COURSE TITLE: English Composition I
COURSE NUMBER: ENC 1101

COURSE DESCRIPTION (with prerequisites):
This course in English composition is designed to prepare a student to write successfully throughout the four-year college career. Theme assignments deal with narrative, descriptive, expository, and argumentative writing. A documented essay is required. ENC 1101 fulfills 6,000 words of the Gordon Rule writing requirement. Prerequisite: Acceptable placement scores in writing (or a grade of “C” or higher in ENC 0022 or ENC 0056) and reading (or a grade of “C” or higher in REA 0017 or REA 0056). A grade of “C” or higher must be earned to enroll in ENC 1102 or to use this course as part of the general education requirement in English. 3 semester hours credit. [A]

NAME(S) OF INSTRUCTORS:
Sarah Clemmons, Ph.D.
Richard Hinson
Mackenzie Johnson
Kurt McInnis
Tammie Newsome
Pam Rentz, Ph.D.
Rachel West, Ph.D.
Ashli Wilkins
David Williams

EFFECTIVE ACADEMIC YEAR:
2017-18

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:
• English 1101 Syllabus, 2017-18
• One (1) flash drive

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

**ATTENDANCE AND WITHDRAWAL POLICIES:**
Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what effect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:**
Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran’s status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.
LIBRARY AND ON-LINE REFERENCE MATERIALS:
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:
The college’s learning management system is Canvas. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:
The Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. weekdays and on weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:
Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptoops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:
ENC 1101 is a General Education core course in Area 4—Communication

The purpose of the communications area in the core curriculum is to enable the student to read critically and communicate effectively in clear and correct English.
C-1 Demonstrate the writing process through various formats using the conventions of Standard American English.

C-2 Use rhetorical modes effectively in written and oral communication.

C-3 Illustrate critical thinking in writing or oral communication.

C-4 Construct a documented essay using research and technology skills.

C-5 Analyze universal human experiences when reading and writing.

**LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS**

<table>
<thead>
<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR ENC 1101</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT</th>
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<tbody>
<tr>
<td>• Select an appropriate topic for the length of the assignment.</td>
<td>C-1</td>
<td>W, E, DE, EX</td>
<td>A compilation of student essays and writing assignments</td>
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<td>• Formulate a thesis that focuses the essay.</td>
<td>C-1</td>
<td>W, E, DE, EX</td>
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<tr>
<td>• Demonstrate the ability to write essays employing various rhetorical models.</td>
<td>C-1, C-2</td>
<td>W, E, DE, EX</td>
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<tr>
<td>• Develop the thesis by providing clear organization and detailed support.</td>
<td>C-1, C-2</td>
<td>W, E, DE, EX</td>
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<td>• Demonstrate the ability to write using correct sentence structure, grammar, word usage, and diction.</td>
<td>C-1</td>
<td>W, E, DE, EX</td>
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<tr>
<td>• Revise, edit, and proof units of discourse to ensure clarity, consistency, and conformity to the conventions of Standard American English.</td>
<td>C-1</td>
<td>W, E, H, EX</td>
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<tr>
<td>• Demonstrate the conventions of Modern Language Association documentation.</td>
<td>C-4</td>
<td>DE, RP</td>
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<tr>
<td>• Present and respond to text orally to peers and instructor.</td>
<td>C-3, C-5</td>
<td>RPT, Proj</td>
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<tr>
<td>• Demonstrate the ability to analyze a reading selection.</td>
<td>C-3, C-5</td>
<td>Q, RPT, W, H, DB</td>
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<tr>
<td>• Demonstrate the ability to use library and electronic resources.</td>
<td>C-4</td>
<td>DE, RP</td>
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</table>
**Assessment Codes**

- **T** = Tests
- **Pre/Post** = Pre- and Post-Tests
- **OT** = Objective Tests
- **UT** = Unit Tests
- **Q** = Quizzes
- **F** = Final Examination
- **CF** = Cumulative Final Examination
- **EX** = Departmental Exam
- **SE** = National or State Standardized Exam
- **RPT** = Report/Presentation
- **SP** = Skills Performance
- **SD** = Skills Demonstration
- **W** = Writing Assignments
- **E** = Essays
- **DE** = Documented Essays
- **RP** = Research papers
- **J** = Jury
- **R** = Recital
- **Proj.** = Projects
- **Exp.** = Experiments
- **Cap. Proj.** = Capstone Project
- **Cap. Course** = Capstone Course
- **DE** = Documented Essays
- **RP** = Research papers
- **J** = Jury
- **R** = Recital
- **BO** = Behavioral Observation
- **Clin.** = Clinicals
- **CS** = Case Study
- **CP** = Case Plan
- **Port.** = Portfolio
- **Obs.** = Teacher Observation
- **Sk. Check** = Skills Check-off
- **Curriculum Frameworks**
- **JP** = Judged

**Means of Accomplishing Student Learning Outcomes:**

1. Each student will be expected to read all material assigned in the syllabus.

2. A student-faculty conference is required during the first six weeks of class for all students with a D or F average. Faculty will schedule this conference during their Help Session hours or Office Hours. Students wishing to withdraw from the class must have two documented conferences with the instructor.

