English Department Paper Policy

- Many ENC 1101 teachers at TCC use similar essay assignments; as a result, your instructor can require you to enroll in and submit your writing to TCC's account with Turnitin.com or some other software system that validates the originality of student writing.
- You must sign each essay for academic integrity. You will attest to this by signing your name and dating it.
- Each out-of-class essay must be accompanied by rough drafts, the number being stipulated by your instructor. Additionally, any paper which cites an outside source(s) must be accompanied by a photocopy of the complete source(s); source photocopies will not be returned.

Students may NOT fax papers to the English Department.

Plagiarism

If a student commits academic dishonesty in this class, then the instructor has the right to follow the College's established procedure for academic dishonesty. This involves two steps: first, the instructor notifies the student that he or she has been charged with academic dishonesty; second, if the student is guilty, then the instructor completes the form Academic Dishonesty Sanctions, a copy of which is placed in the student's disciplinary file. The penalty for the first offense of academic dishonesty is either a zero for the assignment/test or an "F" in the course if successful completion of the assignment or exam is required for the course. Sanctions for students found guilty of second or subsequent charges of academic dishonesty will include a grade of "F" assigned for the course involved and may include conduct probation, suspension, dismissal, or expulsion.

Withdrawals

The last day to drop a course and receive an automatic "W" is listed below:

Wednesday, November 4, 2009 for Main Term

No student should depend upon instructor-initiated withdrawal. Ultimately, it is the student's responsibility to withdraw from class if this should become necessary.

College-Level Academic Skills (Communications)

Students: Your instructor may opt to administer a grammar pre-test at the beginning of the semester. The results of this pre-test will indicate areas that need practice.

The following outlines the reading, language, and writing skills emphasized in ENC 1101. The Online Database of Resources found on your Blackboard shell will assist you in practicing and developing these skills. Your instructor will direct you to this database and will indicate the areas to be covered.

Reading Skills

Literal Comprehension Skills:

- Recognize main ideas in a given passage.
- Identify supporting details.
- Determine the meanings of words on the basis of context.

Critical Comprehension Skills:

- Recognize the author's purpose.
- Distinguish between a statement of fact and a statement of opinion.
- Recognize the author's tone.
- Recognize explicit and implicit relationships within sentences.
- Recognize explicit and implicit relationships between sentences.
- Draw logical inferences and conclusions.

English Language Skills

Your instructor may opt to administer a grammar pre-test at the beginning of the semester. The results of this pre-test will indicate areas that need practice.

Word Choice Skills:

- Use words that convey the denotative and connotative meanings required by context.
- Avoid wordiness.

Sentence Structure Skills:

- Place modifiers correctly.
- Coordinate and subordinate sentence elements according to their relative importance.
- Use parallel expressions for parallel ideas.
- Avoid fragments, comma splices, and fused sentences.

Grammar, Spelling, Capitalization, and Punctuation Skills:

- Use standard verb forms.
- Maintain agreement between subject and verb.
- Maintain agreement between pronoun and antecedent.

- Use proper case forms.
- Use adjectives and adverbs correctly.
- Avoid inappropriate shifts in tense.
- Make logical comparisons.
- Use standard practice for spelling.
- Use standard practice for punctuation.
- Use standard practice for capitalization.

Writing Skills

The composition must give evidence that the student

- selects a topic that lends itself to development.
- determines the purpose and the audience for writing.
- limits the subject to a topic that can be developed within the requirements of time, purpose, and audience.
- formulates a thesis or statement of main idea that focuses the essay.
- develops the thesis or main idea statement by
 - providing adequate support that reflects the ability to distinguish between generalized and concrete evidence,
 - arranging the ideas and supporting details in a logical pattern appropriate to the purpose and focus,
 - writing unified prose in which all supporting material is relevant to the thesis or main idea statement, and
 - writing coherent prose and providing effective transitional devices that clearly reflect the organizational pattern and relationship of the parts.
- demonstrates effective word choice by
 - using words that convey the denotative and connotative meanings required by context,
 - avoiding inappropriate use of slang, jargon, cliches, and pretentious expressions, and
 - avoiding wordiness.
- employs conventional sentence structure by
 - placing modifiers correctly,
 - coordinating and subordinate sentence elements according to their relative importance,
 - using parallel ideas, and
 - avoiding fragments, comma splices and fused sentences.
- employs effective sentence structure by
 - using a variety of sentence patterns, and
 - avoiding overuse of passive constructions.
- observes the conventions of Standard American English grammar and usage by
 - using standard verb forms,
 - maintaining agreement between subject and verb, pronoun and antecedent,
 - avoiding inappropriate shifts in tense,
 - using adjectives and adverbs correctly, and
 - making logical comparisons.
- uses standard practice for spelling, punctuation, and capitalization.
- revises, edits, and proofreads units of discourse to ensure clarity, consistency, and conformity to the conventions of written Standard American English.

Addendum

The following papers will be required during the semester. Each essay will be worth 100 points. The final paper/essay will be a formal research paper and will count for 200 points. Total points should be 700 points

Handouts and instructions for each essay will be given out beforehand. If there is any question, feel free to contact me via email or phone.

Essay 1	Summary & Response Essay	Advertisement (Ads) (Ch 4)	800
Essay 2	Critique/Evaluation Essay	Film or Television (Ch 5)	800
Essay 3	Problem Analysis Essay	Popular Music (Ch 7)	800
Essay 4	Critical Analysis	Spaces or Places (Ch 6)	800
Essay 5	Critical Analysis (MLA) (RP)	Gadgets & Internet (Ch 10)	1200
Essay 6	In-Class Final Essay	Any Popular Culture Topic	800

Deadlines:

Essay 1	Rough Draft – Sept 2 Final Draft – Sept 7
Essay 2	Rough Draft – Sept 16 Final Draft – Sept 23
Essay 3	Rough Draft – Oct 7 Final Draft – Oct 14
Essay 4	Rough Draft – Oct 28 Final Draft – Nov 4
Essay 5	Preliminaries – Nov 16 [Research Paper] Rough Draft – Nov 18 [Research Paper] Final Draft -- Nov 30 [Research Paper]
Essay 6	In-Class Writing (No Grade) - Dec 2, Dec 7 In-Class Writing Final Exam – Dec 9