3. Each student will be responsible for working on his/her areas of weakness. The instructor may assign remediation work and make an appointment with the student in the writing center during scheduled hours.

4. Pop quizzes, and/or weekly quizzes, may be used by the instructor to assess student progress and assign grades as indicated under Grading Policies.

5. Impromptu class essays, assigned class essays, and/or out-of-class essays will be required and graded on a regular basis. Approximately 6,000 words will be required in order for any student to receive a satisfactory grade of at least a “C.” Multiple essays, including documented essays (research paper), **must** be written by each student. Short writing exercises may be used to teach specific objectives. Final drafts will be prepared on a computer and submitted to Turn It In through Canvas. Each essay is expected to be neat, edited for careless errors, and turned in on time. Each instructor may specify other requirements. Make-up work is the responsibility of the student, as covered elsewhere under Attendance and Withdrawal Policies.

6. **Plagiarism** is academic dishonesty and may be defined as submitting another’s work as your own. It includes failure to use quotation marks or other conventional marking around material quoted from any printed or electronic source. Plagiarism shall also include paraphrasing a specific source without indicating accurately what the source is. Plagiarism shall further include downloading essays or letting another person compose or rewrite a student’s written assignment. **Plagiarism will result in a zero (0) for the assignment.**

7. Each instructor is responsible for conducting class in an orderly, efficient, professional manner and following this syllabus. All of each class period will be composed of a recognizable part of the subject matter of the course and
syllabus, relating to one or more of the above objectives. The instructor is expected to be the expert, the authority, on the content of the course and is further expected to assist the student in mastering this content. In order to do this, the instructor will discuss the assigned reading and will carefully evaluate all written or oral work used in determining grades as specified in the syllabus.

Each instructor will be scheduled in the ACE three hours each week for help sessions. Help session hours, as well as scheduled office hours, are posted on the instructor’s office door, when he/she is available to assist students. Students are encouraged to take advantage of these times and opportunities for conferences.

**ASSIGNMENT AND/OR COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Week One: INTRODUCTION to the course</th>
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<tbody>
<tr>
<td><strong>Reading:</strong> Chapter 4: Developing Academic Habits of Mind, pp. 45-52</td>
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<tr>
<td><strong>Grammar:</strong> Grammar Mastery Exam</td>
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<tr>
<th>Week Two: READING AND OUTLINING</th>
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<tbody>
<tr>
<td><strong>Reading:</strong> Chapter 1: Writing in Academic Contexts, pp. 3-9</td>
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<tr>
<td><strong>Reading:</strong> Chapter 2: Reading in Academic Contexts, pp. 10-32</td>
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<tr>
<td><strong>Assign academic chapters for Outline</strong></td>
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<tr>
<td><strong>Grammar:</strong> Coordination and Subordination</td>
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<tr>
<td><strong>Writing:</strong> Outline academic chapter</td>
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<tr>
<th>Week Three: THE WRITING PROCESS and CAUSE/EFFECT ESSAY</th>
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<tbody>
<tr>
<td><strong>Chapter 5:</strong> Purpose, pp. 55-56</td>
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<td><strong>Chapter 6:</strong> Audience, pp. 57-60</td>
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<td><strong>Chapter 7:</strong> Genre, pp. 61-63</td>
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<td><strong>Chapter 8:</strong> Stance, pp. 64-67</td>
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<td><strong>Chapter 25:</strong> Writing as Inquiry, pp. 281-284</td>
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<td><strong>Chapter 27:</strong> Generating Ideas and Text, pp. 289-297</td>
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<tr>
<td><strong>Chapter 35:</strong> Analyzing Causes and Effects, pp. 350-354</td>
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<tr>
<td><strong>Grammar:</strong> Comma Splices and Fused Sentences; Fragments</td>
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<tr>
<td><strong>Writing:</strong> Cause/Effect Outlining/Drafting</td>
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<tr>
<th>Week Four: CAUSE AND EFFECT ESSAY</th>
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<tr>
<td><strong>Reading:</strong> Chapter 34: Guiding Your Reader, pp. 344-349</td>
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</table>
Chapter 26: Collaborating, pp. 285-288
Chapter 28: Drafting, pp. 298-300
Chapter 29: Assessing Your Own Writing, pp. 301-305
Chapter 30: Getting Response and Revising, pp. 306-312
Chapter 31: Editing and Proofreading, pp. 313-317

Grammar: Subject-Verb Agreement; Shifts in Tense

Writing: Cause/Effect Thesis/Outline due

Week Five: CAUSE/EFFECT ESSAY
Reading: Chapter 33: Beginning and Ending, pp. 331-343

Grammar: Commas

Writing: Cause/Effect draft due—700 words

Week Six: DOCUMENTATION
Reading: Chapter 49: Quoting, Paraphrasing, and Summarizing, pp. 478-490
Chapter 50: Acknowledging Sources, Avoiding Plagiarism, pp. 491-495
Chapter 51: Documentation, pp. 496-499
Assign essay/article from text or Norton online for Documented paragraph

Grammar: Appropriate Quotation; Avoiding Plagiarism

Writing: Documented Paragraph due—including three quotations from assigned text—250 words

Week Seven: COMPARISON AND CONTRAST ESSAY
Reading: Chapter 38: Comparing and Contrasting, pp. 380-387
Chapter 44: Taking Essay Exams, pp. 428-432

Grammar: Parallelism; Unnecessary Words

Writing: Comparison/Contrast Thesis/Outline due
Cause/Effect revision due – 700 words

Week Eight: COMPARISON AND CONTRAST ESSAY
Grammar: Placing Modifiers Correctly

Writing: Comparison/Contrast draft due – 500 words
Comparison/Contrast Essay due—500 words

Week Nine: ARGUMENT ESSAY
Reading: Chapter 36: Arguing, pp. 355-373
Chapter 13: Arguing a Position, pp. 156, 169-182
Choose one of the essays from Chapter 13

Grammar: Pronoun Case; Pronoun-Antecedent Agreement

Writing: Argument Thesis/Outline due

Week Ten: ARGUMENT ESSAY/DOCUMENTED ESSAY

Reading: Review graded Documented Paragraph
Chapter 45: Developing a Research Plan, pp. 435-444
Chapter 46: Finding Sources, pp. 445-468
Chapter 47: Evaluating Sources, pp. 469-472

Grammar: In-text Documentation

Writing: Argument Rough Draft -700 words

Week Eleven: DOCUMENTED ESSAY

Reading: Chapter 15: Annotated Bibliographies, pp.188-190, 191-196
Chapter 48: Synthesizing Ideas, pp. 473-477

Reference: Chapter 52: MLA Style, pp. 500-548

Grammar: Apostrophes

Writing: Annotated Bibliography Due—400 words

Week Twelve: DOCUMENTED ESSAY

Grammar: Apostrophes

Writing: Works Cited page due for Documented Essay
Documented paragraph due for Documented Essay – 300 words

Week Thirteen: EDUCATIONAL PATHWAYS ESSAY

Reading: Chapter 12: Reporting Information, pp. 129, 146-155

Grammar: Adjectives and Adverbs
Writing: Documented Essay Due—800 words—includes citations from at least five database sources

Week Fourteen: EDUCATIONAL PATHWAYS ESSAY

Grammar: Commonly Confused Words

Writing: Educational Pathways Rough Draft – 600 words
Educational Pathways Essay due—600 words—includes citations from two colleges and an approved occupation/labor website

Week Fifteen: FINAL REVIEW

Reading: Final exam review

Grammar: Grammar Mastery Exam

Writing: Practice Final Exam Essay – 500 words

Week Sixteen: Departmental Essay Final Exam – 700 words

PORTFOLIO ORGANIZATION
MEANS OF ASSESSMENT FOR LEARNING OUTCOMES

<table>
<thead>
<tr>
<th></th>
<th>Actual No. of words</th>
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<tbody>
<tr>
<td>1. Cause/Effect Essay Rough Draft</td>
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<tr>
<td>2. Cause/Effect Revision</td>
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<tr>
<td>3. Documented Paragraph</td>
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<tr>
<td>4. Comparison/Contrast Rough Draft</td>
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<tr>
<td>5. Comparison/Contrast Revision</td>
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<tr>
<td>6. Argument Rough Draft</td>
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<tr>
<td>7. Annotated Bibliography</td>
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<tr>
<td>8. Documented Argument Paragraph</td>
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<tr>
<td>9. Documented Argument Essay</td>
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<tr>
<td>10. Educational Pathways Rough Draft</td>
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<tr>
<td>11. Educational Pathways Documented Essay</td>
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<td>12. Grammar Mastery Exam</td>
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<tr>
<td>13. Departmental Final Exam Essay</td>
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<tr>
<td>14. Misc. average (practice essay, oral presentations, short writing assignments, quizzes)</td>
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<tr>
<td>TOTAL WORD COUNT</td>
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TOTAL WORDS: Approximately 6,000+
Drafts and revisions are at the discretion of the instructor.
All assignments must be kept in student portfolios and submitted to the Department Office at the end of each semester or submitted to Canvas as an electronic collection of writings.

**GRADING**

(Staple this sheet inside each student’s portfolio.)

The Chipola College grading scale, which **must** be used, is as follows:
Extra points will not be added to assignments or averages to achieve these grades.

A..............................90-100  
B..............................80- 89  
C..............................70- 79  
D..............................60- 69  
F..............................Under 60

**Bonus assignments and points will not be given.**
See your Instructor First Day Handout for individual instructor assignment schedule.